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Head Start Family and Child Experiences Survey (FACES): 2009 Cohort [United States]

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User Guide

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**Head Start Family and Children
Experiences Survey: 2009**

User's Manual

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GETTING STARTED

The 2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009) is the fifth in a series of national cohort studies—previous cohorts were studied in 1997, 2000, 2003, and 2006. We begin with an overview of the FACES 2009 study—the population of children it represents, how it differs from earlier FACES cohorts, and other unique features of the study. Next, we discuss tips or guidelines for analyses of FACES 2009 data. Finally, we describe special considerations for using the FACES 2009 data, including the selection of weights, the calculation of variances, and the conduct of specific types of analyses. This introductory material provides important information that researchers and data users will need when working with the FACES 2009 data. It also points users to applicable chapters of the User’s Manual to expedite use and understanding of the data.

Overview of FACES 2009

The FACES 2009 child sample represents the population of children who entered Head Start for the first time in fall 2009. The sample excluded children already in their second year of Head Start at the start of the fall 2009 data collection (estimated to be approximately 30 percent of the Head Start population). The sample also excluded children enrolled in American Indian and Alaska Native (AI/AN) programs, Migrant and Seasonal Head Start (MSHS) programs, programs in Puerto Rico and other U.S. territories, and programs not directly providing services to 3-, 4-, and 5-year-olds. Children who previously attended Early Head Start were included in the sample as long as fall 2009 was their first fall of enrollment in Head Start. Researchers should keep these exclusions in mind when reporting their findings and when describing the population of children represented by the FACES 2009 sample.

The FACES 2009 data may be used for a variety of analytic purposes. For example, the data provide rich descriptive information on the population of children and families served by Head

Start, including demographic characteristics, aspects of the home environment, family outcomes, and the skills and developmental progress of Head Start children. FACES 2009 data may also be used to answer questions about key subgroups of the Head Start population, such as dual language learners, children with disabilities, or children with several family risks (for example, children whose parents have less than a high school education and children living in single-parent families). FACES also provides rich information for describing Head Start programs and the services received by Head Start children and families, including enrollment; program services and partnerships designed to address the needs of both the children enrolled and their families (for example, child care, medical care, education, and job training); staff qualifications, credentials, and opinions; professional development and management; and Head Start classroom practices and quality.

The FACES 2009 sample, like the samples of earlier cohorts, is designed to produce reliable estimates of key characteristics of Head Start children and families. Given that the sample includes only 60 programs, program-level estimates are less precise than child-level estimates, and analyses that examine program differences are more limited. In addition, child-level analyses are constrained in terms of their ability to examine program-year growth for children attending two years of Head Start. For those children who attended Head Start for two years, FACES did not collect information in the fall of the second year. Thus, estimates of the growth that occurred in school readiness skills during the second year in the program may be underestimated as a consequence of summer loss. However, estimated growth from program entry to program exit is possible for these children, along with change during their first program year (that is, fall 2009 to spring 2010).

As the fifth FACES cohort, FACES 2009 followed closely the design and instrumentation of earlier cohorts. However, as detailed in Chapter I, FACES 2009 differed from FACES 2006 (and earlier cohorts) in important ways, including the child assessment measures used. In the direct assessment of children's skills, FACES 2009 added measures of expressive vocabulary, phonemic

awareness, and executive functioning. To minimize burden and fatigue, FACES 2009 dropped other assessment measures, such as Story and Print Concepts. FACES 2009 also expanded the classroom observation protocol to include the full Classroom Assessment Scoring System (CLASS) (Pianta et al. 2008), modifying or dropping previously administered observation tools. FACES 2009 gathered more information than earlier cohorts on families and children who speak a language other than English and program supports for these children and families, children who are homeless, and program efforts related to parent involvement. In Chapter III, we provide information on the full-range of instruments and measures used in the study.

Guidelines for FACES Data Users

A wide range of FACES 2009 questionnaires or instruments, data files, sampling weights, and constructed/derived variables is available for analysis. We describe each in great detail in Chapters III, VI, and VII of the User's Manual, respectively. The FACES 2009 questionnaires and instruments included (1) parent interviews, (2) direct child assessments, (3) teacher child reports (TCR), (4) classroom observations, (5) teacher interviews, and (6) Head Start director and education coordinator interviews. The three data files available for FACES 2009 analyses are (1) a center-/program-level file, (2) a classroom-/teacher-level file, and (3) a child-level file. The types of constructed/derived variables available on the data files include (1) child and family characteristics, (2) family processes and parenting, (3) Head Start teacher and classroom characteristics, and (4) program characteristics. The data also include several cross-sectional and longitudinal sampling weights to support analyses. Given the complexity of the study and the data set, researchers need to take several steps when working with the FACES 2009 data. Below, we outline some of these guidelines and considerations.

Before doing any analyses of the FACES data, it is important to review carefully the information provided in this User's Manual, which describes changes made to FACES 2009 as

compared to earlier cohorts, the study design, the broad set of research questions the study set out to answer, the instruments used for data collection, the available assessment scores and constructed or derived variables (such as variables that combine responses across more than one survey item or round of data), and the sampling weights that should be used when analyzing FACES 2009 data. Researchers should become familiar with the study's questionnaires and instruments (Appendix C) to know exactly how individual questions and groups of questions were asked and when specific item-level information is not available for review (e.g., for copyrighted measures and instruments) and to check for respondent paths and any skip patterns in the instruments. Respondents may follow different pathways through the instruments based on their participation in earlier rounds, and some questions may not have been asked in view of responses to earlier questions. In some cases, failure to consider valid skip patterns could result in incorrect reporting of findings. For example, when producing estimates of children whose parents' first language is Spanish, the researcher could overestimate the percentage if she or he does not recognize that the respondents answering the question were merely those who reported not speaking English in the home and not necessarily the parent(s).

Researchers should also review the data file codebooks (Appendix D, E, and F) to check variable values and frequencies, drawing attention to when values obtained in their analysis do not align with the data. Before beginning any analyses, researchers should check for the availability of constructed or derived variables (Chapter VII and Appendix G). Use of such variables, which are created by combining responses to several questions, data across different rounds of the study, or data from different sources (for example, parent interview data and data from the sample accrual or consent process) can save the researcher time. The table sets that accompany FACES 2009 reports use these variables, and a comparison of researcher results to the results published in the tables is a good test of the data set's correct application.

The researcher should be especially careful when focusing analyses on special populations, e.g., children with disabilities, and remember that FACES 2009 did not oversample special populations. Therefore, it is vital to consider the sample size, standard error, and reliability of the findings before drawing conclusions about special populations.

To run analyses, the researcher should start with an original, write-protected data file and then separate the data coding/preparation files (based on the review of questionnaires and constructed variables) from the files that will be used to run analyses. The researcher should always keep a record of the syntax across each of these steps. Analyses should be run first with unweighted data, with data recodes checked through cross-tabulations and frequencies. Unweighted analyses will help identify potential data coding errors as well as small cell sizes. With the data weighted, it is easy to miss such cells. For all analyses, the researcher should consider the potential of missing data and the type of missing data (item missing or instrument [unit] missing) (see Chapter VI for the FACES approach to missing data codes). The different sampling weights provided with the data set adjust for unit missing data (unit nonresponse), but not for item-level missing data. With few exceptions (for example, household income), we have not imputed missing data. Researchers should assess the plausibility of their findings. If results are surprising or are in unexpected directions, they may reflect errors.

Special Considerations

Once the researcher has a good sense of his or her research question and analytic approach, has carefully reviewed the FACES 2009 User's Manual and appropriate instruments, and has completed a preliminary review of the distributions of the needed variables, he or she needs to make several additional decisions in order to ensure maximum use of the data. In this section, we review some of the more common decisions faced by researchers and describe several other features of the FACES design that researchers may need to consider in view of a particular research question.

Choosing the Best Weight. The FACES 2009 data contain a variety of sampling weights. Using weights with FACES data is important to ensuring that findings accurately represent the population of entering Head Start children, their families, programs, and teachers. As described in Chapter II, FACES uses a complex sample design and not all programs, classrooms, and children had an equal probability of selection (that is, FACES does not rely on a simple random sample). Furthermore, not all sampled children, families, programs, and teachers participated in FACES 2009, and over the life of the study, some children left Head Start and were ineligible for future follow-up. FACES sampling weights account for variations in the probabilities of selection as well as for eligibility and differences in cooperation rates among those selected. They also adjust for sample attrition over time. Weighting the analysis allows researchers to represent the target population as cases are counted relative to sample members' representation in the population. Use of sample weights reduces the potential bias in findings that is associated with differential selection and nonresponse. With 43 FACES 2009 sampling weights, researchers must decide on the best weight for answering their research question. Below, we review the factors to consider in choosing the best weight. In Chapter VI, we provide a full list of the weights and more detail on their construction.

First and foremost, the choice of weight depends on the research question. Who is the target of analysis and what is the level of analysis? What are the behaviors or characteristics of interest (what data will be used and from which source instruments)? Does the analysis focus on a single time point or on changes over two or more time points (what round or rounds of data are involved)? While most analyses of the FACES 2009 data will focus on the child level, analysis at higher levels (for example, Head Start classrooms) will occasionally be required, or data collected at lower levels will have to be aggregated to answer questions about Head Start children, families, programs, centers, classrooms, and teachers. Each of those levels includes particular instruments, and the User's Manual provides sampling weights for use when analyzing data from the instruments. For

example, the program weight is intended for use with data from the program director survey and adjusts for each program's probability of selection; all program directors completed an interview. The center weight is intended for use for analyses at the center level, including center director and education coordinator survey data. The classroom-level weights (Year 1 only) are intended for use in analyses at the classroom level, including Head Start teacher interviews and classroom quality measures (classroom observations in spring 2010). Given that the teacher response rate may not be the same as the observation response status of the classroom, we calculated a weight for measures derived from the teacher interviews and another for the classroom observations. The child-level weights that build on the program-, center-, and classroom-level weights are to be used to analyze data on child outcomes such as direct child assessments and teacher child ratings as well as parent interview data. In choosing a weight, the analyst also must determine whether the analysis requires more than one round of data collection along with the latest round. FACES 2009 includes both cross-sectional (one round) and longitudinal (more than one round) weights. It is important to recognize that there is no perfect weight for all potential research questions that may be answered with the use of FACES data. In many cases, the researcher must decide between two or more weights, basing the decision on several factors, including how much missing data is acceptable.

Calculating Variances. Standard errors are used to test hypotheses and to study group differences when making inference to a population. They are a measure of the variance in the estimates associated with the selected sample, recognizing that the selected sample is one of many possible samples. Most standard procedures in commonly used statistical software packages assume that a simple random sample is the source of the data. Software packages using procedures designed for simple random samples tend to underestimate the standard errors for complex sample designs such as FACES, thereby increasing the chances of finding what appear to be statistically significant results where none is present and vice versa. FACES 2009 data analysis requires procedures

appropriate for complex multistage, clustered designs with unequal probabilities. FACES observations are not independent (an assumption of a simple random sample); that is, children in the same classroom (or center) are more likely to share characteristics. In using FACES data, analysts should use a design-based variance estimation method such as Taylor Series methods. In Chapter VI, we provide details on variance estimation using Taylor Series methods.¹ An alternative approach, which may be used during the preliminary or exploratory stage of data analysis, approximates the variance associated with complex sample designs by using average design effects or those of similar outcomes and subgroups.² Standard errors using simple random sample (SRS) procedures may be adjusted by (1) multiplying the SRS standard error by the square root of the design effect or (2) adjusting the t-statistic by dividing it by the square root of the design effect.³ In Chapter VI, we list design effects for different FACES 2009 weights.

Merging Information Across Levels. As noted, three data files are available for FACES 2009: (1) a center-/program-level file, (2) a classroom-/teacher-level file, and (3) a child-level file. In Chapter VI, we provide details on the data file structure and content for each file. Most often, researchers use one file to conduct analysis. However, depending on the research question of interest, researchers may draw on data at different levels or in different FACES data files. For example, researchers may be interested in using data on children's Head Start teachers together with child outcome data to explore the relationships between teacher characteristics and gains in school

¹ Software packages that support Taylor Series methods include SUDAAN, STATA (using svy procedures), SAS (using the PROC SURVEY [not PROC] command), and AM. At this time, SPSS requires a special add-on called the Complex Sample Module for Taylor Series Linearization.

² Some statistical packages such as SAS and STATA normalize a weight as part of the process so the standard error is based on the actual sample size rather than on the population size. If the package does not do so, the analyst must normalize the weight to sum to the sample size by using the following formula: $\text{sampling weight} * n / (\text{sum of the weights})$. The normalization should be completed before using any design effect adjustment.

³ An F statistic is adjusted by dividing it by the design effect, not by the square root of the design effect.

readiness skills. To do so, the researcher must merge fall 2009 and/or spring 2010 teacher source data (individual item-level data) with data from the child-level data file.

Researchers may look to a series of identifiers to assist in merging data. In FACES 2009, each sampling stage (program, center, teacher, classroom, and child) has its own identifier, and a given file has the identifier at that level and at all earlier sampling stages. For example, the child data file contains an identification (ID) number for each child and ID numbers for his or her Head Start classrooms, teachers, centers, and programs at each data collection point. The same identifiers (see Chapter VI for identifier names) are used in the classroom/teacher data file (for Head Start classroom, teacher, program, and center) and in the center/program data file (for Head Start center and program).

Creating Child-Level Variables Across Rounds. Given that the 3- and 4-year-old cohorts attend Head Start for different lengths of time, FACES data may be used to address questions about children's experiences in different years (and rounds) of data collection.

First, analysts are often interested in children's development at the end of Head Start and in the spring of kindergarten. The prekindergarten year (or end of Head Start) was spring 2010 for most of the 4-year-old cohort and spring 2011 for the 3-year-old cohort. The kindergarten year was spring 2011 for most of the 4-year-old cohort and spring 2012 for most of the 3-year-old cohort. To document and examine children's development as they exiting Head Start, the user must create a new set of variables for the prekindergarten time point across rounds, drawing on either spring 2010 (round 2) or spring 2011 (round 3) variables. Similarly, to document and examine children's development in spring kindergarten and use all of the kindergarten data, the user must create a new set of variables by drawing on either spring 2011 (round 3) or spring 2012 (round 4) variables. To facilitate use of the data in order to document children's development, the FACES data file contains two variables that flag the year children attended prekindergarten (PKYEAR) and kindergarten

(KGYEAR). The value of the variable indicates the year from which to draw data for each child. The data file provides sampling weights that support analysis of prekindergarten or kindergarten data for the full FACES sample. In Chapter VI, we provide additional information on the flags, how to combine data across rounds, and the weights to use when combining data.

Second, by design, FACES 2009 sampled only children newly enrolled in Head Start as of fall 2009. However, given interest in describing the development and experiences for the full population of Head Start children, FACES 2009 features a new set of weights for use in developing estimates for this population (Table VI.23). In addition to using these weights, analysts must construct variables for the group of 4-year-old children attending a second year of Head Start by pooling data across different rounds of the study. When doing so, the analyst constructs a synthetic cohort.

Teacher- Versus Classroom-Level Analyses. FACES 2009 data may be used to answer questions about children's Head Start classrooms and teachers. The classroom/teacher file contains data collected from Head Start teachers about themselves and their classrooms as well as classroom observation data from the first year of the study (fall 2009 and spring 2010). Given that some Head Start teachers taught two part-day classes in fall 2009, they provided separate information for each Head Start class but, like all other teachers, provided information about their background/demographics only once. In other words, the teachers who taught two sessions per day have two records in the data file, one for each class. Analyses of teacher-specific data in fall 2009 and spring 2010 (that is, estimates about Head Start teachers) must therefore use the classroom/teacher file and a teacher-level weight. The teacher-level weights provided with the data set adjust for duplication of classroom information for the affected teachers. Analyses of classroom data in fall 2009 and spring 2010 at the class level, including spring 2010 observation data (i.e., estimates about Head Start classes), use the classroom/teacher file and a classroom weight. The classroom/teacher data file does not include data collected from Head Start teachers in spring 2011,

spring 2011 classroom observation data, and kindergarten teacher data; instead, the data are reported only at the child level and are in the child file. In Chapter VI, we provide greater detail on the structure and contents of the different data files and list the classroom and teacher weights (and all child weights) available for a given round of data collection

Cross-Cohort Analysis. FACES, with its successive nationally representative samples, provides descriptive information that may use data from different cohorts (FACES 2009, 2006, 2003, and so on) to analyze trends and changes in the population of interest and services provided. To facilitate cross-cohort comparisons, the content of the measures used in the FACES instruments is structured with considerable overlap; in addition, to the extent possible, constructed and derived variables from the data are created similarly across cohorts. Over time, though, FACES has undergone updates to ensure that it reflects current Head Start policies and practices, changes in response to trends in the population of children served, and the latest measurement and data collection techniques.

Researchers interested in using FACES 2009 data in combination with data from earlier cohorts must consider what changes may have occurred with respect to who is represented in the sample; what characteristics of children, families, and programs were measured (or what version of a measure was used or how a question was asked); and who was assessed or interviewed. For example, FACES 2000 did not sample centers and thus would not support center-level analyses. Across cohorts, FACES used updated versions of the Woodcock-Johnson Tests of Achievement, the Early Childhood Environment Rating Scale, and the Peabody Picture Vocabulary Test (PPVT). Given that the standard scores for the Woodcock-Johnson and PPVT would be relative to a different U.S. population depending on the version used in a particular cohort, researchers should exercise caution when drawing conclusions about changes in the skills of the Head Start population. FACES also introduced new measures (such as pencil tapping in FACES 2009) such that comparable scores are not available for earlier cohorts. In addition, the assessment measures completed by children differ

across cohorts depending on routing decisions based on age and home language. For example, beginning in FACES 2006, all children received the PPVT regardless of home language. In addition, respondent sources varied in different cohorts, with family service workers interviewed in an early cohort and program directors interviewed as of FACES 2006. The FACES 2009 baseline report (Hulsey et al. 2011) demonstrates the various decisions to be made in conducting cross-cohort analyses. For example, the analyst may need to limit the outcomes to those measured in the same way in a certain number of cohorts or may need to rely on a common metric in response options when reporting characteristics of children, families, or classrooms across cohorts in order to ensure comparability.

I. INTRODUCTION

The Head Start Family and Child Experiences Survey (FACES) was first launched in 1997 as a periodic, longitudinal study of program performance, with additional cohorts at 2000, 2003, 2006, and 2009. Successive nationally representative samples of Head Start children, their families, classrooms, and programs provide descriptive information on the population served; staff qualifications, credentials, and opinions; Head Start classroom practices and quality measures; and child and family outcomes. Together, the surveys provide the opportunity for comparing children and program characteristics over time. FACES includes a battery of child assessments across multiple developmental domains; interviews with children’s parents, teachers, and program managers; and observations of classroom quality. In 2008, the Administration for Children and Families (ACF) funded Mathematica Policy Research and its partners—Educational Testing Service and Juárez and Associates—to design and conduct FACES 2009.

In this manual, we provide detailed information on the FACES 2009 study design in order to inform and assist researchers interested in using the data for future analyses. In Chapters I and II, we include information on the study’s sampling procedures along with features of the FACES 2009 study and study design that differ from previous cohorts. In Chapter III, we provide an overview of the data collection instruments, including the child assessments and ratings by teachers; classroom observations; and parent, teacher, and Head Start staff interviews. In addition, in Chapter IV, we describe field staff training, data collection procedures, and quality control visits. We then discuss in Chapters V and VI data preparation and the structure of FACES 2009 data files, including data entry, frequency review, data edits, and data file creation and information on sampling weights and instructions for using the data file. Finally, in Chapter VII, we present scores for key constructed and derived variables for child outcomes (including reliability data) as well as for child, family, household, teacher, classroom, and program characteristics.

In addition to the manual, the following appendices are provided:

- Appendix A - Copyright statements
- Appendix B – Instrument Content Matrices
- Appendix C – Questionnaires
- Appendix D - Center/Program Codebook
- Appendix E - Classroom/Teacher Codebook
- Appendix F - Child Codebook
- Appendix G - Description of Constructed/Derived Variables

A. FACES 2009 Study Design

FACES is a tool for measuring Head Start program performance at the national level. The FACES study collects data on successive nationally representative samples of Head Start programs and classrooms and of the children and families served by Head Start. FACES also examines the developmental progress of children and their families during and following Head Start participation. Interviews, observations, and assessments carried out on a recurring basis provide the means for assessing how the program is performing, currently and over time, in response to changing demographics and policy mandates.

The FACES 2009 child sample was selected to represent 3-, 4-, and 5-year-olds⁴ as they entered their first year of Head Start. The study consists of four waves of data collection—fall and spring of children’s first Head Start year, spring of the second Head Start year for children who were 3 years old as of the local school district’s kindergarten cut-off date for 2009, and spring of the children’s kindergarten year (Table I.1). A total of 3,718 children and their families were selected to participate

⁴ Throughout this document, “3-year-olds” refers to children who are two years away from kindergarten according to the local public school district’s kindergarten cut-off date, and “4-year-olds” refers to those who are one year away. Children who are 5 years old as of the fall 2009 kindergarten cut-off are grouped with the 4-year-olds.

in FACES 2009 from about 486 classrooms in 60 Head Start programs. Of these and among children with consent, 3,349 children and their families participated in FACES 2009.

Table I.1. Summary of Data Collection for 3- and 4- Year- Old Cohorts, by Wave

Cohort	Fall 2009	Spring 2010	Spring 2011	Spring 2012
3-Year-Old Cohort	X	X	X	X
4-Year-Old Cohort	X	X	X	

B. Use of FACES Data

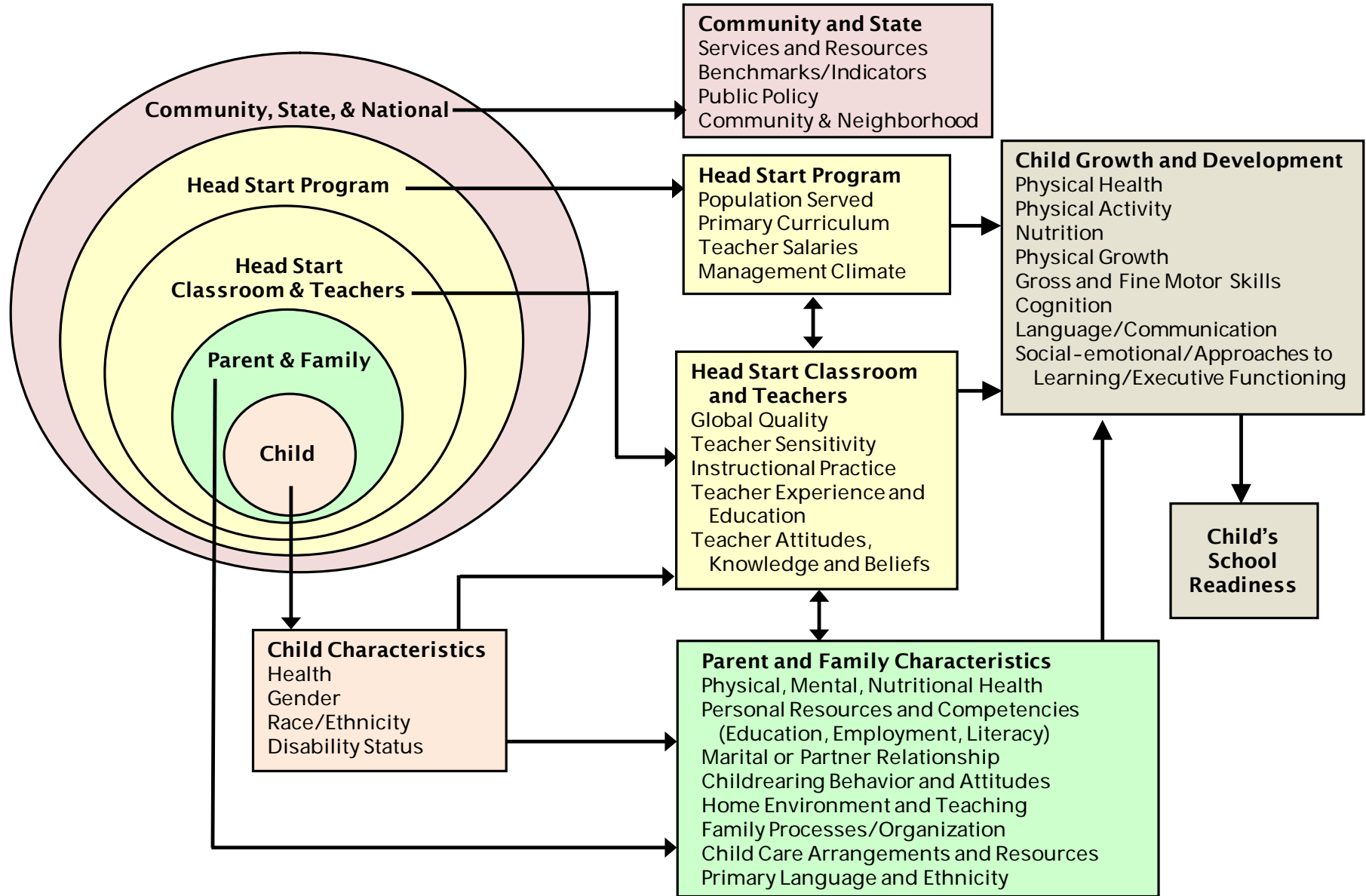
For nearly a decade, the Office of Head Start, ACF, other federal agencies, local programs, and the public have depended on FACES for valid and reliable national information on (1) the skills and abilities of Head Start children, (2) how Head Start children’s skills and abilities compare with preschool children nationally, (3) Head Start children’s readiness for and subsequent performance in kindergarten, and (4) the characteristics of the children’s home and classroom environments. FACES data have also been useful in responding to additional program requirements. For example, the data and experiences from FACES assisted the 1999 Advisory Committee on Head Start Research and Evaluation as it deliberated the design of the congressionally mandated National Head Start Impact Study (NHSIS). Baseline data from FACES 2006 were provided to federal staff working to interpret and implement the 2007 Head Start Act. More recently, the Secretary’s Advisory Committee (SAC) on Head Start Research and Evaluation has requested presentations of FACES findings at each of its meetings, ranging from a comprehensive overview to specific presentations on classroom environments, family engagement, health, and cultural/linguistic diversity (Tarullo 2011a; 2011b; 2011c; 2011d; Aikens 2011) and on secondary analyses of quality thresholds and dosage (Burchinal et al. 2011; Xue et al. 2011). The secondary analysis of FACES data through the study of Quality Features, Thresholds and Dosage and Child Outcomes (Q-DOT) proved instrumental in decision-making about setting criteria for observational measures within the Designation Renewal System (DRS; see DHHS, 2011). A CLASS pilot and feasibility study

conducted in FACES 2006 has also informed decisions about the procedures required to train, certify, and maintain field reliability for classroom observers using the CLASS. FACES data are being used to answer questions about the population of dual language learners attending Head Start and are a major data source for a congressionally mandated report on these children. In addition, data from FACES have been widely disseminated within the Head Start community to assist with efforts toward continuous program improvement and to guide training and technical assistance efforts.

C. Conceptual Model and Framework

The conceptual framework for FACES 2009 illustrates the complex interrelationships that help shape the developmental trajectories of children in Head Start (Figure I.1). The child's place is primary and constitutes the central core of the relationships depicted in the figure; fostering a child's progress toward school readiness, broadly construed, is Head Start's ultimate goal. The family context—health, economic, and educational resources as well as cultural factors—forms the first ring of influences surrounding the child. Membership in the Head Start community is reflected in the child's classroom and teachers and the wider Head Start program, all of which influence the quality of the early childhood learning experience. Factors affecting the child's development and well-being also include teacher credentials, classroom quality, and program management. Finally, community, state, and national policy decisions, depicted in the outer ring, affect the life of a Head Start child. These multidimensional contexts guide all aspects of the FACES study, from the selection of measures to the multilevel analyses needed to fully address program and policy issues in today's Head Start program.

Figure I.1. Conceptual Model for FACES 2009



The Head Start experience is designed to promote immediate short-term and long-term goals for children and families. For children, the experience includes preschool education, health screenings and examinations, nutritionally adequate meals, and opportunities to develop social-emotional skills that support school readiness. For parents, the experience involves opportunities to participate in policy and program decisions. The program provides parents with chances to participate in the classroom and strives to encourage their active involvement in the education and development of their children. Head Start seeks to promote adult literacy and further parent education, where needed and appropriate, and to provide opportunities for careers and training in early childhood education. The program also seeks to promote family self-sufficiency through provision of case management, assessment, referral, and crisis-intervention services. Head Start acts as an advocate for necessary family-focused social services through interagency coordination and agreements. Measurement of these child and family goals both during the program years and through follow up at the end of kindergarten allows fuller understanding of how well Head Start prepares children and their parents for participation in school.

D. Research Questions

The FACES study is designed to enable researchers to answer a wide range of research questions that are crucial for aiding program managers and policymakers. The data from FACES 2009 may be used to (1) describe key characteristics of newly entering children and families served by Head Start, including demographic characteristics and children's developmental progress; (2) describe Head Start programs, teachers, and classrooms serving children; and (3) explore associations among classroom, teacher, and program characteristics and a variety of child and family outcomes. The study also supports research questions related to subgroups of interest, such as children with disabilities and dual language learners (DLL), and policy issues that emerge during the study. The study addresses changes in children's outcomes and experiences and in the characteristics

of Head Start classrooms over time and across cohorts. This section presents the types of questions the FACES 2009 study aimed to address.

1. Describing the Population Served

- What are the characteristics of children and families served by Head Start? How do they compare with the characteristics of earlier FACES cohorts?
- What school readiness skills do children demonstrate when they enter Head Start? How do Head Start children compare with children of similar ages in the general population? How do children's developmental outcomes compare with those of earlier cohorts?
- What developmental gains do children make during Head Start and beyond? How do these gains compare with national and publisher norms?
- What are the characteristics of children who make more or less developmental progress than average during the Head Start year?
- Do the gains achieved by Head Start children predict their performance at the end of the kindergarten year? Do larger gains (or greater declines in problem behavior) translate into higher achievement at the end of kindergarten?
- What factors relate to children's performance at the end of the kindergarten year?
- What proportion of children has identified disabilities? What are the types of disabilities, and have the types changed across cohorts?
- To what extent do Head Start parents increase their home learning activities following their experiences in the program? Has the change in home learning activities during Head Start increased, decreased, or remained the same? Have parents improved health and nutritional practices in the home?

2. Describing Head Start and Program Services

- To what extent do Head Start parents make progress toward financial self-sufficiency and fulfillment of personal goals regarding education and employment? Has the amount of progress changed over time?
- What is the quality of Head Start classrooms as early learning environments, including the level and range of teaching and interactions, provisions for learning emotional support, instructional support, and classroom organization? How has quality changed over time?
- How much variation exists in the quality of different Head Start programs, centers, and classrooms? What factors account for this variation?
- What specific curricular approaches are being used in Head Start classrooms?

- What are the characteristics and qualifications of Head Start teachers, and how do these characteristics compare with those of earlier FACES cohorts? For example, are average teacher education levels rising in Head Start?
- What are the experiences of families and children in Head Start? How have they changed? How do they vary according to programs' philosophies, strategies, and approaches to family involvement and support?
- What is the relationship between program management (for example, support for teacher training and the use of a specific early childhood curriculum) and classroom quality?

3. Relating Program Services to Child and Family Outcomes

- What is the relationship between classroom quality and children's outcomes and developmental gains?
- Do variations in the quality of Head Start programs correlate with variations in the amount of change shown by children in their academic, social, and emotional competencies?
- Do programs that employ certain types of curricula show greater gains than others?
- Do the quantity and quality of classroom instruction in early literacy relate to children's gains in language and early literacy skills during the Head Start year?
- Do the quantity and quality of classroom instruction in early mathematics relate to children's gains in early mathematics skills during the Head Start year?
- Do programs that employ high proportions of teachers with bachelor's degrees or associate's degrees show greater gains in child cognitive and positive behavioral development than programs with lower teacher education levels?
- What are the relationships among program management, classroom quality, and parent outcomes? Do variations in the quality of Head Start programs correlate with variations in the amount of change exhibited by parents in their parenting behaviors, engagement in healthy practices at home, provision of home learning experiences, and attitudes toward or fulfillment of personal goals for education and employment?

E. What's New in FACES 2009

The design of FACES 2009, including the sampling plan, instruments, procedures, and data analysis plans, draws heavily from the design of FACES 2006; most of the design remains the same,

with a few changes in approach or instruments.⁵ These changes, particularly those related to measures of key constructs, reflect a balance between the need to support comparisons to previous FACES cohorts and the need to update the measurement battery and address emerging policy issues. Changes were made to particular measures and the sampling procedures. In terms of changes to measures, modifications primarily involved an enhanced focus on children who are dual language learners (DLL) and children who are homeless, changes in measures used to assess child outcomes and classroom quality, and additional information on parent involvement and program services. In the following sections, we summarize the differences between the study instruments and procedures for FACES 2009 and those used in FACES 2006. In Chapter III, we provide additional details on the measures in the FACES 2009 battery.

1. Enhanced Focus on Particular Groups

In response to recent trends and mandates, FACES 2009 expanded the information collected on families and children who speak a primary language other than English and the information collected on children who are homeless. Earlier cohorts of FACES gathered information on the languages spoken in the home and used for classroom instruction. Given the growth in the population of Hispanic/Latino preschoolers (Hernandez 2006), FACES 2009 placed additional emphasis on DLLs. In fact, 3 out of 10 children enrolled in Head Start in fall 2006 were DLLs (Aikens and Atkins-Burnett 2009; West et al. 2008; Woolverton et al. 2009), as identified in FACES 2009 as well (Hulsey et al. 2011). In addition, Head Start's performance standards required programs to support children's progress in learning their home language and diverse cultures in the classroom; in fact, the 2007 Head Start Act specifically outlined the conduct of a research study on the status of

⁵ For information on how FACES 2006 differed from earlier FACES cohorts, see the FACES 2006 Study Design report at http://www.acf.hhs.gov/programs/opre/hs/faces/reports/faces_studydesign/faces_studydesign.pdf.

DLL children and their families that participate in Head Start. To understand more fully the unique contexts within which DLLs develop, we have expanded the information collected from parents, teachers, and programs. Parents provided information on their attitudes toward and preference for learning English and maintaining the child's home language as well as information on the home language environment (household members who speak a language other than English and the presence of books, magazines, and other media in both English and the primary language). Teachers reported on the number of DLLs in the classroom and the languages used for reading and speaking to groups. Further, FACES 2009 captured more information on how staff recruitment responds to the needs of DLLs and families, strategies for encouraging the involvement of DLL parents, and whether programs offer any special services such as assessments of family members' language skills.

In addition, given the 2007 Head Start Act's focus on children and families who are homeless, FACES 2009 expanded coverage on the enrollment of such children, how the program ensures that they enroll in Head Start, and the special services available to such children and their families. While FACES continued to capture household moves and stability, the current study also examined family separations as potentially related to housing status.

2. Changes to Child Outcome Measures

For FACES 2009, we carefully balanced the need for consistent measurement of outcomes against the need for improvements in instrumentation and techniques. In some instances, we have added new instruments to obtain more comprehensive information on Head Start children. For example, we added the Expressive One-Word Picture Vocabulary Test to assess children's expressive language, which is related to later reading achievement even more so than receptive language (National Early Literacy Panel 2008). We also added a measure of phonemic awareness from the Early Childhood Longitudinal Study–Birth Cohort (ECLS–B) preschool wave to assess children's knowledge of beginning and ending sounds in words. Further, FACES 2009 included a

direct assessment of executive functioning—a pencil tapping task to examine children’s inhibitory control, working memory, and attention—which has been shown to relate to young children’s development in mathematics, vocabulary, and literacy (Blair and Razza 2007; Espy et al. 2004; McClelland et al. 2007).

In other instances, we dropped measures that, in earlier cohorts, did not demonstrate a relationship with outcomes, exhibited poor psychometric properties, proved too time consuming, or lacked current policy interest. For instance, we eliminated the Story and Print Concepts task because reliability in previous FACES cohorts was low, with many children scoring at the floor (ACF 2006) or not achieving a valid score. To reduce teacher burden, we dropped the Preschool Learning Behavior Scale (PLBS) and, for purposes of national comparison, replaced it with the six-item approaches toward learning scale used in the Early Childhood Longitudinal Study–Kindergarten Class of 1998–1999 (ECLS–K).

3. Changes to Classroom Quality Measures

FACES 2009 continued to measure classroom quality, though with some changes to ensure greater precision and reliability. The Early Childhood Environment Rating Scale–Revised (ECERS–R; Harms et al. 2005) is an important classroom quality indicator and one of the most commonly cited measures used by FACES. FACES 2009 used an abbreviated set of ECERS–R items identified by researchers (Clifford et al. 2005) in combination with the CLASS. While FACES 2006 used one CLASS domain (Instructional Support),⁶ FACES 2009 used the full CLASS—Instructional Support, Emotional Support, and Classroom Organization. A pilot test conducted in winter 2009 examined the feasibility and reliability of staff completing both the ECERS–R (full versus abbreviated) and CLASS in various combinations. In turn, we dropped the Arnett Caregiver Interaction Scale (Arnett

⁶ FACES 2006 piloted the full CLASS but not in combination with the ECERS–R.

1989) from the FACES 2009 observation protocol to reduce burden and potential redundancy with the CLASS Emotional Support domain as well as limited association with teacher education or children's cognitive skills.

4. Additional Information Gathered on Parental Involvement and Program Services

Head Start has always considered parental involvement a central tenet. In fact, the OHS released the Head Start Parent, Family, and Community Engagement (PFCE) Framework in August 2011. The PFCE Framework, a prenatal to age 8 research-based tool, describes strategies for making parent and family engagement activities systematic and integrated across programs in order to achieve seven parent and family engagement outcomes. In turn, it is expected that positive parent and family outcomes will lead to positive child outcomes and improved school readiness. To address policy interests surrounding parental involvement and connections across services and settings, FACES 2009 introduced new items to gather additional information on parental involvement and program services. The new items asked parents about their involvement with the Head Start program and their child's classroom, barriers to that involvement, and their satisfaction with different aspects of the program. Further, coverage on this topic was enhanced in interviews conducted with Head Start staff, with an increased focus on how well programs make connections with parents and any barriers to those connections. In addition, program directors indicated services available for children with disabilities and described the referral processes and partnerships that were in place to provide those services. FACES 2009 also expanded the amount of information collected on the formal partnerships Head Start programs have with other center- or home-based child care programs for providing extended care and whether programs have tried to align their curriculum or goals with local prekindergarten programs.

5. Updates to Sampling Procedures

FACES 2009 improved the sampling procedures used in the baseline wave of FACES 2006. Most notably, FACES 2009 introduced the use of Field Enrollment Specialists (FES). FESs visited each program about three weeks before data collection to conduct on-site classroom and child sampling and to gather consents. During the visits to each program's two sampled centers, the FES requested lists of all classrooms with newly enrolled Head Start children age 3 through 5 years and the number of such children in each classroom. The FES then provided this information to a Mathematica statistician who immediately selected classrooms for inclusion in the study. The FES, still at the center, requested a class roster for each selected classroom and entered each child's name and age (or date of birth) into a specially designed program on a laptop computer for child sampling. In another change from FACES 2006, FACES 2009 allowed only one child from a household to participate in the study. Thus, if any selected children in a center were identified as siblings (defined as living in the same household and cared for by the same primary caregiver), the FES laptop program included a step that sampled only one of the identified siblings. This immediate and on-site sampling technique allowed FACES project staff to focus parent consent efforts on selected children in an efficient and timely manner, with a FACES field staff member available to represent the study and answer questions.

II. SAMPLE AND SAMPLING DESIGN

To address a broad set of research questions and support the range of analytic approaches to be used with the FACES data, we looked to the sample design of FACES 2006, which in turn had looked to earlier FACES cohorts that had produced a nationally representative probability sample of Head Start classrooms and teachers, children new to Head Start who are enrolled in these classrooms, and the children’s primary caregivers. In fact, FACES 2009 follows the same basic sample design used in earlier cohorts. The resulting sample is sufficiently large to produce overall and subgroup estimates with the desired statistical precision.

The study’s target population is 3- and 4-year-old children enrolling in Head Start for the first time in fall 2009 and their families and teachers.⁷ FACES follows sampled children through their kindergarten year,⁸ with data collected at several time points. If a child leaves Head Start at any time before the spring of his or her kindergarten year, he or she is no longer considered part of the study population from that data collection point forward. The study is designed to follow children from their first (and possibly only) year of Head Start through kindergarten. Given the inevitable loss of some sample cases, the initial sample size accounts for such loss, thereby ensuring a sufficient sample size of each cohort at the final time point. (The statistical power to detect policy-relevant differences is discussed later in this chapter.) FACES 2009 attempted to retain in the sample all

⁷ Virtually all 3-year-old children are considered new to Head Start. Participation in the previous school year in Early Head Start, which provides services to those under age 3, does not count as previous participation in Head Start for purposes of this study.

⁸ Children may or may not be enrolled in kindergarten during their FACES “kindergarten year,” which is based on their birthdays and the age cut-off for kindergarten enrollment in their school district. In this report, “3 year old” includes some 4-year-old children who are too young for kindergarten during the following school year, given the child’s birthday and local age cut-off. Similarly, “4 year old” includes some 5-year-old children who are too young for kindergarten during the current school year, given the child’s birthday and local age cut-off.

families of children who remained in Head Start through the year before kindergarten but did not follow those who leave Head Start before that time.⁹

A. Multistage Sampling Approach

To achieve the goals of an efficient, representative national sample of sufficient size to permit the detection of policy-relevant differences, FACES 2009 used a multistage sample design with four stages: (1) Head Start programs, with programs defined as grantees or delegate agencies providing direct services; (2) centers within programs; (3) classrooms within centers; and (4) children within classrooms.

To minimize the effects of unequal weighting on the variance of estimates, FACES used a design that involved sampling with probability proportional to size (PPS) in the first three stages (program, center, and classroom) followed by sampling equal numbers of children with equal probability within classroom at the final stage, with the goal of giving each child an approximately equal chance of selection into the sample. FACES selected 60 programs, two centers per program, and up to three classrooms per center. Because of the grouping necessary at the center and classroom levels to achieve the desired number of children in FACES 2009, our resulting sample included 486 classrooms. Within each selected classroom, we released enough sampled children to yield 10 with parental consent per classroom, for a total of about 3,349 children across all programs in fall 2009. (In Table II.1, we provide a comparison of expected and actual sample sizes.)

To exercise some control over the representativeness of the sample, FACES used explicit and implicit stratification at each stage of selection as appropriate. Explicit stratification involves the

⁹ To be eligible for data collection in FACES during the year(s) before kindergarten, a child must still be enrolled in Head Start. To be eligible for data collection in FACES during the kindergarten year, a child must have completed the previous school year in Head Start.

formation of strata (mutually exclusive groups within the sampling frame based on specified characteristics) from which separate samples are selected, whereas implicit stratification involves sorting the frame by specified characteristics within strata before sampling. By selecting the sample within explicit strata, we ensured that the sample resembled the frame in terms of the stratification variables. Stratification may also be used to oversample certain subgroups; however, we did not oversample any subgroups in FACES 2009.

At each of the first three stages of sampling, FACES used a sequential sampling technique based on a procedure developed by Chromy (1979).¹⁰ The procedure offers all the advantages of the systematic sampling approach (selecting every *n*th case after a random start) but eliminates the risk of bias associated with that approach. The Chromy procedure allows for PPS sampling and explicit and implicit stratification, as described above. We carried out child selection as a simple random sample within class.

1. Sampling Head Start Programs

The sampling frame for programs was based on the final Head Start Program Information Report (PIR) database for program year 2007–2008 (the most current PIR available at the time of sampling). The sampling unit for the first stage was at the PIR reporting level—that is, the grantee or delegate agency (what we refer to as the program). The PIR included about 2,600 programs. The sampling frame included all Head Start programs in the 50 states and the District of Columbia that met the study’s eligibility criteria. We considered the following programs ineligible for the study and therefore excluded them before sampling:

- Programs in Puerto Rico and other U.S. territories

¹⁰ The procedure makes independent selections within each of the sampling intervals while controlling the selection opportunities for units crossing interval boundaries.

- Programs under the American Indian-Alaska Native Head Start program and the Migrant and Seasonal Head Start program
- Programs that do not provide direct services to children in the target age group (Early Head Start programs and grantees that provide only administrative services to their delegate agencies)
- Defunded programs under transitional management or entire programs temporarily out of operation

Even though sometimes excluded from earlier rounds of FACES, programs involved in other ongoing Head Start studies were not excluded from the sampling process for FACES.

In March 2009, we selected programs with PPS, using as the size measure an estimate of the number of *newly* enrolled 3- to 5-year-old children in a program.¹¹ We selected with certainty nine particularly large programs that would have had a probability of selection of close to one. Explicit sampling strata included program characteristics such as census region, urbanicity (metropolitan statistical area or not), and percentage of racial/ethnic minority enrollment.¹² After collapsing categories with few programs, we had 12 explicit sampling strata. The implicit strata were whether the program had at least 25 percent dual-language learners, program status as a public school district grantee, the percentage of children in the program whose primary home language is English (categorized), and the percentage of children with disabilities. Explicit stratification made it necessary to decide how to allocate the sample across strata. Given the PPS sampling in the first

¹¹ Although the PIR does not provide figures on the number of newly enrolled children for specific ages, it does provide the number of all enrolled children returning for a second year. Applying the percentage of new children to the total number of 3-, 4-, and 5-year-old children provides a reasonable estimate of the number of newly enrolled children in this age range:

$$\text{Estimated new 3- to 5-year-olds} = 3\text{-year-olds enrolled} + [0.5 \times (4\text{-year-olds} + 5\text{-year-olds enrolled})].$$

¹² The 2007–2008 PIR asked separately about Hispanic ethnicity and race for children enrolled in Head Start programs. To avoid double counting an unknown number of Hispanics who are black, we created a new minority stratification variable: (1) 40 percent or more Hispanic *or* 40 percent or more black *or* (2) less than 40 percent Hispanic *and* less than 40 percent black. This stratification variable divides the programs in the frame roughly in half.

three sampling stages, the best way to allocate the sample was proportional to the fraction of new children represented by the programs in each stratum.

To allow for the possibility that a selected program might later turn out to be ineligible or refuse to participate, we initially selected twice the number of programs needed within each stratum.¹³ We then formed sequential pairs of selected programs, as sorted by the Chromy procedure, so that adjacent programs were within the same explicit stratum and likely to be similar in terms of implicit stratification variables. With equal probability, we next selected one program within each pair for the initial sample release, leaving the other program in the pair available as a potential replacement for the released program. In that case, we treated both programs as released into the sample for purposes of calculating weights and response rates. FACES 2009 used five such replacement programs. FACES 2006 used the same method of replacing ineligible or other nonparticipating programs; the method offers the advantage of an uncomplicated way of replacing a nonparticipating program with a similar program while maintaining the ability to quantify the probability of selection and achieving the expected sample size.¹⁴

2. Sampling Centers

Within each selected and participating program, we randomly selected two centers. In summer 2009, we asked each program in the sample to provide (1) a list of its centers along with the number of *newly* enrolled (first year of Head Start) 3- through 5-year-old children expected in the fall and (2) other information needed for sampling (such as the stratification variables listed below). Any centers

¹³ In FACES 2009, we also selected a few extra pairs to prepare for the case in which both members of a pair turned out to be nonparticipants; however, we did not need the extra pairs. Instead, we released the back-up member of a pair for which the initial release was participating, compensating for another pair in which both programs refused.

¹⁴ Earlier cohorts estimated a priori the percentage of programs that would participate and based the number of programs to be selected on that estimate. That method may, however, have resulted in too few or too many participating programs, which, at the first stage of selection, had significant budgetary and analytic implications.

that did not provide direct services to any newly enrolled children and those considered “partnerships” were excluded as ineligible from the sampling frame. To ensure a sufficient sample yield, we geographically grouped centers with few newly enrolled children (those unlikely to yield 10 participants) with other centers in the same program.¹⁵

We selected very large centers with certainty and other centers with PPS (based on expected numbers of newly enrolled children). At this stage, we used no explicit stratification, although the frame was stratified implicitly (sorted) by percentage of English language learners. With the FACES experience suggesting that participation among selected centers was likely to be fairly high, we did not build in a sample replacement strategy at this stage for the few centers that might not participate. Our resulting sample accounted for 130 centers: 47 programs had 2 centers selected (no center groups selected), 10 programs had 3 centers selected, one program had 4 centers selected, and 2 programs had only one center available for selection.

3. Sampling Classrooms/Teachers

We asked the selected and participating centers to provide the information needed for selecting the next stage of the sample: classrooms or home visitor caseloads. For participating centers with three or fewer classrooms, we included all classrooms. For all other participating centers, the study selected a PPS sample of three classrooms, implicitly stratifying by full-day versus part-day classroom sessions. We selected very large classrooms with certainty. In fall 2009, during a center’s Field Enrollment Specialist (FES) visit (see Chapter IV, Section A, Sampling and Recruitment Procedures), we asked each center in the sample to provide a list of its classrooms and teachers plus home visitors, the type of class (morning, afternoon, or full-day), and the number of children new to

¹⁵ The term center refers to individual centers and center groups formed for sampling purposes.

Head Start enrolled in those classrooms or served by home visitors. We excluded as ineligible classrooms not expecting newly enrolled children. Classrooms with very few newly enrolled children were grouped with other classrooms in the same center for sampling purposes to ensure a sufficient sample yield (about 10 newly enrolled children).¹⁶ FACES combined the smallest classroom that needed grouping with the largest classroom in the center and then grouped the next smallest with the next largest and so forth until all needed grouping was completed.

Given that all or nearly all classrooms selected within participating centers were expected to participate, we did not establish a sample replacement strategy at this stage. The study's targeted yield was 350 to 400 participating classrooms in the sample, depending on the number of centers with fewer than 3 classrooms and the needed amount of classroom grouping. It is important to note that, by definition, the sample included the lead teacher associated with the selected classroom. Our resulting sample had selected 486 eligible classes (117 class groups)—more than expected because of the higher-than-expected grouping of smaller classes before sampling.

To ensure a complete picture of the Head Start program, we included in FACES 2009 the Head Start services provided by a home visitor (in an individual home or a family day care setting). For sampling and analytic purposes, we treated each home visitor as a separate classroom and attached him or her to the center that the children visited for socialization and that their families visited for other services—an approach consistent with how earlier cohorts of FACES dealt with home visitors. FACES 2009 did not over- or undersample home visitors compared with center-based classrooms and did not explicitly stratify by center- versus home-based classrooms. Given that their

¹⁶ As explained below, the term classroom refers to both individual classrooms and classroom groups formed for sampling purposes. We also use classroom to refer to home visitors associated with centers. A classroom group was a single sampling unit, but individual classrooms in the group were separate data collection and analytic units

numbers are so few compared with center-based classrooms (about 5 percent of total enrollment), the children served by home visitors were not the subject of separate analysis.

4. Sampling Children and Parents

During their visits, FESs asked the selected and participating centers to provide the information needed for the last stage of sampling, which involved the selection of newly enrolled children and their parent or guardian (primary caregiver). We selected a sufficient number of children in the initial sample to allow for anticipated loss due to children not participating in FACES for a variety of reasons (for example, child absent for an extended period, parent refusal, and child no longer in the program) and to allow for loss due to sibling subsampling. We obtained the requested classroom rosters from each selected classroom. The rosters included one record for each child in the classroom. In addition to the teacher/classroom indicator, each record specified the child's name, date of birth (which, combined with the local kindergarten cut-off date, was used to determine study eligibility and age cohort), an indicator as to whether the child was new to Head Start, and a sibling indicator to be used in the case that more than one child from the same family were selected.¹⁷ As described in Chapter IV, Section A, Sampling and Recruitment Procedures, the FES entered the information from each record into his or her laptop, which was loaded with a sampling program.

By treating each selected classroom (or classroom group) as a sampling stratum, we initially selected about 36 newly enrolled children per stratum with equal probability within each center group. The laptop sampling program then randomly selected one child per family. (We define family and sibling as more than one child with the same primary caregiver; that is, parent or guardian.) The

¹⁷ Unlike in earlier cohorts of FACES, if more than one child from the same family was selected for the sample by chance, only one was included and assessed. The parent interview focused exclusively on the randomly selected child.

selection process reduced the number of children to 96.8 percent of the initially sampled children, or about 32 children per center group out of 33 initially selected.

Mathematica field staff members attempted to gain parental consent during the FES visit. If the parents of any of the 33 selected children did not give consent at that time, staff members made additional efforts to obtain a signed consent form. FACES 2009 achieved eligibility plus parental consent rates of 90 percent (3,349 out of 3,718 sampled children).

FACES 2009 excluded children who were no longer in the sampled classroom at the time of the site visit, but it still considered these children as part of the target population at baseline. Any children who joined the class after the FES visit were not eligible for inclusion in the sample; in other words, the baseline study population was defined at the time of the FES visit. Children selected but excluded from the sample (because of ineligibility, lack of parental consent, or other reasons) were considered sample releases for purposes of weighting and response rates. On average, we attained the targeted 30 participating children per center group.

B. Attrition and Participation

We based all completion rates (that is, expected retention and cooperation rates) assumed for FACES 2009 on the experience of FACES 2006. And, as with FACES 2006, FACES 2009 did not follow children leaving Head Start before their kindergarten year.¹⁸ Mathematica found that children leaving Head Start accounted for a 10 percent sample loss between fall 2009 and spring 2010 and then an estimated 22 percent loss between spring 2010 and spring 2011 (primarily among 3-year-old children). In Table II.1, we depict the actual and expected sample sizes over time for FACES 2009.

¹⁸ As stated, to be eligible for data collection in FACES during the year(s) before kindergarten, a child must have continued as an enrollee in the Head Start program. To be eligible for data collection in FACES during the kindergarten year, a child must have completed the previous school year in the Head Start program.

Among the 3,841 newly enrolled children initially sampled, 3,718 were subsampled among siblings, 3,349 (90 percent) were eligible and received parental consent, and 3,149 (94 percent) of the consented children and 3,119 (93 percent) of their primary caregivers participated in the initial data collection in fall 2009. When designing the sample, Mathematica expected to have data on about 890 children in the 3-year-old cohort and 1,009 children in the 4-year-old cohort in spring of the kindergarten year, the last year of data collection (Table II.2).

Table II.1. Expected and Actual Sample Sizes

	Expected	Actual
Eligible and participating programs	60	60
Centers selected and participating (up to two per program)	130	129
Classrooms selected and participating (up to three per center)	410	486
Children with parental consent	3,435	3,349
Assessed children in fall 2009	3,298	3,149
Children with a parent interview in fall 2009	3,298	3,119
Assessed children in kindergarten year (spring 2011 or spring 2012)	1,899	1,922
Children with a parent interview in kindergarten year (spring 2011 or spring 2012)	1,899	1,854

Note: In two sampling stages, the sampling unit (center, class) may also refer to grouped sampling units (center groups, and class groups).

Table II.2. FACES 2009 Expected Sample Sizes over Time

	Fall 2009	Spring 2010	Spring 2011	Spring 2012
3-Year-Old Children Selected (≈ 56% of new enrollees in selected classes)	2,311			
Proportion subsampled among siblings	0.926			
Proportion initially eligible and consented	0.90			
Proportion of children not leaving Head Start since last wave	1.00	0.88	0.69	0.90
Child response rate	0.96	0.98	0.85	0.85
Parent response rate	0.96	0.92	0.92	0.85
Teacher child report (TCR) response rate	0.96	0.96	0.90	0.75
Number subsampled among siblings	2,140			
Eligible and consented children and parents	1,926	1,693	1,170	1,047
Completed child assessments	1,849	1,659	994	890
Completed parent interviews	1,849	1,558	1,076	890
Completed TCRs	1,849	1,625	1,053	785
4-Year-Old Children Selected (≈ 44% of new enrollees in selected classes)	1,811			
Proportion subsampled among siblings	0.926			
Proportion initially eligible and consented	0.90			
Proportion of children not leaving Head Start since last wave	1.00	0.88	0.90	
Child response rate	0.96	0.98	0.85	
Parent response rate	0.96	0.92	0.85	
TCR response rate	0.96	0.96	0.75	
Number subsampled among siblings	1,677			
Eligible and consented children and parents	1,509	1,327	1,187	
Completed child assessments	1,449	1,300	1,009	
Completed parent interviews	1,449	1,221	1,009	
Completed TCRs	1,449	1,274	891	
3- and 4-Year-Old Children Selected	4,122			
Number subsampled among siblings	3,817			
Eligible and consented children and parents	3,435	3,020	2,357	1,047
Completed child assessments	3,298	2,959	2,004	890
Completed parent interviews	3,298	2,778	2,086	890
Completed TCRs	3,298	2,899	1,943	785

After accounting for initial consent and the attrition for those who leave Head Start (and are no longer part of the study population), we expected participation rates for both children and their caregivers to decrease slightly during the Head Start data collection periods. As seen in Table II.2, of the initial sample of 3,435 children with parental consent, we expected 1,899 children and caregivers (55 percent to be retained through the kindergarten year. In Chapter IV, Section F, we discuss the sample sizes actually obtained.

Although we show in Table II.2 the sample sizes for three types of observation at the child level (assessments, parent interviews, and teacher ratings), we do not include observations at the classroom level (classroom observations and teacher interviews), center level (center director interview), or program level (program director and educational coordinator interviews). We expected nearly 100 percent cooperation by the center and program directors and educational coordinators (resulting in about 110 to 120 completed center director interviews and 60 completed interviews of program directors and educational coordinators). We also expected that nearly all classrooms would have undergone observation and that a high percentage of teachers in the classrooms would have completed the teacher interview.

C. Power

Given the various assumptions about the sample design described above and its impact on the variance of estimates, including rates of consent, response, and attrition, as well as design effects, the sample size should be sufficiently large to detect meaningful differences for various types of analyses. Suppose we look at a standardized child-level measure (mean of 100, standard deviation of 15), with 80 percent power (and Type I error rate of 0.05), various sample and subgroup sizes, and different assumptions about the impact of clustering on the variance. We then estimate the design effect due to unequal weighting at about 1.045.

As seen in Table II.3, for various point-in-time (cross-sectional) estimates, whether at baseline or spring 2010 or the kindergarten year, we were able to detect differences of about 2.5 points between subgroups of various sizes if we assumed an intraclass correlation coefficient (ICC, or clustering effect) of 0.05. For example, at the child level, if we compared children's assessment standardized scores with an ICC of 0.05, a sample size of 3,298 children in fall 2009, and two approximately equal-sized subgroups (such as boys and girls or 3- and 4-year-old cohorts), the FACES 2009 sample design would permit us to detect a minimum difference of 2.28 points (0.15 of a standard deviation) with 80 percent power. If we compared these two subgroups in kindergarten (sample size of 1,899), we would be able to detect a minimum difference of 2.6 percentage points (0.17 of a standard deviation). If we performed a pre-post comparison (for example, fall 2009 to spring 2010) for the same assessment measure (ICC = 0.05) for all children (n = 3,298 in fall 2009;

n = 2,959 in spring 2010), we would be able to detect a minimum difference of 1.5 points in the score (0.10 of a standard deviation). If we performed the same pre-post comparison (fall 2009 to spring 2010) for a subgroup representing one-half of the entire sample (n = 1,649 in fall 2009; n = 1,480 in spring 2010), we would be able to detect a minimum difference of 1.7 percentage points (0.11 of a standard deviation).

Table II.3. FACES 2009 Minimum Detectable Differences (MDD)

Point in Time										
Time Point	Subgroups				MDD					
	Percentage in Group 1	Percentage in Group 2	Classes in Group 1	Classes in Group 2	Proportion of 0.1 or 0.9	Proportion of 0.2 or 0.8	Proportion of 0.3 or 0.7	Proportion of 0.4 or 0.6	Proportion of 0.5	Normalized Variable (Mean = 100, s.d. = 15)
Base-line	50	50	203.5	203.5	0.090	0.120	0.138	0.147	0.150	4.054
	33	33	134.3	134.3	0.108	0.145	0.166	0.177	0.181	5.399
	33	67	134.3	272.7	0.095	0.127	0.145	0.156	0.159	4.747
	25	75	101.8	305.3	0.102	0.137	0.156	0.167	0.171	5.101
Time Point	Percentage in Group 1	Percentage in Group 2	Children in Group 1	Children in Group 2	Proportion of 0.1 or 0.9	Proportion of 0.2 or 0.8	Proportion of 0.3 or 0.7	Proportion of 0.4 or 0.6	Proportion of 0.5	Normalized Variable (Mean = 100, s.d. = 15)
Base-line	50	50	1,649.0	1,649.0	0.046	0.061	0.070	0.074	0.076	2.280
	33	33	1,088.3	1,088.3	0.050	0.067	0.077	0.082	0.084	2.508
	33	67	1,088.3	2,209.7	0.047	0.062	0.072	0.076	0.078	2.340
	25	75	824.5	2,473.5	0.049	0.065	0.074	0.079	0.081	2.430
Kinder-garten	50	50	949.5	949.5	0.052	0.069	0.079	0.085	0.087	2.600
Pre- Post Difference Estimates										
Time Points					MDD					
Time 1	Time 2	Subgroup at Both Times	Children at Time 1	Children at Time 2	Proportion of 0.1 or 0.9	Proportion of 0.2 or 0.8	Proportion of 0.3 or 0.7	Proportion of 0.4 or 0.6	Proportion of 0.5	Normalized Variable (Mean = 100, s.d. = 15)
Base-line	Spring 2010	100	3,298.0	2,959.0	0.030	0.041	0.046	0.050	0.051	1.521
	Kindergarten	100	3,298.0	1,899.0	0.036	0.048	0.055	0.059	0.060	1.795
		50	1,649.0	949.5	0.041	0.055	0.063	0.067	0.069	2.063
		33	1,088.3	626.7	0.046	0.062	0.071	0.075	0.077	2.307

Note: Conservative assumption of no covariance for point-in-time subgroup comparisons. Covariance adjustment made for pre-post difference (Kish 1965, 1995, p.462, Table 12.4.II, Difference with Partial Overlap). Assumes Type I error of 0.05 and 0.80 power (60 programs) and design effect due to unequal weighting of 1.045.

s.d. = standard deviation

III. DATA COLLECTION INSTRUMENTS

In this chapter, we describe measures used in the FACES 2009 cohort and provide publisher information on scale reliability. We focus on the study's four major measurement sources used to describe the characteristics, experiences, and outcomes for children and families served by Head Start: (1) direct child assessments and ratings by assessors, teachers, and parents; (2) parent interviews; (3) classroom observations and teacher interviews; and (4) program director, center director, and education coordinator interviews. For example, to examine the developmental changes and school readiness skills of children who participate in Head Start, FACES 2009 administered a child assessment battery consisting of tasks drawn from available standardized preschool assessments that measure children's cognitive skills (language, literacy, and mathematics), physical outcomes (height and weight), and executive functioning. FACES 2009 also relied on questionnaires to obtain parent and teacher ratings of children's academic and social-emotional development, approaches to learning, and health. Parent interviews collected information in several areas, including the characteristics of households and household members, levels and types of participation in Head Start and other community services, parent-child relationships, and the quality of the child's home life. In addition, FACES 2009 conducted interviews with lead teachers about their educational background, professional experience, and instructional practices, along with brief telephone interviews with program directors and longer in-person interviews with center directors and education coordinators regarding program characteristics related to service quality.

In Appendix A, we include the copyright permission references for any copyrighted instruments used in the child assessment, ratings, or interviews. In Appendix B, we present tables that detail instrument contents and note whether items were used in FACES 2006.

A. Approach to Identifying and Developing Measures

Measures selected for FACES 2009 balanced the need to support comparisons to previous cohorts of FACES (particularly with respect to program performance measures) against the need to update the measurement battery so as to address emerging policy issues and benefit from progress in the assessment field. Accordingly, many of the measures used in FACES 2009 were included in previous cohorts. Other measures supported comparisons with the Head Start Impact Study and were informed by the protocol developed for the Early Childhood Longitudinal Study–Birth Cohort (ECLS–B) and the Early Childhood Longitudinal Study–Kindergarten Class of 1998–1999 (ECLS–K).

B. Direct Child Assessments and Ratings by Assessors, Teachers, and Parents

The FACES instruments gathered data on a wide range of child abilities and characteristics that reflect the broad range of outcomes encompassed by the Head Start Child Outcomes Framework. The FACES instruments have provided valid and reliable information on the school readiness of low-income preschool children from diverse cultural and linguistic backgrounds and on children's progress over the Head Start year and into kindergarten. A consistent finding across FACES cohorts is that Head Start children enter the program with cognitive skills substantially below national publisher norms (ACF 2003; Tarullo et al. 2008; Zill et al. 2008; Hulseley et al. 2011). However, children demonstrate gains across the Head Start and kindergarten years. By spring of the first Head Start year, 4-year-old children in FACES 2006 made greater progress toward norms in early writing and mathematics than 3-year-old children, and the younger children showed greater gains in letter-word identification than the older children (Aikens et al. 2010, Moiduddin et al. 2012). Among children who completed two years of Head Start, they showed gains in letter-word identification and vocabulary from Head Start entry to the spring of the second year (Tarullo et al. 2010). In addition, children moved substantially closer to (and in some instances exceeded) norms by spring of the

kindergarten year in letter-word identification, letter sounds, and early writing, but less so in vocabulary and early mathematics (West et al. 2010; Zill and Resnick 2005; Zill et al. 2008). Even though most children enter Head Start with below-average skills, they demonstrate considerable diversity in skills (Tarullo et al. 2008; Zill et al. 2008), with some children performing at or above norms at program entry.

FACES obtains most child outcome measures from direct child assessment, but some measures come from parent and teacher reports and a few from assessor observations. The direct assessments (and assessor or interviewer observations) are conducted for each wave of FACES, including the kindergarten follow-up, making it possible to measure growth in children's skills and competence by comparing their scores on successive assessments. In addition, parent and teacher reports provide information on children's skills and social-emotional outcomes and development. Each data collection wave of FACES collects information from parents and teachers.

1. Administration of Direct Child Assessments and Ratings by Assessors, Teachers, and Parents

For each FACES 2009 wave, an untimed, one-on-one assessment directly measured each child's cognitive (language, literacy, and mathematics) and physical (height and weight) outcomes. The assessments used standardized test material (for example, easels for the Peabody Picture Vocabulary Test—Fourth Edition [PPVT-4] and the Woodcock-Johnson III measures) while computer-assisted personal interviewing (CAPI) facilitated the transition from one assessment to the next without requiring the assessor to calculate stopping or starting points. Assessors showed children pictures posted on easels and asked children questions. Assessors then entered the children's responses into the laptop, using software that ensured adherence to all basal and ceiling rules.

As noted, parents and teachers provided reports of children's skills and development in fall and spring of the Head Start year and in spring of kindergarten. As with the remainder of the parent interview items (detailed in Section C of this chapter), computer-assisted personal or telephone

interviewing (CAPI or CATI) captured parent reports of these child outcomes. As a part of the Teacher Child Report (TCR), teachers described children’s developmental outcomes by using Web-based questionnaires or pencil-and-paper questionnaires. In later sections of this chapter, we describe the parent and teacher interviews and administration of these protocols.

2. Language Screener

All children began the direct assessment with two English language screening measures from the Preschool Language Assessment Survey (*preLAS*): Simon Says and Art Show. Performance on the two assessments determined whether a child from a non–English-speaking home had the English language skills needed to understand the directions and questions on the assessments and to respond to the questions orally when required. In other words, the screening measures determined whether children from households speaking a language other than English should be assessed in English, Spanish, or with a shortened assessment. We refer to the two measures as the language screener.

Simon Says and Art Show are two subtests from the Oral Language Development Scale (OLDS) of the *preLAS* 2000 (Duncan and DeAvila 1998). Simon Says, which assesses English receptive language, asks the child to follow the instructions that Simon says (for example, “Simon says, “Touch your toes”) for 10 items. Possible scores range from 0 to 10, with higher scores indicating greater English receptive language ability. Art Show assesses basic English expressive language. It presents the child with a series of 10 pictures and asks the child to identify what is in each picture or explain the function of the object in the picture. Possible scores range from 0 to 10, with higher scores indicating greater English expressive language ability. The test publisher reports internal consistency reliability (alpha) coefficients of 0.88 to 0.89 across forms of Simon Says and 0.88 to 0.90 for Art Show.

The PPVT-4 and the Expressive One-Word Picture Vocabulary Test (EOWPVT or EOWPVT-Spanish-Bilingual Edition; Brownell 2001) were administered to all children to measure, respectively, their receptive vocabulary and their expressive vocabulary. In addition, the Test de Vocabulario de Imágenes Peabody (TVIP) was used with children whose primary home language was Spanish, regardless of their performance on the *pre*LAS. Thus, children whose parents spoke Spanish to them at home received the receptive vocabulary component of the battery in English (PPVT-4) as well as in Spanish (TVIP; Dunn et al. 1986). They also received the Spanish-bilingual version of the EOWPVT (EOWPVT-SBE). Following administration of these vocabulary measures, children whose home language was Spanish and who made five consecutive errors on Simon Says and Art Show were routed to the Spanish-language cognitive assessment. Similarly, a child who made five consecutive errors on Simon Says and Art Show and primarily spoke a language other than English or Spanish was routed out of the cognitive assessment following administration of the vocabulary measures and was weighed and measured for height. Children who passed the screener and whose primary home language was a language other than English received the cognitive assessment battery in English. Children from homes in which English was the primary spoken language received the cognitive assessment battery in English, regardless of their scores on the language screener.

In each testing period, a child was administered the English language screener to permit independent decisions about which battery the child would receive according to the child's performance at testing times. However, following the fall FACES 2009 wave, an adapted version of the screening procedure was used. All children received Simon Says of the *pre*LAS 2000. Following this task (and the receptive and expressive vocabulary measures), children who spoke primarily English at home and those who had passed the language screener in the previous round(s) were routed to the English version of the assessment. All other children received both Simon Says and

Art Show, and, as in the fall, performance on both tasks determined whether these children should be assessed in English, assessed in Spanish, or administered a short assessment (of vocabulary and measured for height and weight).

In Table III.1, we present the routing procedures for the assessment based on a child's home language and performance on the screener. In Table III.2, we present the number of children routed along each of the language paths across the four data collection waves. In Table III.3, we present language administration and scoring guidelines for each assessment.

Table III.1. Routing Path for the FACES 2009 Assessment Based on Child's Language

English	Home Language		Other	
	Spanish	Other	English Path	Non-English Path
	English Path	Spanish Path	English Path	Non-English Path
Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)
PPVT-4	PPVT-4	PPVT-4	PPVT-4	PPVT-4
EOWPVT	EOWPVT-SBE (conceptually scored)	EOWPVT-SBE (conceptually scored)	EOWPVT	EOWPVT
--	TVIP	TVIP	--	--
WJ III (Spelling, Letter-Word Identification, Applied Problems, Word Attack)	WJ III (Spelling, Letter-Word Identification, Applied Problems, Word Attack)	Bateria III (Spelling, Letter-Word Identification, Applied Problems, Word Attack)	WJ III (Spelling, Letter-Word Identification, Applied Problems, Word Attack)	--
ECLS-B Letter-Sounds Task ^a	ECLS-B Letter-Sounds Task ^a	--	ECLS-B Letter-Sounds Task ^a	--
ECLS Mathematics	ECLS Mathematics	ECLS Mathematics (Spanish translation available)	ECLS Mathematics	--
Executive Functioning Pencil Tapping Task ^b	Executive Functioning Pencil Tapping Task ^b	Executive Functioning Pencil Tapping Task ^b (Spanish translation available)	Executive Functioning Pencil Tapping Task ^b	--
Height and Weight	Height and Weight	Height and Weight	Height and Weight	Height and Weight

EOWPVT = Expressive One-Word Picture Vocabulary Test; EOWPVT-SBE = Expressive One-Word Picture Vocabulary Test-Spanish-Bilingual Edition; PPVT-4 = Peabody Picture Vocabulary Test-Fourth Edition; TVIP = Test de Vocabulario de Imágenes Peabody; WJ III = Woodcock-Johnson III Tests of Achievement

^a This task was administered only to children who met a certain threshold on the WJ III Letter-Word Identification subtest.

^b This task was administered only to children age 4 years and older.

Table III.2. Number of Children by Language Routing Path, FACES 2009

FACES 2009 Wave	Home Language				
	English	Spanish		Other	
	English Path	English Path	Spanish Path	English Path	Non-English Path
Fall 2009	2,166	382	512	57	33
Spring 2010	1,933	613	251	70	12
Spring 2011	1,388	662	30	64	3
Spring 2012 ^a	621	286	3	38	0

^a Only children from the 3-year-old cohort who were in kindergarten were assessed in spring 2012.

Table III.3. Language Administration and Scoring Approach for Each Assessment

	Language-Specific ^a	Dual-Language Response ^b	Conceptual Scoring ^c
<i>pre</i> LAS Simon Says (English screener)	X		
<i>pre</i> LAS Art Show (English screener)	X		
Peabody Picture Vocabulary Test 4 (PPVT-4); Test de Vocabulario de Imágenes Peabody	X		
Expressive One-Word Picture Vocabulary Test (EOWPVT)			X
Woodcock-Johnson III Letter-Word Identification; Bateria III: Woodcock Muñoz-Identificación de letras y palabras	X		
Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) Letter Sound Knowledge	X		
Woodcock-Johnson III Applied Problems; Bateria III: Woodcock Muñoz-Problemas Aplicados		X	
Woodcock-Johnson III Word Attack; Bateria III: Woodcock Muñoz-Análisis de Palabras	X		
Woodcock-Johnson III Spelling; Bateria III: Woodcock Muñoz-Ortografía	X		
Early Childhood Longitudinal Study Mathematics (ECLS Mathematics)	X ^d		
Pencil Tapping Task	X		

^aChildren must provide responses in the routed language of assessment (either English or Spanish).

^bChildren can provide responses in both English and their home language.

^cChildren can provide responses in both English and their home language. Assessors can also provide prompts to the child in both languages. If a child responds incorrectly in one language, they can be prompted for the correct response in their other language.

^dChildren must respond in the routed language of the assessment (either English or Spanish). For off-language responses, assessors prompt children to respond in the language of the assessment.

3. Peabody Picture Vocabulary Test—Fourth Edition/Test de Vocabulario de Imágenes Peabody

The PPVT–4 (Dunn et al. 2006) assesses children’s knowledge of the meaning of words by asking children to say or indicate, by pointing, which of four pictures best shows the meaning of a word said aloud by the assessor. The assessor presents series of words, ranging from easy to difficult for children of a given age, each accompanied by a picture plate consisting of four line drawings. When the level of difficulty becomes too great (as demonstrated by the child’s incorrect responses to several items in a set), the test ends. Administration of the full test requires about 10 to 15 minutes (the average child receives only a subset of the items). The test is suitable for a wide range of ages from 2.5 years through adulthood; its established age norms are based on a national sample of 4,000 children and adults tested across the United States in 2004.

PPVT–4 scores are highly reliable, with the test publisher reporting internal consistency reliability (alpha) coefficients ranging from 0.96 to 0.97 and test-retest reliability ranging from 0.92 to 0.96. There are two parallel forms of the test, and the alternate-form reliability coefficients are reported to range from 0.87 to 0.93, with a mean of 0.93 (Dunn et al. 2006).

FACES 2009 continued to use the TVIP to measure the Spanish receptive vocabulary of children whose home language was Spanish. To examine children’s receptive language development in both English and Spanish, FACES administered the TVIP and PPVT regardless of a child’s performance on the language screener. The median internal consistency reliability reported by the publisher is 0.93, and its established age norms are based on a sample of same-age peers in Mexico and Puerto Rico in the mid-1980s.

Across data collection rounds, the FACES 2009 assessment included the PPVT–4 and the TVIP. In the 2000 and 2003 cohorts, FACES did not administer the TVIP to kindergarten children, although FACES 2006 and 2009 included both measures (PPVT–4 and TVIP) across waves to provide information on Spanish-speaking children’s English and Spanish receptive vocabulary

development during and following Head Start. It is important to note that the PPVT–4 and TVIP are not comparable; given the norming samples used for each test, the scores are not interchangeable. However, with the PPVT–4 administered to all children in FACES 2009, it is possible to use the PPVT–4 scores to compare the English receptive vocabulary of children from homes where the primary language was English or Spanish. Furthermore, it is possible to report Spanish-speaking children’s progress in both English and Spanish using the PPVT-4 and TVIP scores separately while remaining cognizant of the different norming groups as described above.

4. Expressive One-Word Picture Vocabulary Test–English and Spanish-Bilingual Edition

The Expressive One-Word Picture Vocabulary Test–English and Spanish-Bilingual Edition (EOWPVT; EOWPVT–SBE) measures the expressive vocabulary of children from English- and Spanish-speaking households. The EOWPVT–SBE allows for conceptual scoring (that is, it provides prompts for both English and Spanish and accepts responses in each language and various Spanish dialects). All children take the same items but are scored correctly when they accurately identify an object regardless of whether they label it in English or Spanish. For young children, the measure takes fewer than 10 minutes to administer. FACES 2009 is the first FACES cohort to use the EOWPVT and EOWPVT–SBE.

The EOWPVT has been sensitive to interventions in Head Start classrooms (Wasik et al. 2006) and shows strong evidence of reliability and validity (Jenkins 2006). The test publisher reports internal consistency reliability (alpha) coefficients for preschoolers ranging from 0.95 to 0.96 on the EOWPVT and from 0.92 to 0.93 on the EOWPVT–SBE. Test-retest reliability ranged from 0.85 to 0.92 on the EOWPVT (ages 2 through 7) and was 0.88 for a sample taking the EOWPVT–SBE (ages 4 through 12).

5. Woodcock-Johnson III Tests of Achievement—Third Edition/Batería III Woodcock-Muñoz

FACES 2009 used subtests from the third edition of the Woodcock-Johnson Tests of Achievement (WJ III) and the Batería III Woodcock-Muñoz (WM III) for English and Spanish assessments, respectively. The WJ III was normed to reflect English-speaking children's skills relative to the U.S. population in 2000.¹⁹ The calibration sample of Spanish-speaking children for the WM III was drawn from both inside and outside the United States (including Mexico, Costa Rica, Panama, Argentina, Colombia, Puerto Rico, and Spain). Calibration data were then equated to the WJ III norms (the WM III subtests were scaled according to their empirical difficulty on the parallel WJ III subtests).²⁰ For the Woodcock-Johnson and Woodcock-Muñoz assessments (Woodcock et al. 2001; 2004), FACES used a stopping rule of three consecutive items wrong within each subscale.²¹ Descriptions of the subtests used in FACES 2009 follow.

Letter-word identification. The subtest measures children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. The internal reliability of the subtest is 0.97 for the WJ III for 3-year-old children and 0.98 for 4-year-old children (McGrew and Woodcock 2001). The internal reliability of the subtest for the WM III is 0.84 for 4-year-old children

¹⁹ WJ III Normative Update (NU) norms are also available from the publisher. The norms for these scores are based on the same standardization data, sample, and item data as the WJ III. The norms, however, assign different weights to segments of the population (to account for differences between 2000 Census population projections and the actual 2000 population). The publisher warns against comparing WJ III norms to WJ III NU and switching between the two when measuring change and growth. Therefore, FACES 2009 did not use the WJ III NU norms for scoring or reporting, thereby allowing the study to draw comparisons across cohorts in children's skills.

²⁰ Because the WM III is equated to the WJ III, a child's WM III scores could be directly compared to his or her WJ III scores, but only if both versions were administered. In FACES 2009, children received either the WJ III or the WM III, not both. Therefore, we typically do not report side-by-side WJ III and WM III scores.

²¹ Like earlier FACES cohorts, FACES 2009 adapted the stopping rule on these assessments, as the WJ III and WM assessments typically use a stopping rule of six consecutive incorrect items.

(Schrank et al. 2005).²² Because FACES uses a stopping rule of 3 consecutive items wrong, most Head Start children receive only about 10 items from the subtest, and few if any receive as many as 20 items.

Applied problems. The subtest measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. Many of the problems include extraneous stimuli or information and therefore require the child to decide which data to include in the count or calculation. The subtest's internal reliability is 0.92 for 3-year-old children and 0.94 for 4-year-old children for the WJ III and 0.93 for 4-year-old children for the WM III (McGrew and Woodcock 2001; Schrank et al. 2005).

Spelling. The first six items of the subtest measure fine motor coordination and pre-writing skills, such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses when asked to write specific upper- or lower-case letters. Later parts of the subtest ask the child to write specific words and phrases, punctuation marks, and upper-case letters. The internal reliability of the WJ III Spelling subtest is 0.77 for 3-year-old children and 0.90 for 4-year-old children (McGrew and Woodcock 2001). The internal reliability of the WM III Spelling subtest is 0.94 for 4-year-old children (Schrank et al. 2005).

Word Attack. The subtest measures knowledge of letter-sound correspondence or children's ability to apply phonic and structural analysis skills to the pronunciation of unfamiliar printed words. Children read aloud letter combinations that form nonsense words but follow conventional letter-sound correspondence rules. The subtest is administered in the kindergarten year only. The internal reliability of the WJ III's Word Attack subtest is 0.94 for both 5- and 6-year-old children (McGrew

²² The internal reliability for subtests was reported by the WJ III publisher for 3- and 4-year-old children, but was reported only for 4-year-old children by the WM publisher.

and Woodcock 2001). The internal reliability of the WM III's Word Attack subtest is 0.98 for 6-year-old children (Schrank et al. 2005).²³

6. Phonemic Awareness

A child's ability to transform letters into sounds and sounds into words is among the basic skills required for beginning reading. The preschool wave of the ECLS-B assessed children's knowledge of beginning and ending sounds in words (Snow et al. 2007). FACES 2009 is the first cohort to include the ECLS-B Letter-Sounds task in the assessment to supplement the WJ III Letter-Word Identification subtest. Available only in English, the task taps the skills of children who have progressed beyond letter knowledge but have not yet acquired sight words. Given that the ECLS-B Letter-Sounds task requires a higher skill set for children and is administered only to children who have passed the FACES 2009 language screener, only a subset of children received the measure. Use of the items provides a national comparison. The reliability of the scaled scores for the entire reading assessment (for the theta, estimate of true ability) is 0.84 in preschool and 0.92 to 0.93 in kindergarten (Najarian et al. 2010)

7. Additional Mathematics Assessment: Early Childhood Longitudinal Study

Head Start has a growing interest in supporting the development of children's mathematics skills. At the same time, preschool mathematics curricula typically extend beyond numbers and operations (topics measured by the WJ III Applied Problems subtest used in FACES) to include skills in geometry, patterns, and measurement. To measure all of these areas during preschool and kindergarten, FACES 2006 used the ECLS-B and ECLS-K mathematics assessments (Snow et al. 2007; U.S. Department of Education 2002) to supplement the WJ III Applied Problems subtest (for

²³ The Word Attack subtest is administered only to children in kindergarten; therefore, the internal reliabilities are reported for 5- and 6-year old children for the WJ III. The WM publisher did not report the internal reliability for 5-year-old children; therefore, we report the reliability only for 6-year-old children.

example, the assessment included the ECLS counting task because the WJ III Applied Problems subtest lacks sufficient items on counting and number knowledge); FACES 2009 used the same measures. The ECLS mathematics items assess children's understanding of relative size, ordinal numbers, pattern matching, and number recognition as well as their ability to count, recognize shapes, add, and solve word problems. FACES 2009 used 23 mathematics items from the ECLS-B in fall and spring of the Head Start year(s) and an additional 7 items from the ECLS-K in kindergarten. The items come from low and high forms of the ECLS assessment (based on difficulty); CAPI software routes children through different items and numbers of items. In the ECLS-B, reliability for the scaled scores (for the theta, estimate of true ability) was 0.89 in preschool and 0.92 in kindergarten (Najarian et al. 2010). In the ECLS-K, reliability for the scaled scores was 0.92 to 0.94 across fall and spring kindergarten rounds (U.S. Department of Education 2002).

8. Executive Functioning: Pencil Tapping Task

Pencil Tapping (Blair 2002; Diamond and Taylor 1996; Smith-Donald et al. 2007) is an adaptation of a peg-tapping task (Blair 2002; Diamond and Taylor 1996) and requires the child do the opposite of what the assessor says (that is, tap one time when the assessor says to tap two times and tap two times when the assessor says to tap one time). With a sample of low-income 3- to 4-year-old children, the peg-tapping task demonstrated a relationship to later kindergarten outcomes in mathematics and literacy (Blair and Razza 2007). Pencil Tapping provides an objective assessment of children's self-regulation, particularly inhibitory control, which has been shown to relate to young children's development in mathematics, vocabulary, and literacy (Blair and Razza 2007; Espy et al. 2004; McClelland et al. 2007). The task also assesses working memory and attention. FACES 2009 is the first FACES cohort to use the task. Given that the Pencil Tapping task requires working memory and attention to auditory and visual stimuli, FACES 2009 administered the task only to

children age 4 and older. The peg-tapping task demonstrated internal reliability (alpha) of 0.82 with 16 trials in preschool and 0.75 in kindergarten (Blair and Razza 2007).

9. Height and Weight

Childhood obesity is a growing problem and perhaps the most widespread child health condition that the Head Start program can potentially influence. In fact, by the preschool years, racial and ethnic disparities in childhood obesity are already present (Anderson and Whitaker 2009; CPC 2009). As in FACES 2006, measures of height and weight in FACES 2009 provided nationally representative data on the prevalence of obesity among Head Start children. Information on children's height and weight, coupled with information to adjust for sex and age, permitted an accurate measurement of children's body-mass index (BMI). Each wave measured children's height and weight twice in accordance with the protocol used in FACES 2006 and in the ECLS-K, ECLS-B, and other federal government surveys. Specifically, a Shorr Board (ECLS-K) or similar device (ECLS-B) measured children's height, and a digital scale measured children's weight.

10. Assessor Ratings

At the end of the one-on-one testing sessions with a child, the assessor completed a set of rating scales from the Leiter International Performance Scale Revised (Leiter-R), Examiner Rating Scale to evaluate the child's behavior in the test situation. The Leiter-R comprises eight subscales that examine children's approach to the assessments, their engagement with the materials, and their ability to attend to and regulate their physical and emotional responses during the assessment tasks. Two overarching scales may also be constructed from the Leiter-R for analysis: the Cognitive/Social scale and the Emotion/Regulation scale, with items rated on a four-point scale ("rarely/never," "sometimes," "often," or "usually/always"). Two large-scale studies (Early Head Start Transition to Prekindergarten [ACF 2006]) and Home Visiting 2000 [Olds et al. 2004]) successfully used the Leiter-R Examiner Ratings. The scales demonstrate good reliability and predictive validity. FACES

2009 used four of the eight subscales—(1) Attention, (2) Organization/Impulse control, (3) Activity level, and (4) Sociability—that together make up the Cognitive/Social scale. Internal reliability correlations for preschool children are 0.97, 0.94, 0.93, and 0.92, respectively (Roid and Miller 1997).

After completing the assessment rating scales, the assessor indicated any special concerns regarding the child’s ability to complete the assessment: responding nonverbally, using nonstandard English such as dialect, speaking English as a second language, demonstrating limited English proficiency, experiencing difficulty in hearing or seeing the assessor/test materials, or using speech that was difficult to understand. These items use three-point ratings to indicate the degree to which the child displayed any of the above characteristics (“not at all,” “somewhat,” or “very much”).

11. Teacher Child Report

Head Start and kindergarten teacher ratings of children are important sources of information about children’s learning and behavior. Using a Teacher Child Report (TCR) form, teachers in fall and spring of the Head Start year(s) and spring of kindergarten rated each child on a set of items that assessed the child’s accomplishments, cooperative classroom behavior, problem behaviors, and approaches to learning. Teachers also provided reports of children’s developmental conditions. The study encouraged Head Start teachers to complete the TCR form on the Web for each sampled child. A paper option was provided for Head Start teachers without access to the Web or with a preference for a paper-and-pencil questionnaire. The study also encouraged kindergarten teachers to complete the TCR via a Web-based questionnaire but had the option to complete a paper-and-pencil version.

Child’s accomplishments. Teachers rated each child’s pre-reading, early mathematics, early writing, fine and gross motor, and language skills by describing the child’s ability in these areas. Fourteen items, adapted from the National Household Education Survey (NHES), assessed children’s accomplishments in a variety of tasks, such as recognizing letters of the alphabet,

counting, holding a pencil properly, walking without stumbling or tripping, and speaking comprehensibly. Kindergarten teachers responded to slightly different but developmentally appropriate items on children's accomplishments.

Child's cooperative classroom behavior. By scoring 12 items, a teacher indicated how often a child engaged in cooperative classroom behaviors, such as following the teacher's directions, helping put things away, complimenting classmates, and following rules when playing games. The ratings included items drawn from the Personal Maturity Scale (Entwisle et al. 1987) and the Social Skills Rating System (SSRS; Gresham and Elliott 1990; Elliott et al. 1988). The teacher indicated the extent to which a given statement (such as "follows the teacher's directions") was characteristic of the child, from 1 ("never") to 3 ("very often"). The three-point scale items lend themselves to creation of a summary score, with high numbers indicating more frequent cooperative behavior.

The 1976–1977 National Survey of Children (Zill and Daly 1993) originally used the Personal Maturity Scale as later adapted by Entwisle and Alexander for their Baltimore longitudinal study of achievement in inner-city elementary school children (Entwisle et al. 1997). The scale, which measures a child's interest or participation, cooperation or compliance, and attention span or restlessness, consists of 13 items forming three subscales, with alpha reliabilities ranging from 0.74 to 0.85. The SSRS social skills subscale score has an alpha coefficient of 0.94 for preschool and elementary teacher report forms.

Child's problem behaviors. Items in the FACES problem behaviors scale, which measure negative child behaviors associated with learning problems and later grade retention, come from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987; see above for description) and from the Behavior Problems Index (BPI; Peterson and Zill 1986). The BPI includes behaviors on undercontrol (such as aggression, hyperactivity, and destructiveness) and overcontrol (such as social withdrawal, depression, and somatic problems). The internal consistency of the BPI

total score ranged from 0.88 to 0.89 in the National Health Interview Survey and the National Longitudinal Study of Youth (Berry et al. 2004).

Teachers responded to questions about the frequency of aggressive (such as “hits/fights with others”), hyperactive (such as “is very restless”), and anxious or depressed and withdrawn (such as “is unhappy”) behavior, using a scale from 1 (“never”) to 3 (“very often”). A summary score is derived from the FACES scale’s 14 behavior items, with higher scores representing more frequent or severe negative behavior.

Child’s approaches to learning. In FACES 2009, teachers for the first time rated each child on the six items that comprise the Approaches to Learning Scale from the ECLS–K (U.S. Department of Education 2002). The items assess a child’s motivation, attention, organization, persistence, and independence in learning. The scale has been used with diverse populations. It is relatively short, has established reliability ($\alpha = 0.89$), and has demonstrated relationships with academic achievement in elementary school (Duncan et al. 2007). Earlier FACES cohorts used the Preschool Learning Behavior Scale (PLBS) (McDermott et al. 2000) to assess children’s approaches to learning. The ECLS–K and PLBS scales are similarly associated with later child outcomes.

Developmental conditions or concerns. To provide context for children’s experiences in Head Start and their status and growth in skills predictive of school readiness, teachers responded to questions adapted from the National Early Intervention Longitudinal Study (NEILS), Family Enrollment Interview, 2003. They noted whether a child had a diagnosed disability or was undergoing evaluation for disabilities or special needs and whether the child had an Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP). They described specific concerns about the child’s health or development and indicated any efforts to address such concerns.

12. Parent Ratings

As did teachers, parents rated their child on a set of items assessing the child's accomplishments, social skills, problem behaviors, and developmental conditions. Taken together, the parent rating and teacher report permitted a comparison of assessment items for a given child and allowed the construction of composites of children's social behavior across settings and data sources. However, given that different behaviors may be more or less salient in the home versus the classroom, it is important to recognize that a subset of items in the rating scales is unique to each setting and data source. Specifically, items on child health and social skills are not the same. Many studies have found little agreement between the parent rating and the teacher report on the same items; such a finding makes sense because the rating and reporter refer to different contexts. The teacher reports were collected through a self-administered questionnaire while parent ratings were incorporated into the parent interview.

Child's accomplishments. Parents rated their child's pre-reading, early mathematics, early writing, and language skills by describing the child's ability in these areas. Nine items, adapted from the School Readiness component of the 1993 National Household Education Survey (U.S. Department of Education 1994) and from members of the Head Start Quality Research Consortium, assessed children's accomplishments in a variety of tasks, such as recognizing letters of the alphabet, counting, and speaking comprehensibly. Together, selected items form a scale of parental perceptions of children's early literacy skills. The Head Start Impact Study (ACF 2005) reported program effects for the scale.

Child's social skills and problem behaviors. Several items in the parent interview assessed the child's social behavior, including 21 items taken from several well-known measures: the Personal Maturity Scale, SSRS, PLBS, and BPI. Parents rated each child on a set of behaviors permitting an assessment of basic social skills and problem behaviors. Parents indicated the extent to which a

given statement (such as “makes friends easily”) was characteristic of their child, from 1 (“not true”) to 3 (“very true or often true”). The 21 items are categorized into one of two summary scores: (1) social skills/positive approaches to learning and (2) problem behaviors.

The BPI captures children’s problem behaviors, including undercontrol (such as aggression, hyperactivity, and destructiveness) and overcontrol (such as social withdrawal, depression, and somatic problems). The internal consistency of the BPI total score ranged from 0.88 to 0.89 in the National Health Interview Survey and the National Longitudinal Survey of Youth (NLSY; Berry et al. 2004). Given that the BPI does not adequately assess prosocial or positive behaviors, FACES 2009 includes additional items for the parent and teacher rating scales from the SSRS and from the Personal Maturity Scale, which measure a child’s interest or participation, cooperation or compliance, and attention span or restlessness. The SSRS social skills scale alpha coefficients range from 0.87 to 0.90 for parent reports across the elementary and preschool SSRS forms, respectively, and 0.94 for the teacher forms. The SSRS problem behavior scale scores demonstrated alpha coefficients of 0.73 to 0.87 for parents and 0.82 to 0.88 for teachers for preschool and elementary forms, respectively (Gresham and Elliott 1990; Elliott et al. 1988). The Personal Maturity Scale’s alpha reliabilities range from 0.74 to 0.85 (Entwisle et al. 1997). Subscales for the PLBS have good internal consistency when used with Head Start children, with alpha estimates ranging from 0.89 for the Competence Motivation subscale to 0.72 for the Attitudes Toward Learning subscale (McDermott et al. 2002).

Developmental conditions or concerns. Like teachers, parents responded to questions about children’s disabilities or special needs. Parents described specific concerns about their child’s health or development and indicated whether a doctor or professional had diagnosed a problem or problems and, if so, the nature of the problem(s). Parents also indicated receipt of any services or

interventions to address the problem(s) and reported whether the child currently or ever had an IFSP or IEP.

C. Parent Interviews

As in earlier waves of FACES data collection, each FACES 2009 wave used parent interview instruments to collect data on a variety of topics (Table III.3) that relate to positive and negative factors in the family and household environment, neighborhood environment, and school environment that may moderate the relationship between Head Start program participation and children's outcomes. Generally, the main modules of the parent interview corresponded to the key objectives of FACES data collection: family household and demographic information, including parent-child relationships and the quality of the child's home life, and parents' ratings of their child's problem behaviors, social skills, and competencies. The interviews also solicited information on levels and types of participation in Head Start and other community services, parents' involvement with their children, and parents' understanding of their child's development, particularly parents' ratings of the child's social-emotional development as noted in the preceding section.

1. Administration of Parent Interviews

Mathematica's Survey Operation Center (SOC) conducted the FACES 2009 parent interviews using computer-assisted telephone interviewing (CATI) in advance of each field period. During the week of data collection in fall 2009 (and spring 2010 in some instances), field staff conducted parent interviews using computer-assisted personal interviewing (CAPI) at the Head Start center but made efforts to accommodate parents who requested the interview at another location (such as the parents' home). Parents were also able to contact the SOC to complete an interview by telephone. In spring 2010, the majority of parent interviews were conducted by SOC staff using CATI and in spring 2011 and spring 2012, all parent interviews were conducted with CATI (see Chapter IV for detail on the administration of parent interviews).

2. Relationship of the Parent to the Child

FACES 2009 questions about the composition and structure of the household asked for the parent interview respondent's relationship to the target child (whether they were the child's biological or adoptive parent, legal guardian, or relative). In FACES 2006 and FACES 2009, most children lived with at least one biological parent (96 and 95 percent, respectively), but fewer than half lived with both biological parents (Hulsey et al. 2010; Tarullo et al. 2008). When the respondent was not the child's biological parent, further questions ascertained the whereabouts of the biological parent and determined whether the parent would return to the household. If the respondent reported that he or she was the parent and lived with the child, the interview moved to the next questions.

3. Child Demographic Information

The FACES 2009 parent interview collected information on child demographics (such as age, race, and ethnicity) and disability status. The enrollment of 3-year-old children has increased across cohorts, doubling between 1997 and 2006 (Tarullo et al. 2008; West and Hulsey 2009), reaching 61 percent in fall 2009 (Hulsey et al. 2010). A growing percentage of entering Head Start children are Hispanic/Latino, increasing from 28 percent in fall 2000 to 36 percent in fall 2009 (Hulsey et al. 2010; West and Hulsey 2009; Zill et al. 2008). Changes in the racial, ethnic, and age composition of the entering Head Start population have implications for other characteristics of the population and for program services.

4. Family Demographic Information

Several background variables assessed the basic resources available to and challenges faced by parents, all of which potentially affect the quality of the child's home environment and subsequent development. We obtained information about the education, employment, and income of both the mother and the resident father, including household income, number of adults contributing to

household income, and receipt of Temporary Assistance for Needy Families (TANF) or other public assistance (such as participation in Special Supplemental Nutrition Program for Women, Infants, and Children [better known as WIC]), and whether the child or parent interview respondent had health insurance and, if so, what type.

The country of origin of families is relevant to cultural variations in child-rearing patterns and to early language learning. Children of immigrants likely have different language experiences, family cultural values, and access to social services than children of native-born parents. Ancestry data yield additional information on cultural differences across families. FACES 2009 asked for information on the mother's and father's country(ies) of origin. If the mother or father was not born in the United States, FACES 2009 asked about the respondent's length of residency in the United States. Family-of-origin items provide a rough indication of potential cultural assimilation.

5. Home Language Environment

About one-quarter of newly entering Head Start children come from non-English-speaking homes, with Spanish the primary language in such households (Hulsey et al. 2010; Tarullo et al. 2008). FACES 2009 survey questions on the home language environment asked whether a language other than English was spoken in the home, what language(s) the child first learned to speak, and whether parents, other adults, or other children in the household spoke a language other than English to the child at home. Further, questions on parents' language proficiency asked about how well parents understood, spoke, and read English and understood, spoke, read, and wrote her or his first language. Parents also indicated what language they usually used when reading to the child, the number of children's books in the home in a language other than English, and whether other materials (for example, comic books, magazines, computer games) in a language other than English were available in the home. Finally, parents reported on how important it was to them that their

children know or understand both English and their primary language and that the parent improved his or her own English-speaking abilities.

6. Family Household Structure

Research indicates that the presence of two parents who interact with minimal conflict is associated with a wide range of favorable outcomes for children (Dawson 1991; McLanahan and Sandefur 1994; Morrison and Cherlin 1995; Peterson and Zill 1986; Bronte-Tinkew et al. 2004). Single versus married mothers are more likely to be poor (Garfinkel and McLanahan 1986; Bane and Ellwood 1983), and their children are likely to achieve lower educational attainment (Aquilino 1996). In addition, the total number of household members can reveal possible overcrowding, which could adversely affect a child's well-being or health. Measuring the number of children in a household also provides some indication of the extent to which parents must divide their care giving and attention among children. For these reasons, FACES 2009 collected a complete roster of all household members, including their age, gender, and relationship to the target child.

7. Home Learning Environment

To develop an understanding of the factors that influence children's development, it is critical to measure home activities and aspects of the home learning environment. Numerous studies have demonstrated that high levels of positive, age-appropriate cognitive stimulation in early childhood are related to better social and mental development in children (Bakeman and Brown 1980; Bradley et al. 2001; Foster et al. 2005), as indicated by measures of cognitive development and IQ in preschool and later (Bradley and Caldwell 1976a, 1976b, 1984b; Bradley et al. 2001; Lozoff et al. 1995) and in school achievement (Denton and West 2002; Senechal 2006; van Doorminck et al. 1981). Research has also suggested that cognitive stimulation early in life may have implications for brain development and cognitive potential (Shonkoff and Phillips 2000).

In addition, research has demonstrated that the quantity and quality of verbal interaction between young children and their parents influence children's language development, including language production, reading ability, and vocabulary growth, as well as academic skills, such as in mathematics (Bradley and Caldwell 1980, 1984b; Bradley et al. 1989; Hart and Risley 1992, 1995). Verbal interactions include singing, playing games, talking, and reading. One aspect of verbal interaction is the extent to which household members speak a language other than English.

By posing questions about the availability of reading materials for both children and adults and the frequency with which parents read books to their child, the FACES 2009 instrument obtained information about the home literacy environment and parents' literacy-related activities. The FACES 2009 instrument also asked about the availability of computer programs for children. Items on parent-child activities came from the NHES and Home Observation for Measurement of the Environment Short Form (HOME-SF), a standard measure of the quality of the language and learning environment in the home. The HOME-SF was developed for the NLSY. With its excellent psychometric properties, the HOME-SF consists of 17 parent report items that can identify changes in the home environment as a result of parents' participation in their children's educational experiences as well as the overall quality of the home environment.

Engaging young children in shared activities is another form of cognitive stimulation. Activities, such as outings to parks and playgrounds, provide children with opportunities for exploration, exercise, and social interaction. Research has shown that early literacy development is related to family social interactions not necessarily intended to foster language development (for example, shopping), especially among low-income samples (Teale 1984). FACES 2009 asked about the frequency of various types of stimulating or educational activities with the child, such as singing songs or nursery rhymes, counting together, visiting the park, and shopping or running errands.

These items, drawn from national surveys, form scales with which to assess parents' participation in their child's educational experiences and cognitive stimulation.

8. Child-Rearing Practices and Parenting Behavior

Parents' interactions with their children at home set the stage for socializing children in preparation for school entry. One measure of family socialization takes the form of rules or routines that parents establish for their children. For FACES 2009, parents reported whether they used rules for certain household activities such as chores, television watching, meals, and bedtime. In terms of discipline, parents reported on their use of spanking and time out with their children.

Parents' practices and attitudes toward child rearing can also affect a child's well-being and development by influencing not only the relationship and interactions between parent and child but also the consistency and type of discipline used by parents. The FACES 2009 instrument drew items from the Child Rearing Practices Report (CRPR; Block 1965) to evaluate parents' child-rearing practices in four general domains: (1) how positive and negative emotions are expressed, handled, and regulated; (2) how parents convey authority and what types of discipline they use; (3) parents' ideals and goals with respect to the child's accomplishments and aspirations; and (4) parents' values concerning the child's development of autonomy, independence, and self-identity.

More specifically, from the original 91-item CRPR, the FACES 2009 instrument used 13 items to assess child-rearing patterns. Questions presented various statements that parents of young children might make about themselves, such as "I control my child by warning him/her about the bad things that can happen to him/her" or "My child and I have warm intimate moments together." Parents indicated whether and to what extent he or she agreed or disagreed with each statement along a five-point Likert-type scale (1 = "exactly;" 5 = "not at all"). The items formed three subscales: (1) Authoritarian Pattern, reflecting frequent use of physical punishment, verbal reprimands, prohibitions, discouragement of child's emotional expression, emphasis on fear of

external consequences of transgression, and strict supervision; (2) Authoritative Pattern, reflecting emphasis on inductive methods, reasoning with the child, appreciation of the child's accomplishments, fostering the child's individuality, and encouraging open communication between parents and child; and (3) Adherence to Rules, reflecting the extent to which parents followed the rules they set for their child. FACES 2009 created the former two subscales.

Research has established substantial evidence for the reliability and validity of the CRPR (Block 1965; Kochanska et al. 1989). Other research has used the CRPR to investigate parents' child-rearing orientations, especially as related to adolescents' personality characteristics (Block and Block 1981). In addition, research has uncovered systematic differences between parents who are abusive or depressed and those who are not (Susman et al. 1985); has examined continuity in child-rearing orientations over a nine-year span (Roberts et al. 1984); and has provided a method of indexing the elements of creativity-fostering environments (Harrington et al. 1987). In particular, the ECLS-B has successfully used CRPR items.

9. Child Care Arrangements

Enrollment in Head Start is only one component of each family's nonparental child care participation. A high and growing proportion of children spend time in nonmaternal care, and increasing numbers of children enter such care at a very young age. In fact, both the quality and consistency of child care over time are important factors that influence children's development, and research has found the quality and consistency of care to be related to children's cognitive and social-emotional development (Hayes et al. 1990; Love et al. 1996; NICHD Early Child Care Research Network 1998, 2000; Shonkoff and Phillips 2000; Whitebook et al. 1989; Zaslow 1991).

The cost of child care is also closely associated with quality of care, as measured by factors such as providers' training and education and the ratio of providers to children. Higher costs consistently reduce the likelihood that families will choose center-based care and strongly predict the type of care

arrangement chosen over quality of care, as expressed in the child-adult ratio (Hofferth 1991; Hofferth and Wissoker 1992). Hofferth and colleagues (1991) found that many working parents spend a substantial proportion of their income on child care, potentially reducing the resources available for other purposes and creating a source of stress.

The FACES 2009 parent interview included a module that asked about all current child care arrangements for the target child as well as for some background data, including the type of care the child was receiving (a center, relative or friend, or family day care); the cost of the care (both overall and parents' out-of-pocket expenses); and the number of arrangements the child was in at the time of the interview.

10. Child and Family Health Care

A child's health status, as well as that of the family, can directly influence a child's well-being and development. Appropriate family health practices can enhance the child's growth and development, whereas lack of such health practices can impede the child's growth. Further, aspects of health status can directly affect the child's school readiness and, in turn, the child's ability to pay attention in the classroom, participate in classroom activities, and attend school regularly. The health status of the child's caregiver can affect the child's well-being by limiting the physical and emotional resources the caregiver can devote to the child. To assess the context of family health care, the FACES 2009 parent interview asked about the child's current health status (including specific health conditions), whether the child had a regular health care provider, parents' physical and mental health status, whether parents had to forgo medical care and why, and family health practices, including tobacco, alcohol, and drug use.

11. Parent Mental Health

Parents' mental health is of concern to Head Start because of its relevance to parental well-being and parents' interactions with their children. Therefore, the FACES 2009 parent interview

included the short form of the Center for Epidemiologic Studies–Depression Scale (CES–D), a psychosocial measure. The 12-item version of the CES–D (Radloff 1977; Ross et al. 1983) measures levels of depressive symptoms among parents. Depressed mothers may have a withdrawn or intrusive parenting style, either of which can lead to children’s social and emotional problems such as internalizing and externalizing behavior problems and difficulties in reading social cues (Downey and Coyne 1990; Field 2000; Shonkoff and Phillips 2000).

12. Home and Neighborhood Characteristics

Living in unsafe neighborhoods can also affect a child’s health, well-being, and development. With a focus on the daily stressors faced by Head Start families, the FACES 2009 instrument asked parents to report on their own exposure to violence as well as on any violence that, to their knowledge, has occurred in their neighborhood. Additional questions asked about families’ involvement with the criminal justice system and their experience with domestic violence. Such sensitive information is crucial for understanding family needs, identifying risk factors affecting child development, and describing the contextual factors that impede or facilitate family well-being. The introductory statement to the interview stressed that respondents need not answer sensitive questions and guaranteed the confidentiality of all answers; the statement is repeated just before administration of the questions on the criminal justice system and domestic violence. Earlier studies posed questions on the same topics without evidence of harm to respondents.

13. Family Social Support

A supportive social network can mitigate stressful life events, the stresses of daily living, and the stresses of parenting. In general, the more social support available to a parent, the greater is the likelihood that a child will form a secure infant-mother attachment (Crockenberg 1981). In addition, among African American families, mothers with a larger support network were more responsive in their interactions with their infants and provided more stimulation than mothers with smaller social

networks (Burchinal et al. 1996). Among unemployed mothers, lack of social support is related to an increase in depressive symptomatology (Hall et al. 1985; Jackson 1999).

Given that a family's social support network is highly important for favorable child outcomes, the FACES 2009 parent instrument asked two sets of questions about social support. The first set asked about sources of support when the family faces emotional, financial, and parenting problems and an emergency. Earlier national studies, including the ECLS-B, NHES, and NLSY, made extensive use of the same questions. The second set of questions asked whether at any time Head Start staff assisted the family in accessing services.

14. Child Nutrition and Activity Levels

Nutritional choices and activity levels at home can contribute to the development of healthy habits and help combat child obesity. The FACES 2009 instrument asked parents about the availability of a safe place for outdoor play, the amount of time the child spent outdoors during the day, the amount of time the child spent in physical activity each day, and the prevalence of television watching and other "screen time." The instrument also asked parents about the child's consumption of sweetened beverages, unhealthy snacks, fast food, and healthy foods, such as fruits, vegetables, and milk. The questions are derived from similar questions in the ECLS studies.

15. Head Start/Kindergarten Experiences

Questions on attendance (and the reasons for absences) provide important context for understanding how programs/schools are associated with children's outcomes. The FACES 2009 instrument asked parents questions along two dimensions regarding children's experience in Head Start and kindergarten: attendance and degree of parental involvement.

Head Start has always considered parental involvement a central tenet. Research shows that parental involvement in programs and schools (volunteering, participation on committees, accompanying children on field trips, and so forth) is related to improved outcomes for children

during both early childhood and the elementary school years (Downer and Mendez 2005; Glick and Hohmann-Marrott 2007; Marcon 1999; McWayne et al. 2004). In the spring FACES 2009 surveys, parents reported how often they participated in a variety of activities in the Head Start program or the child's school (volunteering in the classroom, attending workshops, accompanying children on field trips, attending parent-teacher conferences, and so forth). Parents whose children were still in Head Start also answered questions about what precluded their involvement in the program. Typically, barriers ranged from practical constraints such as a lack of time or transportation to personal considerations such as discomfort in the program/school environment; research shows that both types of barriers have implications for parental involvement (for example, Hoover-Dempsey et al. 2005). Finally, Head Start parents reported on their level of satisfaction with program efforts to promote children's development and support parents in meeting family needs.

16. Interviewer Ratings

At the end of the FACES 2009 parent interview, the interviewer completed a set of rating scales designed to evaluate the respondent's behavior during the interview, the interview situation, and the quality of the collected data. The interviewer rated the respondent's behavior on six scales covering six domains: comprehension of questions, truthfulness, data accuracy, interest in the interview, cooperation, and English proficiency. The interviewer rated the interview situation according to whether the interview was conducted without interruption. Finally, the interviewer rated the overall quality of the data collected during the interview. Ratings used seven-point scales, with descriptive anchors at the extreme ratings. For example, the interviewer rated "comprehension of questions" from 1 ("hardly able to understand") to 7 ("able to understand questions easily").

D. Classroom Observation Instruments

Observations of Head Start classrooms are another important component of FACES. The classroom observation instruments allowed for direct measurement of the extent to which Head

Start programs and centers employed skilled teachers and provided developmentally appropriate environments and curricula. Specially trained observers used standardized observational methods and coding schemes that have been widely applied in child development research and whose utility has been proven in large-scale studies.

1. Administration of Classroom Observations

In each sampled classroom, trained FACES classroom observers made observations in spring of the Head Start years, spending enough time (at least four hours) in each class to ensure observation of a major portion of the daily schedule and a variety of classroom activities. To be as unobtrusive as possible, observers stayed outside heavily traveled areas of the classroom and limited their interactions with the children. Observers made their classroom observations during the morning and used paper documents to note various aspects of classroom quality and teacher-child interactions. They then transferred the data to computer instruments after completion of the observations. A brief description of the observation tools follows.

2. Counts of Children and Adults

The counts of children and adults provided the information needed to calculate child-adult ratios and measure other aspects of classroom quality. Trained observers counted the number of children, the number of adults, and the number of paid staff at each 20-minute observation cycle during the classroom day. The child-adult ratio is the average number of children per adult (both paid and volunteer) across the observation cycles. Calculation of a related measure, the child-staff ratio, is based on only the number of paid staff across the observation cycles. Higher child-adult or child-staff ratios are indicative of lower classroom quality.

3. Early Childhood Environment Rating Scale–Revised

The Early Childhood Environment Rating Scale–Revised (ECERS–R) is a global rating of classroom quality based on structural features of the classroom (Harms et al. 2005). The classroom environment is defined as the use of space, materials, and experiences to enhance children’s development, daily schedule, and supervision. Even though child development research has made wide use of the ECERS–R to predict optimal child outcomes (for example, Phillips et al. 1994), research studies have not consistently supported the seven-scale factor structure of the full ECERS–R (Malone et al. 2010). Accordingly, FACES 2009 used a subset of 21 items from the ECERS–R, which we refer to as the ECERS–R shortened version. The items in the shortened version represent the strongest 21 items identified by researchers in a large-scale study (Clifford et al. 2005) and form two factors: Teaching and Interactions (that is, the quality of teacher-child interactions) and Provisions for Learning (that is, materials available in the classroom and the arrangement of the classroom space). The two factors conceptually reflect the major dimensions of quality most proximal to learning that are captured by the full ECERS–R. The 21 items come from the full scale that rates six areas, each pertaining to a different element of classroom quality: personal care routines, space and furnishings, language-reasoning experiences, fine and gross motor activities, interactions, and program structure. Each of the two factors encompass 11 to 12 items, with each item rated on a seven-point scale that denotes a level of quality associated with the scale score. A score of 1 is considered “inadequate,” 3 is “minimal quality,” 5 is “good quality,” and 7 is “excellent quality.” Each score has anchors in the form of descriptions and supplementary notes to aid in assigning the ratings.

For the ECERS–R, inter-rater reliability for the full scale ranges from 0.85 (rank-order correlations) to 0.92 (Pearson), and inter-rater reliability on individual items reached agreement of 71 percent for agreement within one point. Internal consistency (Cronbach’s alpha) ranges from 0.71

(parents and staff) to 0.88 (activities), with an alpha coefficient of 0.92 for the full scale (Harms et al. 2005). The Multi-State Study of Prekindergarten, the State-Wide Early Education Program (SWEEP) (Early et al. 2005), and the Chicago Program Evaluation Project (C-PEP) study (Ross et al. 2008) have reported factor scores. The Quality Rating System (QRS)-FACES Preschool Classroom Observation Study found no significant differences in the mean total scores or the two factor scores when based on the full ECERS-R (coding all 37 items) versus the shortened ECERS-R (coding only 21 items). Scores were highly correlated at 0.80 for the total score, 0.87 for the Provisions for Learning factor, and 0.69 for the Teaching and Interactions factor. Inter-rater reliability for the shortened ECERS-R total, Provisions for Learning factor, and Teaching and Interactions factor was 0.92, 0.83, and 0.93, respectively (using inter-observer correlation of scores) (Verbitsky-Savitz et al. 2010).

4. Classroom Assessment Scoring System

FACES 2009 used the Classroom Assessment Scoring System (CLASS; Pianta et al. 2008) to measure classroom quality in terms of both the instructional and social-emotional aspects of the environment. The CLASS observes and assesses the qualities of interactions between teachers and students in classrooms and measures aspects of interactions related to children's early academic achievement and social competencies. Items capture 11 dimensions of teaching and classroom quality that are grouped into three broad areas: Emotional Support (for example, positive climate, teacher sensitivity), Classroom Organization (for example, behavior management, instructional learning formats), and Instructional Support (for example, concept development, language modeling). Each domain is rated on a seven-point scale (1 = "minimally characteristic" to 7 = "highly characteristic") for each of four observation cycles. Analysis of the scale comes from its use in the NICHD Study of Early Child Care and Youth Development (with its precursor), the Multi-State Study of Prekindergarten, and SWEEP. Results from the Multi-State Study of Prekindergarten

indicate that the Emotional Support and Instructional Support domains are linked to preschoolers' receptive and expressive vocabulary, pre-reading skills, applied mathematics skills, and behavior (Halle et al. 2010).

Internal consistency for the three domains ranges from 0.79 (Instructional Support) to 0.91 (Emotional Support). Correlations between two observations as an indicator of test-retest reliability range from 0.81 (Classroom Organization) to 0.86 (Instructional Support) across scales. Average inter-rater reliability (within one point of ratings from master raters) is 87 percent. The QRS-FACES pilot examined the influence on CLASS scores if observers also used the full ECERS–R to code the classroom. Correlations between two observers (one who observed on the previous day with the full ECERS–R) as an indicator of inter-rater reliability range from 0.58 (Classroom Organization) to 0.68 (Emotional Support). When the second observer used the short ECERS–R concurrently (the procedure followed for FACES 2009), the two observers' CLASS score correlations ranged from 0.62 (Classroom Organization) to 0.76 (Emotional Support).

E. Teacher Interviews

The FACES 2009 Head Start teacher interview was designed to collect information on classroom teacher characteristics related to the quality of care provided by the Head Start program. In fall and spring of the Head Start year, the interview asked teachers about their classroom activities and use of curricula and about their demographic and educational background and professional experience. Even though FACES does not focus on the child's school experiences after the Head Start years, the kindergarten interview asked about teachers' demographic characteristics, education levels, degrees and teaching certificates, courses in child development, and years of teaching experience. Kindergarten teachers also reported on the content of centers/interest areas in the classroom and on the demographics of children in the classroom. During both Head Start and

kindergarten, teachers reported on the frequency of mathematics and language- and literacy-oriented activities in the classroom and on the overall behavior of children in the classroom.

1. Administration of Teacher Interviews

FACES 2009 used computer-assisted technology to conduct in-person interviews with Head Start teachers in both fall and spring. Kindergarten teachers completed interviews in spring via Web-based questionnaires but had the option of completing a paper-and-pencil version of the interview.

2. Teacher Background

Head Start teacher characteristics, a class of structural factors related to child care quality, include education and training. Accordingly, the Head Start teacher interview asked about the classroom teacher's teaching experience (number of years teaching in Head Start), educational background (the highest grade or year of school completed), teaching credentials (for example, Child Development Associate), salary, and demographics (age, gender, race/ethnicity). Earlier FACES cohorts generally showed, however, that children's achievement levels and fall-to-spring gains were more closely related to the demographic and socioeconomic characteristics of their parents than to choice of curriculum, teacher qualifications, or observed measures of classroom quality. In addition, research has demonstrated that average teacher salary levels in a program, which is a measure of program resources, are related to gains in measures such as letter knowledge and cooperative behavior (ACF 2003; Zill et al. 2005), though studies have not shown that salary is associated with child outcomes when including observed quality (Aikens et al. 2010). The kindergarten teacher survey similarly asked about the classroom teacher's teaching experience (number of years teaching kindergarten), educational background (highest level of education completed, specific college courses), teaching credential, and demographics (age, gender, race/ethnicity).

3. Learning Activities and Curriculum

A teacher's influence in the classroom is evident through the variety of learning materials provided to stimulate both fine and gross motor development, creative and dramatic play, language and literacy, mathematics and science skills, and appreciation of cultural diversity. Teachers in high-quality classrooms adopt a planned approach as exhibited in classroom schedules that provide for small-group activities and opportunities for individualized learning through both free play and structured activities.

The classroom activities and stimulating environment provided by the teacher can have both direct and indirect effects on children's development. The FACES 2009 Head Start teacher interview asked several questions about activities in the classroom. For example, it asked teachers to report on the learning activities scheduled in their classroom and to estimate the amount of time they spent on teacher-directed activities and child-selected activities in a typical day as well as how often children participated in various reading and language and mathematics activities. Teachers also responded to a series of questions on whether they relied on a principal curriculum to guide classroom activities and, if so, whether they received training in its use. Further, they reported on how they assessed children's level of achievement and progress over the Head Start year. Similarly, the kindergarten teacher survey asked about the instructional time spent in reading and language arts, mathematics, science, and social studies as well as how often children participated in various reading and mathematics activities (largely the same list asked of Head Start teachers).

The teacher interview also captured the classroom's language environment in order to determine the languages spoken by staff and children. Head Start's program performance standards require programs to support children's progress in learning their home language while recognizing the cultures represented in the classroom. The interview therefore asked teachers about the number of children in the classroom who are dual language learners (DLL) and the languages used to read

and speak to children as well as the language of print materials. The kindergarten teacher survey captured the number of children with limited English proficiency and the languages used for instruction.

4. Classroom Environment

Other factors, such as group size and the child-adult ratio, can indirectly affect a child's experience in Head Start by influencing the availability of stimulating resources and shaping the teacher's behavior as a director and facilitator of the child's learning (ACF 1998; ACF 2003). With more children and fewer adults in a classroom, a teacher is less able to give a child individual attention or prevent negative behavior and create opportunities for learning during children's play.

The research literature provides persuasive evidence on the important contribution of structural factors to children's outcomes in early childhood classrooms (Hayes et al. 1990; NICHD Early Child Care Research Network 1998, 2000; Shonkoff and Phillips 2000; Whitebook et al. 1989; Zaslow 1991; Zaslow et al. 2010). Questions in the FACES 2009 Head Start teacher interview assessed classroom staffing, the rate of absenteeism, overall behavior in the classroom, and the supports and services available to teachers to manage children's behavior. The kindergarten teacher survey also gathered information on classroom staffing and overall behavior in the classroom.

5. Teacher Beliefs

Teachers' knowledge and beliefs about developmentally appropriate teaching practices may also affect classroom quality and the type and number of learning activities made available to children. FACES 2000 found that teachers' beliefs and knowledge about early childhood teaching practices were a conduit between teachers' educational levels and observed classroom quality. The higher a teacher's degree, the higher were that teacher's scores on the teacher beliefs scale, and the higher was the observed quality of the teacher's classroom (ACF 2003). FACES 2006 showed that teachers' beliefs were positively related to teachers' observed quality (ECERS-R provisions for learning and

CLASS language modeling) and children's social skills (Aikens et al. 2010). Just as with the education coordinator interviews (described later), the assessment of Head Start teachers' knowledge and beliefs about early childhood teaching practices was based on 15 statements representing opinions on how Head Start children should be taught and managed (Burts et al. 1990). Two such statements posit that "Head Start classroom activities should be responsive to individual differences in development" and "Students should work silently and alone on seatwork." Teachers indicated whether and to what extent they agreed or disagreed with each statement along a five-point Likert-type scale (1 = "strongly disagree;" 5 = "strongly agree"). The items were not asked of kindergarten teachers.

6. Teacher Mental Health

Teachers play an important role in children's lives, and self-reports of mental health provide critical information about the environment of Head Start classrooms and teachers' interactions with children. In fact, research has documented links between teacher psychological well-being and the quality of care received by children (Gerber et al. 2007). Therefore, FACES 2009, continuing the approach of FACES 2006, included the short (12-item) form of the CES-D in both teacher and parent interviews. The items (Radloff 1977; Ross et al. 1983) provide information on respondents' levels of depressive symptoms. In FACES 2006, most teachers did not report elevated depressive symptoms, although 9 percent reported moderate levels of depressive symptoms, and another 5 percent reported symptoms of severe depression (Tarullo et al. 2008). FACES 2009 produced a similar picture, with 6 percent of Head Start teachers reporting moderate levels of depressive symptoms and an additional 4 percent reporting severe levels (Hulsey et al. 2010). Teachers reporting higher depressive symptoms have lower observed language modeling behaviors in the classroom (Aikens et al. 2010). Center for Epidemiologic Studies Depression Scale (CES-D) items were not asked of kindergarten teachers.

7. Parental Involvement

The relationship between parent and teacher is an important aspect of program quality. Communication between parent and teacher, as well as agreement on child care practices, is related to child outcomes. In particular, research has demonstrated that the degree of “attunement” between the child care practices at home and the care delivered in other environments is an important factor in child outcomes (van IJzendoorn et al. 1998). Questions in FACES assessed how often teachers met with parents, whether home visits took place, how the program promoted interactions between parents and staff, and what teachers saw as barriers to parental involvement. These items were asked only of Head Start teachers.

8. Planning and Assessment

The FACES 2009 instrument asked Head Start teachers about their autonomy in daily instruction planning and whether they relied on daily written plans. The instrument also asked the teachers to describe their main assessment tool, its use in planning, and the frequency of assessment. These items were not asked of kindergarten teachers.

9. Child Nutrition and Activity Levels

Recognizing that teachers are another source of information about children’s eating behaviors and activity levels, specifically within the Head Start classroom, FACES 2006 introduced a new set of items on nutrition and activity. FACES 2009 continued to collect information on factors related to childhood obesity and asked teachers about the amount of time children spent outdoors during the Head Start day and whether children consumed sweetened beverages as part of meals or snacks at the Head Start site. The FACES 2009 instrument asked kindergarten teachers about the amount of time children participated daily in physical education and recess.

10. Professional Development and Program Management

Teachers' ongoing professional development ensures currency of practice. For FACES, teachers provided information about staff training (for example, frequency, who conducted staff training, format) and whether mentor teachers and coaches were available (informally or formally). In the case of mentors or coaches, teachers indicated how often they worked with their mentors/coaches. In addition, teachers responded to 12 statements about program management, all of which pertained to the climate encountered by teachers (for example, "Your Head Start program helps teachers feel good about their jobs;" ".ensures that teachers do not feel isolated;" and ".has timely delivery of materials for use in the classroom;" Lambert et al. 1999). Teachers indicated whether and to what extent they agreed or disagreed with each statement along a five-point Likert-type scale (1 = "strongly disagree;" 5 = "strongly agree"). The items were not asked of kindergarten teachers.

F. Head Start Staff Interviews

Interviews with Head Start staff provide important information about the extent and quality of program services for families and children and about quality improvement efforts (for example, teachers' professional development). In fall 2009, FACES 2009 interviewed program directors, center directors, and education coordinators.

1. Administration of Staff Interviews

FACES interviewed each program director by telephone, using a paper-and-pencil instrument. We conducted additional interviews with center directors and designated education coordinators in person, also using with paper-and-pencil instruments.

2. Program Director Interviews

The study interviewed program directors by telephone in fall 2009. The directors confirmed information from the most recent version of the Program Information Report (PIR) submitted by their agency, such as the number of centers and number of classrooms per program, the number of 3- to 5-year-old children served by the program, the percentage of families for which English is not the home language, and program auspices.

Program directors reported on the languages spoken by children or families and teachers in their program as well as on efforts to recruit bilingual teachers (including how they determined teacher proficiency for languages other than English). Program directors answered questions about the nature of their relationship with their region's training and technical assistance provider, the curriculum or curricula used in their program, and methods of child assessment. The program director interview also covered teacher education initiatives, including the types of assistance offered to staff members working toward a college degree, Child Development Associate credential, early childhood certification, or family services credential.

The interview included several questions about available program slots and possible expansion and addressed issues such as how to deal with limited space for families that want to enroll a child in Head Start, establishment of a waiting list, and procedures, if any, for selecting children from the waiting list. In addition, the interview asked about already completed program expansion (in terms of slots, classrooms, teachers, program components).

Program directors answered several questions about program services and partnerships and reported on whether their program or a community partner offered services such as child care, medical care, education, and job training. They noted whether their program tried to align its curriculum or goals with public prekindergarten programs or provided extended care or other services through partnerships with child care programs. They also discussed goals and/or services

for special groups, including DLLs, children with disabilities, and children and families that are homeless. Program directors described the factors that determine how they assigned families to specific case managers or family service workers.

Finally, program directors responded to questions about their educational background and experience and their level of satisfaction with their current position, along with their overall view of the Head Start program, including how its services could be improved.

3. Center Director Interviews

The center director interview collected detailed information on the characteristics of Head Start programs and the challenges they face. The interview also covered organizational and procedural issues in providing children with the environments and activities designed to improve their emergent literacy, numeracy, and language skills. Information from the interview can help improve the services Head Start provides to children and families as well as the technical assistance and training it provides to program staff.

Data from the FACES 2009 center director interviews provided Head Start with a comprehensive understanding of the programs that serve Head Start families. Important topics covered by the interviews include collaboration on and coordination of kindergarten transition activities; curriculum development and articulation issues; staffing issues such as the number of currently employed lead teachers, the number of newly hired staff, and the number of unfilled positions; the challenges of staff recruitment and retention; the languages spoken by children or families and teachers; child assessment; staff training and technical assistance; and program development issues.

The center director interview covered teacher education initiatives, including the types of assistance offered to staff members pursuing a college degree, Child Development Associate credential, early childhood certification, or family services credential. It collected administrative

information on staff training (for example, frequency, who conducted the sessions, format) and whether mentor teachers and coaches were available. Other questions focused on interactions with the Head Start training and technical assistance network and topics for additional training and technical assistance.

The center director interviews also provided data on parental involvement in the Head Start program, including the types of positions and activities for which parents volunteered; how programs encouraged parents to participate in Head Start activities or classes and supplement classroom learning at home; parents' active involvement in decisions about center policies and operations; and the challenges that might arise in that collaboration. Some questions specifically asked about the involvement of fathers and the incentives offered to them for participation in Head Start activities. New questions for FACES 2009 addressed goals for families with DLLs.

The center director interviews covered curriculum and assessment, asking whether the program used a specific curriculum and what types of learning activities the center director encouraged teachers to emphasize in their classrooms. The interviews also asked how teachers assessed children's achievement and progress over the Head Start year, with a specific focus on strategies for assessing the English language abilities of DLLs and whether children were assessed in their home language.

Just as with the teacher and education coordinator interviews, center directors responded to 12 statements about program management, all of which related to the climate encountered by teachers (for example, "Your Head Start program helps teachers feel good about their jobs;" ". . . ensures that teachers do not feel isolated;" and ". . . has timely delivery of materials for use in the classroom;" Lambert et al. 1999). Center directors indicated whether and to what extent they agreed or disagreed with each statement along a five-point Likert-type scale (1 = "strongly disagree;" 5 = "strongly agree").

Home visits, including frequency and staffing, were other topics covered by the center director interviews. Center directors reported on the roles and activities of family service workers and on services that eased the child's and family's transition to kindergarten. Finally, the interviews asked for center directors' demographic and educational information, along with their overall view of the center, including how its services could be improved.

4. Education Coordinator Interviews

The education coordinator interviews gathered information to assess whether Head Start programs supported teachers in providing developmentally appropriate educational environments and to understand how Head Start programs worked with parents and children. The interviews collected detailed information on the characteristics of Head Start programs and the challenges they faced and on the attitudinal, organizational, and procedural issues involved in providing children with environments and activities designed to improve their emergent literacy, numeracy, and language skills. Information from the education coordinator interviews can contribute to an understanding of the services Head Start provides to children and families and the technical assistance and training it provides to program staff.

The education coordinator interviews collected information on what education coordinators saw as their three major responsibilities. The interviews also collected information on staff training, including the types of training that education coordinators scheduled in the past year and the three types of training that they considered most important. Administrative questions inquired about the frequency of staff training, who conducted the training sessions, and their format and about the availability of mentor teachers or coaches. Questions specifically addressed efforts directed to DLLs and their families. Education coordinators also reported on teacher education initiatives, including the types of assistance offered to staff members pursuing a college degree, Child Development Associate credential, early childhood certification, or family services credential.

The education coordinator interviews asked about whether the program used specific curricula and about the types of learning activities teachers were encouraged to emphasize in their classrooms. Education coordinators reported whether they had instituted initiatives to improve children's participation in physical activity or knowledge of healthy nutritional choices. The interviews also collected information on the methods used by programs for measuring children's achievement and progress over the Head Start year. As with center directors, education coordinators answered questions about strategies for assessing the English language abilities of DLLs and whether children were assessed in their home language.

Just as with the teacher and center director interviews, education coordinators responded to 12 statements about program management, all of which related to the climate encountered by teachers (for example, "Your Head Start program helps teachers feel good about their jobs;" Lambert et al. 1999). The education coordinators indicated whether and to what extent they agreed or disagreed with each statement along a five-point Likert-type scale (1 = "strongly disagree;" 5 = "strongly agree").

Education coordinators' knowledge and beliefs about developmentally appropriate teaching practices may affect classroom quality and the type and number of learning activities provided by the program. These beliefs may guide education coordinators choice of curriculum and training as well as the tools they recommend to teachers. FACES 2009 assessed education coordinators' knowledge and beliefs about early childhood teaching practices through 15 statements on how Head Start children should be taught and managed (Burts et al. 1990), such as "Head Start classroom activities should be responsive to individual differences in development" and "Students should work silently and alone on seat work." The education coordinators indicated whether and to what extent they agreed or disagreed with each statement along a five-point Likert-type scale (1 = "strongly disagree;" 5 = "strongly agree"). With these same items posed to the teacher, a comparison of teachers' and

education coordinators' responses about appropriate teaching practices can provide further context for the educational environment in Head Start classrooms.

Finally, the interview asked for demographic and educational background information, along with education coordinators' overall view of the program, including how its services could be improved.

G. Data Collection Schedule and Periodicity

As noted, FACES 2009 collected data four times over a 33-month period beginning in fall 2009 and concluding in spring 2012. In Table III.4, we present information on the data collection components by wave.

Table III.4. Summary of Data Collection Components, by Wave

	Fall 2009	Spring 2010	Spring 2011	Spring 2012
3-Year-Old Cohort		Child in Head Start		Child in Kindergarten
Direct Child Assessment	X	X	X	X
Parent Interview	X	X	X	X
Teacher Child Report	X	X	X	X
Teacher Interview	X	X	X	X
Classroom Observation		X	X	
Program Director Interview	X			
Center Director Interview	X			
Education Coordinator Interview	X			
4-Year-Old Cohort		Child in Head Start	Child in Kindergarten	
Direct Child Assessment	X	X	X	
Parent Interview	X	X	X	
Teacher Child Report	X	X	X	
Teacher Interview	X	X	X	
Classroom Observation		X		
Program Director Interview	X			
Center Director Interview	X			
Education Coordinator Interview	X			

IV. DATA COLLECTION PROCEDURES AND RESPONSE RATES

Each wave of data collection in FACES 2009 involved several respondents and several instruments. Data collection is especially complex during the years children attend Head Start. To prepare for and conduct visits to Head Start programs across the United States, we used a team approach. We developed a set of standardized procedures and trained staff to implement the procedures uniformly across all data collection sites. In this chapter, we describe (1) sampling and recruitment procedures employed in FACES 2009, (2) Mathematica's approach to collecting the FACES 2009 data, (3) the training received by staff before data collection, (4) planning and conducting data collection in each Head Start program, (5) procedures for quality assurance, and (6) the outcomes of the data collection efforts expressed as response rates.

A. Sampling and Recruitment Procedures

A FES, a member of the FACES study team, visited each sampled program before the Mathematica team's data collection visit. The FES expedited classroom and child sampling and, with an on-site presence, efficiently gathered parent consents.

1. Field Enrollment Specialist

The role of the FES was to conduct on-site sampling of classrooms and children, interact with staff and parents, and jump start consent distribution and collection in order to pave the way for the major data collection visit scheduled for three weeks after the FES visit. About a week before the FES visit to a given Head Start site, the FES received a customized data collection plan completed by a FACES coordinator. The plan addressed each program's center schedules and particular procedures or considerations (for example, entry through a designated door or compliance with visitor sign-in requirements). The FES visit lasted approximately three or four days, with the first day spent at one center to conduct sampling and the second day spent at the other center to conduct

sampling. The remaining days of the visit allowed for follow-up with center directors, teachers, and parents to collect consent forms. The FES also provided an overview of the study and distributed informational materials to center staff. In addition, the FES gathered important information about the center to aid the field team during the week of data collection. Such information included the layout of centers, the location designated for conducting child assessments, and classroom and center schedules. Finally, the FES conducted the center director interviews at each center.

2. On-Site Sampling

During the visit, the FES used standard forms and followed instructions displayed on a laptop to conduct activities that expedited the identification of classrooms and children. The FES worked with the on-site coordinator (OSC) or the center contact to obtain a list of classrooms (or home visitors) and the number of children newly enrolled in Head Start within each classroom (or in the home visit caseload). The FES then called a Mathematica statistician to relay this information for classroom sampling.²⁴ The statistician selected a sample of classrooms and sent the information to the FES at the center. For each sampled classroom, the FES collected rosters with each child's name, date of birth, gender, home language, and parent names. The FES determined if any children in the selected classrooms were siblings. When the FES obtained all needed information, she or he completed a FACES child roster form to record information in a standardized and systematic format and then, while still at the center, entered the information into a laptop equipped with a program to generate the child sample (and the subsample of siblings).

²⁴ In programs where center grouping was necessary (Chapter II), the FES collected classroom information for all centers in the center group before classroom selection and then called the Mathematica statistician to relay the information about *both* centers' classrooms at one time.

3. Consent Gathering

With the classroom and child sampling complete, the FES assembled consent packets—in English or Spanish as appropriate—for each selected child. Each packet included a brightly colored brochure that gave parents a brief overview of FACES, an introductory letter, and a consent form. The FES coordinated with the OSC to develop a distribution plan for the packets. For example, the FES may have visited a classroom and relied on the teacher to point out parents as they arrived, or the FES may have remained at the center to answer questions as the teacher passed out the consent forms. The plan varied by center, given schedules, staff availability, and parent drop-off and pick-up patterns.

The goal was for the FES to communicate directly with teachers, to interact with parents while distributing the consent packets, to inform teachers and parents about the study, and to gather the consent forms from parents. The FES reviewed Frequently Asked Question sheets with teachers and stressed the importance of receiving consent forms from all parents of children selected for the study. The teacher was pivotal in following up on any consent forms still needed after the FES visit but before arrival of the data collection team.

In fall 2009, by the end of the FES visit, the FES had gathered 64 percent of consents. By the start of the data collection visit, 86 percent of consents were collected. The final response rate was 94 percent, demonstrating the effectiveness of an early pre–data collection visit for ensuring the efficient and timely collection of parent consents.

B. Team Approach to Data Collection

Data collection followed a team approach that started with six Mathematica FACES coordinators gaining the cooperation of Head Start program and center staff and then arranging the details of data collection with the person designated by the program as the OSC. FACES coordinators also conducted interviews with the program director and worked with the OSCs to

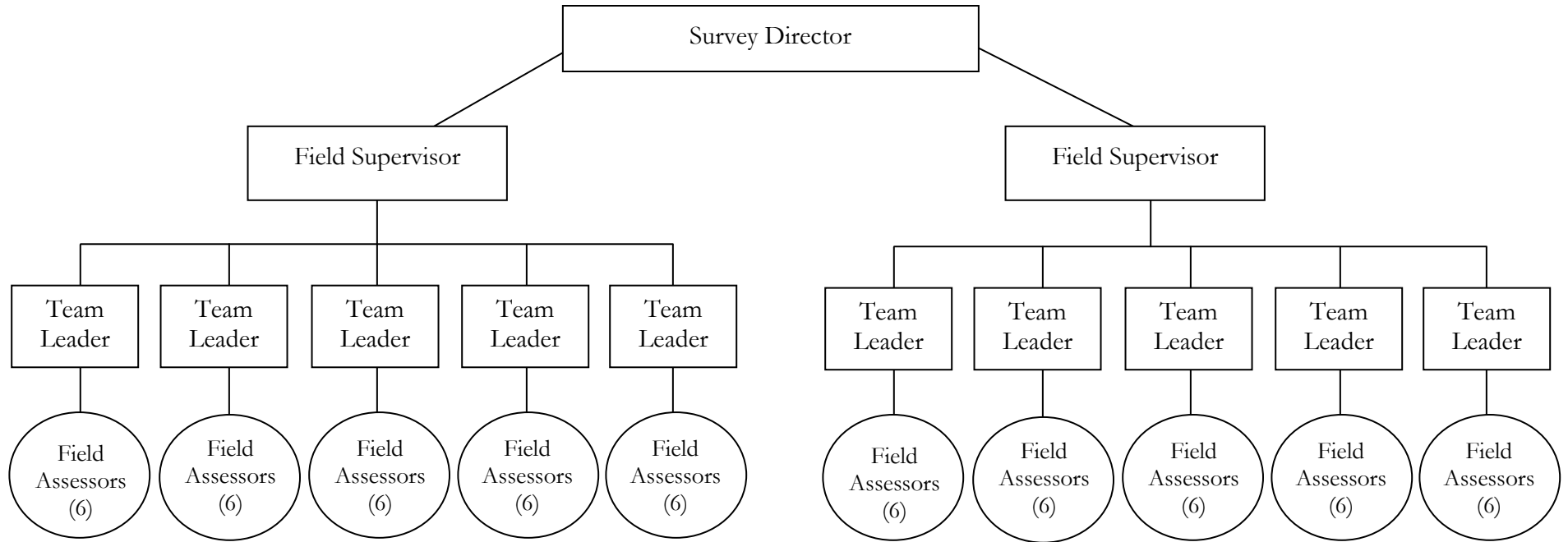
customize the data collection plan for each site in accordance with length of the program week and day, space availability, and children’s nap and meal times. In addition, the FACES coordinators worked with the OSCs to coordinate the FES visit and the field team visit, scheduling both in the course of the same conversation, but with a three-week lag scheduled between visits. In a handful of cases, a program requested a change in field visit dates while the FES was on site such that a few field visits occurred two or four weeks, not three weeks, after the FES visit. Once all arrangements were made for the field visit, one of the 10 seven-member teams was assigned to visit a program and conduct all child assessments and interviews. Each team worked under the direction of the two Mathematica field supervisors who reported directly to the FACES survey director.

Members of the 10 teams played designated roles during data collection (Table IV.1). A team leader familiar with Head Start headed each team and was trained in overseeing site-specific scheduling and productivity; interviewing teachers and education coordinators; and conducting classroom observations (spring only). Other team members included an additional observer for spring (also designated as assistant team leader and trained to administer assessments and back up the team leader) and five assessors. Different numbers of staff were trained to administer the parent interview depending on the wave of data collection. For the fall 2009 (baseline) data collection, all staff members were trained to administer the parent interview. To maximize scheduling flexibility, each team visited six programs during the nine-week field period. In Figure IV.1, we present the structure of the project’s data collection staff and the relationships between staff.

Table IV.1. Summary of Team Members’ Data Collection Roles

	Staff Interviews	Child Assessments	Parent Interviews	Classroom Observations
Team leader	X	X	X	X
Assistant team leader	X	X	X	X
Assessors/interviewers		X	X	

Figure IV.1. Structure of Data Collection Staff



Data collection teams were customized for each wave and week of the process based on program location, the number of bilingual FACES children to be assessed, the number of staff and parent interviews, and whether classroom observations were to take place. In Table IV.2, we show the number of staff certified for data collection in each role in each round of data collection.

Table IV.2. Number of Staff Certified in Each Role

Data Collection Round	Number of Team Leaders Certified	Number of Assistant Team Leaders Certified	Number of Assessors/Interviewers Certified
Fall 2009	10	10	50
Spring 2010	10	10	45
Spring 2011	10	10	46
Spring 2012	9	0	24

Teams were assembled to cover broad geographic regions and spend considerable time in the field. The criteria for the selection of field staff included assessment experience with children, responsibility, interpersonal skills, and ability to work in a flexible, multitask team environment. In addition to administering questionnaires and assessments, field staff members were expected to be able to gain the cooperation of center staff and parents and know how to locate parents who move. A large number of FACES children and parents speak Spanish as their primary language. Therefore, we made special efforts to recruit Spanish-speaking bilingual interviewers.

C. Field Staff Training

In this section, we discuss the goals of the team leader and field staff training and the specific training that FESs and field staff received in field procedures in preparation for the fall 2009 and spring 2010, 2011, and 2012 waves of data collection. We held a full training of team leaders and assessors in fall 2009 and, in spring 2010, a full training session for a small number of new FACES staff. We also conducted a train-the-trainer session for team leaders to enable them to conduct local on-site refresher training for returning staff. In addition, we trained team leaders and assistant team leaders in how to conduct the spring 2010 observations. In 2011, we conducted refresher training

for returning staff and a full training session for assessors who joined the team because of attrition. In spring 2012, a two-day refresher training was held. All field staff had worked on at least one previous wave of FACES09.

1. Training Goals

FACES data collection is multifaceted. Therefore, an important goal of training is to ensure that trainees master a broad spectrum of tasks and demonstrate the following:

- Fluency in the study goals, the study design, and the sample rationale in order to respond to questions from program staff and parents
- Proficiency in the techniques required to carry out their assignments, such as administering specific assessments and conducting observations and interviews
- Ability to use the specified computer systems for entering and transmitting data and for administrative record keeping
- Mastery of FACES field techniques, including contacting and consent procedures, interviewing techniques, refusal avoidance and conversion, safety, record keeping, and maintaining confidentiality
- Ability to work smoothly and seamlessly with team members and the OSC

Field staff trained as assessors had to demonstrate proficiency in the techniques for working with recalcitrant or overly active children. If trained as observers, field staff had to demonstrate the ability to be unobtrusive while remaining highly observant. Trainees also had to exhibit sensitivity to issues associated with the collection of information from parents of and children with special needs and from children who are DLLs. To determine whether training goals were met, training sessions included brief quizzes, observations of practice sessions, and skill certification at the conclusion of training.

2. FACES 2009 Field Enrollment Specialist Training

In mid-August 2009, a two-day training session for the 12 FESs assigned to visit programs three weeks before data collection focused on sampling tasks and the process of gathering consents. Most of the FESs had worked on FACES 2006 and were to be located near the programs in the sample.

The training ensured that trainees mastered a broad range of skills related to the three main responsibilities of the FESs: (1) classroom and child sampling, (2) consent distribution and collection, and (3) administration of the center director interview.

Assisted by FACES coordinators, the deputy survey director led the FES training. A week before the training, trainees received a home-study manual that introduced them to the project and explained their role in it. The manual included tests to ensure that trainees reviewed the material carefully. Project staff presented information in lecture format, followed by discussion and practice. The FES training session's specific goals were to build trainees' ability to respond to questions from program staff and parents; ensure proficiency in the procedures for gathering sample information from center staff, using the laptop sampling program, distributing and collecting consents from parents, and conducting center director interviews; build skills in data transmission and administrative record keeping; and understand how to work smoothly and seamlessly with FACES and Head Start program staff. Training covered several topics, including the background, purpose, and structure of the project and how to work with Head Start programs, parents, and children. In relation to the procedures to be used before, during, and after their week at each site, trainees practiced the completion of forms and the laptop entry of sampling information. Trainers led group discussions on strategies for how best to distribute and collect consent forms and outlined procedures for data transmission and administrative reporting. Finally, a trainer reviewed the center director interview, and trainees practiced administering the paper instrument in pairs.

To assess the achievement of training goals, trainees took short oral quizzes and were observed during both paired and individual practice sessions as they spoke with the center contact and completed forms and laptop entry. After the training sessions, each FES completed a post-training quiz that simulated a visit—completing sampling forms, entering classroom and child data into the laptop program, and transmitting the data.

3. Fall 2009 Data Collection Training

For the fall 2009 data collection, experienced project staff used carefully constructed training guides to train team leaders and assessors/interviewers. Senior members of the Mathematica project team led training in the assessments and the parent interview. FACES coordinators assisted the lead trainers. A week before the training session, all trainees received a home-study manual that introduced them to the project and explained their role in it. The manual also contained “scavenger hunt” tests to ensure that trainees reviewed the material carefully. A component-specific test covered each aspect of the study. The tests were used as part of the introductory discussions for each topic area (interviews, assessments, and interviewer observations and ratings) as well as for the initial discussion about the project. Training for the first round of data collection took place in late August 2009 and involved two back-to-back sessions. The first session brought together team leaders and covered project management and staff interviews. The second session included all team members and covered teamwork, step-by-step administration of child assessments, and the conduct of parent interviews with CAPI. Each session started with an introduction to Head Start and the Head Start program environment as well as to FACES. Training addressed the administration of all measures and the use of laptop computers for data entry and transmission and administrative reporting.

Team Leader Training. All team leaders attended a one-and-one-half-day session that emphasized effective teamwork and covered the administrative responsibilities associated with coordinating with the OSC, scheduling team activities, managing the team, and reporting to field supervisors. The training took the form of group discussions and practice with the field management software that facilitates management of team activities. Team leaders were also trained to administer the electronic teacher interview and paper-based education coordinator interview. Trainers reviewed the instruments section by section and the definitions of key concepts so that

team leaders would be able to answer questions about the concepts while in the field. Trainees practiced the interviews in pairs, with trainers monitoring the mock interviews to ensure that trainees were proficient in the interview content and procedures.

Team leaders were also trained in effective follow-up procedures, enabling them to help teachers who preferred to use the Web to complete the TCRs. Each Head Start teacher had to complete approximately 10 TCRs, one for each sampled child (with parent consent). The teacher had the option of using either a paper-and-pencil or Web-based version of the TCR. Teachers self-administered the TCRs, but team leaders and assistant team leaders were responsible for ensuring the completeness of the forms.

Child Assessment Training. All team members were trained in assessing preschool children through a comprehensive training approach that included a section-by-section and item-by-item discussion of the assessment measures, paired practice, and certification. By the end of the training session, the assessors had mastered the skills needed to screen children for language ability, to administer the assessment battery, to interact with children at different developmental levels, to work with DLLs and children with disabilities, and to coordinate activities with other team members.

All of the FACES 2009 direct child assessments were administered with the aid of a laptop computer. Assessors learned how to use the assessment easels and laptop in tandem and had several opportunities to practice their new skills. In addition, as part of the home study, videotaped assessments provided assessors with a demonstration of each item's administration and the flow of a complete assessment.

The training paid particular attention to managing interruptions and interference and assessing children with limited English proficiency and children with disabilities. Trainers presented trainees with situations encountered by assessors on other projects and then asked trainees how they would

respond. Drawing from the work of project staff in other studies, trainers also presented a standard set of approved modifications to assessments that accommodate children with disabilities along with a list of conditions for which assessments were not possible regardless of modification (for example, severe visual impairment). Assessors were trained to work with Head Start staff to identify children who required accommodations and to document any accommodations for children with disabilities.

Parent Interview Training. All team members were trained to conduct the in-person parent interviews scheduled for the one-week field visit. The one-and-one-half-day training session focused on the goals and background of the parent interview, a review of the use of CAPI, instruction in interviewing techniques, a question-by-question review of the instrument, and paired practice in administering the interview. By the end of the training session, each interviewer had to demonstrate proficiency in the parent interview through mock interviews with the trainer and other trainees.

Mathematica's SOC also conducted parent interviews before and after the one-week field visit. All telephone interviewers participated in Mathematica's standard 12 hours of general training in addition to training in CATI. The interviewers also received 12 hours of training in the FACES parent interview (similar to the training received by field staff), including an overview of the study and a question-by-question review of the instrument.

Bilingual Staff Training. Each data collection team included at least two bilingual members proficient in English and Spanish. Bilingual staff members administered the child assessments to children whose primary home language was Spanish and conducted the parent interview in Spanish as needed. They attended an additional day of training in the Spanish parent interview and Spanish assessments. During the training sessions, Spanish-speaking trainers reviewed the Spanish versions of the instruments with the trainees, and the trainees practiced administering the instruments in pairs. Bilingual staff members were certified in both the English and Spanish instruments.

Certification for Assessors. Proficiency with the child assessment protocol is critical for collecting valid and consistent data. Assessors were required to administer the assessment successfully to a 3- or 4-year-old English-speaking child²⁵ on the last day of training under the close observation of a member of the project training team who acted as a certifier. Certifiers were trainers and assistant trainers, all of whom attended a one-day training session in early August 2009 led by a lead assessment trainer. The training session covered each assessment task's goals, administration, and scoring as well as certification procedures and forms. Certifiers viewed a full videotaped child assessment and practiced in triads to administer and certify a mock, scripted assessment.

During field staff training, certifiers used a standard certification form that rated assessors on technical aspects of the assessment as well as on rapport and fluidity. Trainees had to meet a certification standard that exceeded 90 percent. That is, they had to receive 439 of the possible 465 points on the certification form. Any trainee who did not meet the standard had to practice the assessment at home after the training and then conduct a videotaped assessment with an age-appropriate child. The assessor then submitted the videotape to Mathematica for review by senior project staff and for scoring based on the same procedures and form used during the training sessions. Trainees who met the standard after submitting a videotape received provisional certification.

For assessors with provisional certification, one of Mathematica's quality assurance staff observed and rated the individuals' first assessment with a FACES child. Only after they passed the in-field certification were they deemed to be certified and permitted to continue assessing FACES

²⁵ Bilingual trainees were also certified on the Spanish assessment measures by conducting the assessment in pairs, with one trainee using a script to provide responses. Bilingual trainers used a bilingual certification form, which parallels the English form, when they observed trainees.

children. The quality assurance staff asked 6 of 66 trainees to submit a videotaped assessment, and 5 did so. One trainee was dismissed after submitting the videotape, and another was dismissed at the end of training. In addition, all field staff were required to practice child assessments (along with parent interviews) for three hours each week during the weeks after training and before the beginning of field work.

Certification for Conducting Parent Interviews. As part of their training, team members slated to conduct parent interviews took part in semiscripted, mock interviews monitored by the training staff. The interviews demonstrated whether the interviewer could conduct the interview correctly by reading questions as worded, answering questions raised by respondents, recording responses accurately, and avoiding the use of leading probes. Interviewer errors during the mock sessions were assigned a point value based on the severity of the error. For example, probing errors or major script deviations were two-point errors, whereas minor script omissions were one-point errors. To be certified on each instrument, interviewers had to receive fewer than 15 error points during the mock interview. Virtually all trainees were certified on the parent interview during the August training; two individuals each for English and Spanish needed additional practice. Three were certified in the field, and one was dismissed after child assessment certification follow-up.

4. Spring 2010 Training

For two reasons, the approach to field staff training for spring 2010 differed from that for fall 2009. First, in spring 2010, field staff had already completed nearly three months of intense field work that involved administration of the same set of instruments to be used in later waves (with some modifications). Second, the spring 2010 data collection included a new component—observation of the classrooms attended by the study children to obtain measures of classroom quality and instructional approaches. Below, we describe the refresher training that all team members were required to complete before the start of the spring 2010 field period, the attrition

training conducted for assessors new to FACES 2009, and the classroom observation training attended by team leaders and assistant team leaders of each of the 10 teams and a few back-ups.

Spring 2010 Team Leader and Assistant Team Leader Training. The spring 2010 refresher training reinforced the skills of experienced field staff. Team leaders and assistant team leaders also attended a one-day train-the-trainer session in Washington, DC, in February 2010. The FACES survey director conducted the training, which reviewed child assessment procedures, wording, and gesturing. Team leaders also received refresher training in the parent interview and Head Start teacher interview and developed familiarity with new sections of the interviews for the spring wave. The train-the-trainer session concluded with training in how to certify returning field staff in the child assessment on site before the start of data collection. Using the same certification form and criterion used in fall 2009, gold-standard project staff recertified the team leaders and assistant team leaders on the child assessment as they conducted a scripted, mock assessment in pairs. All 20 team leaders and assistant team leaders achieved certification.

Classroom Observer Training. In winter 2009, team leaders and assistant team leaders participated in a training session in Washington, DC, for an observation pilot study that aimed to determine the best mix of data collection methods and observation instruments to use during the FACES spring 2010 data collection. Observers were trained for eight days in a shortened version of the ECERS–R and the CLASS. The classroom observation training involved presentations on examples of high- and low-quality aspects of preschool classrooms, quizzes to enhance and evaluate learning, and practice in using the observation measures in local preschool classrooms. Training also included lectures on the components of each item in the measures, discussions on how to score difficult and not easily observed items, and a review of the steps in conducting an observation.

In February 2010, team leaders and assistant team leaders attended a two-day refresher training session in the FACES observation measures in order to prepare for the spring 2010 data collection.

Before the training, each observer had to demonstrate reliability on the CLASS based on videotaped observations. Each observer watched and coded three developer videotapes and submitted his or her scores. Mathematica project staff compared the observer's scores to the developer's master code. During training, lead observation trainers reviewed the shortened version of the ECERS-R and the CLASS and led group discussions in areas that seemed unclear. Trainees also received feedback based on questions, comments, and data from the pilot study and practiced the use of paper-and-pencil instruments and data entry into laptop computers.

On the last day of observation training, groups of three trainees and one gold-standard trainer observed preschool classrooms. For the CLASS, observers conducted four 20-minute observation cycles followed by 10 minutes for coding. Staff recorded all scores on a reliability scoring sheet. After the observation, trainees returned for discussion and compared their codes against the gold-standard scores. Trainee scores needed to match the gold-standard score, plus or minus one point, for 80 percent of the items in order for scores to be considered reliable and for trainees to be certified to conduct observations in the field. Twenty of the 22 trainees were certified to conduct observations for the spring 2010 data collection.

Attrition Training for New Staff. Many of the fall field staff returned to the project; as a result, out of 65 total trainees, only 18 new staff had to undergo training for the spring 2010 data collection. The survey director led the training in the child assessment, which was conducted simultaneously with the observer training. New field staff participated in a four-day training session that followed the fall 2009 model but did not include training in the parent interview, which the SOC conducted primarily by telephone. On the last day of training, trainees administered the assessment to a 3- or 4-year-old child. Team leaders, under the close observation of the project training team, certified trainees in accordance with the same certification criterion and certification form used in previous trainings. Certification standards required new trainees to exceed 90 percent

on the certification form, receiving 439 of the possible 465 points. Fifteen of the 18 new trainees passed the child assessment certification.

On-Site Refresher Training Conducted by Team Leaders. During the train-the-trainer session, team leaders and assistant team leaders conducted refresher training for returning assessors. Each refresher training session took place in the field on the Sunday before the first week of data collection and reminded team members of the paths to be followed in the child assessment, the role of proper gesturing, and the proper language for a child's response to be scored as correct. Returning field staff participated in mock assessments for practice. Team leaders also refreshed staff on the parent interview, focusing on how to make changes to the household roster, and discussed new sections of the parent interview for the spring wave, including questions about satisfaction with Head Start, social support, and where children would attend school the following year. Team leaders certified all the returning assessors on both the child assessment and the parent interview before the start of data collection; returning assessors used mock scripts and worked in pairs while the team leaders certified them by using the same certification forms used in earlier training sessions. The certification criterion for the child assessment were the same as those in fall 2009; trainees had to meet a certification standard that exceeded 90 percent. That is, they had to receive 439 of the possible 465 points on the certification form completed by the team leader. All 30 of the returning staff met the certification criteria on site.

Telephone Interviewer Training. In spring 2010, parent interviews were primarily conducted with CATI to increase efficiency and reduce cost. All telephone interviewers received nine hours of general and CATI-specific training. They also received eight hours of training in the FACES parent interview that included an overview of the study and its goals, information on the study population, a question-by-question review of the parent instrument, and practice on the telephone interview in pairs with the use of mock scripts.

5. Spring 2011 Training

In spring 2011, to account for staff attrition and the addition of the home-based kindergarten component of data collection, we conducted a training session that included more staff than in the previous year to. In addition, we supplemented the in-person field training with remote training via a Web-based tool. Trainees accessed the Web site about one week before the in-person training, with their progress monitored online. The Web-based presentation provided an overview of the study and the survey instruments as well as information on the Head Start and kindergarten assessment protocol, laptop procedures, and instructions for administrative record keeping. The presentation also introduced field locating and strategies for finding hard-to-reach families. Given that trainees could take advantage of the general training provided by the Web-based tool, the in-person training sessions focused on detailed field procedures matched to given trainees' needs.

Field Assessor Training. In spring 2011, we trained two groups of staff. The first group included 26 new assessors to compensate for attrition from the previous spring. The training sessions followed the same four-day training plan for child assessments as described above for the new field staff in spring 2010. As with the fall 2009 training, the new field staff training culminated in a certification day; trainees had to conduct a successful assessment with a 3- or 4-year-old child while a gold-standard member of the training staff completed the certification form. Certification criteria remained the same as in earlier waves; that is, trainees needed to exceed 90 percent (at least 439 of the possible 465 points) on the certification form.

The second group attending the spring 2011 field training included the 10 team leaders, 10 assistant team leaders, and 20 returning assessors. They participated in a one-day refresher training session (1.5 days for bilingual assessors) on the child assessment and were certified in a mock child assessment on the following day, with the mock assessment conducted in pairs. A member of the training staff certified the assessors by using the same certification form used in

earlier rounds, with a score of at least 439 of the possible 465 points (94 percent) as the passing criterion. Two trainees failed certification.

Observer Training. We conducted a four-day observation refresher training session in the full CLASS and the ECERS–R short form. The trainees included team leaders and assistant team leaders, most of whom were observers in the spring 2010 round, as well as two assessors/observers experienced in the observation measures. Mathematica’s quality assurance staff²⁶ for observations functioned as assistant trainers and led groups of three to four observers in practice visits to local child care centers. Field staff reviewed the observation manual from home, allowing more time during the in-person training for field staff questions.

We conducted the in-person observer refresher training in two segments. The first segment was a refresher in the CLASS and the ECERS–R short form. It included a review of the CLASS dimensions and indicators as well as a discussion of the coding rules. Trainees viewed certification video clips and needed to achieve a score of 80 percent overall to establish reliability. The first segment also included a review of the ECERS–R short-form items and common coding errors.

The second segment involved field practice and certification of the complete observation battery. The trainees spent two days in small groups conducting the CLASS and the ECERS–R short-form in early childhood classrooms in the morning and discussing their scores in the afternoon. For certification, trainees’ scores from the first classroom observation were compared to the gold-standard group leader’s score. To ensure reliability, scores for 80 percent of the items needed to match within one rating of the gold-standard score. Trainees were certified in accordance with the score they recorded before any discussion. Those whose scores were close to the certification requirement but did not reach 80 percent conducted another observation with a gold-

²⁶ Before the training, we established the reliability of the assistant trainers with the two lead trainers, both of whom were trained by the developers of the CLASS and ECERS–R and are certified trainers on these instruments.

standard group leader and had to demonstrate 80 percent agreement (within one point of the gold standard). One trainee did not achieve certification.

Telephone Interviewer Training. The spring 2011 parent interviews relied exclusively on CATI. All new telephone interviewers received nine hours of general and CATI-specific training and eight hours of training in the FACES parent interview, including an overview of the study and its goals, information on the study population, a question-by-question review of the parent instrument, and practice in pairs on the telephone interview with the use of mock scripts.

6. Spring 2012 Training

In spring 2012, with only the 3-year-old cohort as the focus of data collection, we reduced by 50 percent the number of needed assessors. Thus, we invited back 33 of the spring 2011 field staff, including the team leaders, to attend a two-day refresher training session on both the child assessment and locating techniques. We did not require the attendance of any assistant team leaders. All field staff were certified on the child assessment in pairs by using mock child assessment scripts as a gold-standard trainer observed them. Certification criteria remained the same as in previous training sessions, with a required minimum score of at least 439 of the possible 465 points (94 percent) on the child assessment certification form. One trainee did not achieve certification and was released after training.

D. Planning and Conducting Site Visits

In this section, we describe the activities leading up to the FACES data collection team's arrival at the sampled programs and the procedures followed upon the team's arrival. We focus primarily on the fall 2009 visits and briefly describe the spring 2010, 2011, and 2012 activities. In the latter two waves, the data collection approach varied with whether children were in Head Start or kindergarten programs. In spring 2011, about half the children were expected to be attending Head Start such

that site visits paralleled those of earlier waves; the other children were expected to be enrolled in kindergarten. In spring 2012, FACES 2009 followed the 3-year-old cohort into kindergarten.

1. Planning for the Data Collection Visit

Most of the planning for the fall 2009 field visits for data collection occurred in the weeks leading up to the fall 2009 data collection and required coordination among the FACES coordinators, OSCs, Mathematica field supervisors, and team leaders. In planning meetings conducted by telephone over the summer, the OSC and FACES coordinator worked with Head Start programs and centers to identify the most suitable week within the field period for program visits for on-site data collection. The OSC and FACES coordinator also scheduled staff interviews and identified a suitable location or locations for conducting the child assessments. The OSC further helped coordinate on-site data collection by scheduling the FES visit (see Section A in this chapter) to initiate the parent consent process and track the receipt of consent forms. All of the activities culminated in a written, site-specific data collection plan distributed to the OSC, Mathematica field supervisors, and team leaders.

After scheduling the data collection week, the Mathematica field supervisor assigned a data collection team to each program to be visited. The team leader, with the assistance of the field supervisor, worked with the OSC to develop and refine the schedule for conducting the child assessments and interviewing parents and Head Start staff.

The OSC informed teachers of the date of the data collection week and its activities (for example, interviews and assessments). Assessors and teachers determined the order in which children would be assessed. Flexibility was essential as child absenteeism and other unavoidable circumstances would likely require schedule adjustments. When sample children were absent, team members worked with teachers to reschedule assessments.

During the field visit week, team members contacted parents who had not yet completed a telephone interview and encouraged them to contact the SOC or asked them to schedule an in-person interview. In most cases, if the parent needed to be interviewed in Spanish, a Spanish-speaking interviewer was available. For interviews in other languages, the team helped schedule a telephone interview with the SOC through an interpreter or relied on an interpreter outside the Head Start program. For working parents, interviews took place in the evenings and on weekends, if necessary. When parents missed interview appointments during the data collection week, team members rescheduled the interviews or encouraged the parents to call the SOC to complete a telephone interview.

2. Conducting the Fall 2009 Visits

For the fall 2009 data collection, site visits took place over a nine-week period that began in late September and concluded in mid-November. The start of data collection at the 60 Head Start programs was staggered according to individual program start dates to accommodate a visit to each program as close as possible to its annual start date. Occasionally, programs asked for a schedule shift. Data collection at each program was scheduled for completion within one week. During an average week, each data collection team visited two Head Start centers within a program, assessed 62 children, and completed an average of 21 in-person interviews; the SOC conducted additional interviews over the telephone during the same week. On average, team leaders conducted up to 2 education coordinator interviews and 6 teacher interviews. In addition, they monitored the completion of 60 paper- or Web-based TCRs.

The visit to each Head Start center followed a similar schedule. Upon arrival, team members met with the OSC, who introduced them to the center director and other program staff. The FACES team and program staff reviewed the schedule one last time before initiating data collection.

The team arrived at the center in advance of the children's arrival and determined from discussions with the classroom teachers whether any children should be assessed at particular times of the day or needed any accommodations; for example, some children are most alert early in the day, and some children should wear eyeglasses when assessed.

The use of child contact sheets for data collection indicated which children to select from a classroom; the assessor then escorted the child to the designated assessment area. The contact sheets permitted other team members to know, as the week progressed, which children had not yet been assessed. After each assessment, the assessor returned the child to the classroom and placed the completed contact sheet in a location separate from the contact sheets for children not yet assessed.

Child Assessments. Ideally, the assessment was administered to each child in a room other than the classroom, namely, a setting free of distractions. Given that space was at a premium in some centers, the team leader worked with the OSC during the planning phase to identify the location best suited to the assessments. Each assessment required about 45 minutes. As mentioned, the assessor was trained not only to administer the assessment in a standardized manner across all children but also to develop rapport with the child, to be sensitive to the child's cues and needs, and to monitor the child's emotional state. If a child were sick, tired, or upset, the assessor could terminate the session and schedule its resumption per the teacher's advice. The CAPI software permitted the assessment to be terminated prematurely and recorded the child's answers up to that point. In a second attempt to assess the child, the assessor and the child returned to the location where the assessment was terminated; the CAPI instrument picked up from the point at which the assessment was terminated prematurely. The same approach applied to children with disabilities who were not able to complete the assessment in a single session.

Staff Interviews. At a time convenient for each teacher, the team leader conducted the teacher interview. The team leader also conducted the interview with the education coordinator. In some circumstances, the assistant team leader conducted the teacher and education coordinator interviews.

Teacher Child Reports. The team leader asked teachers who had not already done so to complete the Web-based TCR form for each sampled child. Teachers who completed Web-based TCR forms received an incentive payment of \$7 per completed form. Teachers who submitted paper-based TCR forms received an incentive payment of \$5 per completed form. The project mailed the incentive payments within two weeks of teacher completion of the TCRs. In FACES 2009, teachers completed 79 percent of TCRs on the Web in fall 2009 and 80 percent in spring 2010. A pattern of increased use of the Web-based TCR over the paper instrument continued through subsequent waves.

Parent Interviews. The project set out to interview each sampled Head Start parent as close as possible to the receipt of parent consent in fall 2009. At the outset, project staff sent cases to the SOC for telephone interviews, with priority assigned to parents whose child's program visit was scheduled for the next week. Then, during the data collection week, field staff spoke with parents and encouraged them to call the SOC; if a parent completed a telephone interview during the site visit, field staff distributed the \$35 incentive payment to parents in person. If parents preferred an in-person interview during the week of the program visit, the team leader assigned interviewers to conduct the interview and accommodated parents who asked for the interview to take place at a particular location such as their home. At the end of the site visit week, cases still in need of a parent interview were transferred to the SOC for completion by a telephone interviewer. Throughout the field period, interviewers scheduled weekend and evening appointments to accommodate working parents. Parents who completed the interview received an incentive payment of \$35.

3. Spring 2010 Data Collection

Mathematica staff attempted to interview all parents and assess all children eligible for spring 2010 data collection by virtue of the children's continued enrollment in Head Start at the time of data collection. Children who left Head Start or moved to a Head Start center in a program not sampled for FACES 2009 were not eligible for the spring 2010 data collection. The lead teacher in each Head Start classroom with a sampled child once again participated in an interview. Teachers interviewed in the fall participated in a brief follow-up interview. Teachers new to the study participated in a long interview. Plans did not call for a second interview with the program director, center director, or education coordinator.²⁷ Teams visited an average of eight programs per week. During an average week, each data collection team visited two Head Start centers within a program, assessed about 50 children, and completed an average of one or two in-person parent interviews; the SOC conducted the majority of parent interviews over the telephone. Team leaders and assistant team leaders completed an average of seven teacher interviews and six classroom observations per week. In addition, they monitored the completion of paper- or web-based TCRs.

The basic data collection procedures followed in fall 2009 were the same as those followed in spring 2010 (between mid-April and mid-June) as children neared the end of their first Head Start year. The spring data collection procedures differed from the fall procedures only in that classroom observations took place at the Head Start centers and interviews were not conducted with program directors, center directors, or education coordinators.

In January 2010, FACES coordinators recontacted OSCs to plan for the spring activities. Each coordinator discussed the best time for data collection and reviewed the sample of children in order to identify children who remained in the sampled center, children who transferred from the sample

²⁷ The only exception occurred when a child moved to a nonsampled center in a sampled program.

center to another center within the program, and children who left Head Start entirely. For children still in Head Start, the coordinator also reviewed the addresses and telephone numbers on file for Head Start families and identified, to the best knowledge of the program, any changes in contact information since the fall 2009 data collection. Mathematica updated contact information as new information became available. SOC telephone interviewers had access to the updated information as well as to other locating information obtained from the fall 2009 parent interview (for example, names and telephone numbers of relatives and friends). Interviewers contacted relatives if the original telephone number or any updated telephone number provided by the OSC was not in service.

4. Spring 2011 Data Collection

The spring 2011 data collection was the most challenging of the FACES 2009 data collection efforts in that the children were divided between those still in Head Start (3-year-old cohort) and those in kindergarten (4-year-old cohort). Those who were age 3 at entry and eligible for the spring 2010 data collection were also eligible for the 2011 data collection wave if they were still enrolled in the sampled program. Those who were age 4 at entry were eligible in spring 2011 if they were enrolled in kindergarten.

Pre-Field Activities. In December 2010, FACES coordinators asked OSCs to provide Mathematica with information on the children in the study, including those who were still in the program, those who had left the program, and those who were believed to be in kindergarten. FACES coordinators also asked OSCs either to confirm the information contained in our sample management system (SMS) or provide updated information. In January 2011, all parents received letters reminding them of the spring 2011 data collection. Letters were mailed with return service requested, and letters returned as undelivered but with address updates were resent to the new

address. The SMS was updated with the new addresses. A locating specialist in the SOC researched any missing information (such as school address or teacher's full name).

Field Data Collection. For children still in Head Start, FACES coordinators worked with OSCs to arrange field visits. The spring 2011 data collection in Head Start centers and classes followed the same plan as that for spring 2010. Children were assessed at their centers, and Head Start teachers completed either paper- or Web-based TCR forms for each sampled child. Teachers received \$5 or \$7 for each paper- or Web-based TCR form, respectively. In spring 2011, Head Start teachers completed 75 percent of TCR forms on the Web. Head Start teachers were interviewed in person during the data collection week. We observed all center-based Head Start classrooms with two or more enrolled FACES children as well as a sample of the classrooms with only one enrolled FACES child and did not observe any home visitors or kindergarten classrooms. If a teacher taught more than one session (a morning and afternoon session, for example), we selected just one session for observation.

SOC telephone interviews of parents began in advance of the data collection week; parent interviews were conducted by telephone only. If interviews were not completed before the data collection week, field staff encouraged parents to call the SOC. Parents received an incentive check for \$35 in person if they completed a telephone interview during the data collection week.

Approximately one-half of sampled children moved on to kindergarten. Mathematica called the parents of these children to set up an appointment to conduct the child assessment in the child's home or, if the parent preferred, in a public place. Kindergarten parents received postcards just before the on-site visit to remind them about the home assessment.

In November 2010, FACES staff reviewed information from the spring 2010 parent interview to identify the school that the parent expected the child to attend the following fall, with the data subsequently cleaned and loaded into the SMS and then updated if OSCs were able to provide more

or better information. Mathematica sent a letter to the superintendent of the school district in which the child was believed to be enrolled and requested permission to contact the school and teacher. In some cases, school districts required Mathematica to submit materials for an Institutional Review Board (IRB) review. If the superintendent granted permission to contact the school and teacher, Mathematica sent a letter to the principal of the school, informing him or her that a letter was sent to the superintendent and that a representative from the study would contact the school to verify the child's enrollment. Mathematica staff then called the school to verify the child's enrollment and obtain the name of the child's teacher. If a child's attendance was not verified, Mathematica staff used ZIP codes to contact local schools. In an effort to identify a child's kindergarten school on a rolling basis, we relied on the spring 2011 parent interview.

After verifying the child's kindergarten enrollment, in February 2011 we began sending kindergarten teachers an advance letter explaining the study. The letter included a copy of the signed parent consent form, the Web address and log-in for completing the teacher questionnaire and TCR forms online, instructions for completing the Web-based survey, hard-copy versions of the teacher questionnaire and the TCR form for teachers who preferred paper-based forms, and a postage-paid envelope to return completed paper forms. Kindergarten teachers received \$25 for completing the teacher survey and \$5 or \$7 for each completed paper- or Web-based TCR form, respectively. In FACES 2009, 71 percent of kindergarten teachers who completed a TCR form completed the Web-based version of the questionnaire. We monitored teacher response to the mailings and followed up as necessary, first by sending a postcard, then by sending the original study forms a second time, and finally by telephone.

5. Spring 2012 Data Collection

In spring 2012, most of the children who were recruited into the sample as 3-year-old Head Start enrollees were enrolled in kindergarten. The procedures for notifying and contacting parents

and for completing the parent interviews and child assessments were the same as for kindergartners in spring 2011. Children already enrolled in kindergarten in spring 2011 were not eligible for this last wave of data collection.

To identify the kindergarten teachers of interest, we used data from the spring 2011 parent interview, which we conducted while the child was still in Head Start. The information told us where the parent expected the child to attend kindergarten the following year. We then matched the information to a list of schools nearby or in the same ZIP codes as the child's home address. By using this method, we were able to match 55 percent of the children in the 3-year-old cohort to existing schools in their area. In December 2011, we asked each OSC to provide any updated parent contact information or information about the kindergarten that each study child was likely to attend. The effort yielded further matches, resulting in a total 84 percent of children matched to kindergartens by early February 2012. In January, we sent letters to all school districts whose rosters included FACES children previously enrolled in Head Start in spring 2011; it was likely that these same districts would account for FACES children in spring 2012. In late January, we sent out the first batch of letters notifying principals that we would contact teachers in their schools. An SOC locating specialist called each school to verify that the FACES children were enrolled in a kindergarten class in the school and to determine the name of their kindergarten teacher(s). In early February, we began sending letters to teachers, along with information on access to the Web-based survey and, if preferred, hard-copy forms.

Given that not all parents were able to predict accurately in spring 2011 where their children would attend kindergarten in spring 2012, we prioritized the completion of parent interviews for the 16 percent of children for whom we had not matched a school. Parent interviews began in mid-February. As data from the completed parent interviews yielded more accurate or updated information on districts, schools, and kindergarten teachers, we mailed out letters in a three-week

sequence to districts followed by letters to principals followed by letters to kindergarten teachers. At the end of spring data collection, we had identified 816 teachers, received completed surveys from 83 percent of them, and received TCRs for 78 percent of 1,149 kindergarten children still eligible at the end of spring 2012 data collection.

6. Monitoring Data Collection

Two field supervisors at Mathematica's SOC (Figure IV.1) oversaw the work of the 10 data collection teams. The field supervisors monitored each day's data collection progress by requiring each team member to transmit data to the home office nightly from a laptop computer. Each transmission included data from fully and partially completed interviews and assessments as well as information on the status of each instrument linked to each case. After team members opened a case to begin an interview or assessment, they had to enter a status code for that case in order to close it. The status code indicated whether the case was completed or partially completed or scheduled for an appointment. Problem cases received a status code such as "locating problem" or "refusal." In addition to monitoring transmissions from the data collection team, field supervisors monitored on-site data collection through weekly telephone calls with team leaders.

E. Quality Assurance

Quality assurance was built into every stage of every survey to ensure that data were collected and processed in a valid, standardized, and professional manner. Quality assurance called for staff certification at the end of training, periodic visits to observe and evaluate staff performance in the field, and ongoing monitoring of telephone interviewing. These assurance activities were a part of each wave of FACES data collection.

1. Quality Assurance Visits

Staff certification at the end of training ensured that all field staff members were competent to administer the study instruments. Quality assurance (QA) continued, with monitoring visits conducted by FACES coordinators and members of the training team (QA observers) during the middle of the field period. During the visits, the QA observers monitored the quality of field staff members' interactions with center staff, parents, and children as well as the technical aspects of instrument administration. All team members underwent a field reliability check when a member of the training team visited between the third and sixth week of each data collection wave. Data from the in-field reliability checks were maintained in the FACES database along with training certification data.

During the quality assurance visit, team members were recertified on the child assessments in accordance with the same procedures used for certification at training, thereby ensuring that team members continued to meet reliability standards. A team member who did not meet the reliability standards established at training received constructive criticism and had an opportunity to practice with the QA observer or the member of the team with the highest certification score; the team member then underwent re-evaluation. To continue on the job, the team member had to meet the project's reliability standards. The QA observer listened as team members interviewed parents, again providing immediate feedback. As time allowed during the monitoring visit, the QA observer also observed the team leader's and assistant team leader's interviews with center staff, providing feedback immediately thereafter.

Team leaders were also members of the quality assurance team. To monitor quality on an ongoing basis, they observed the team's assessors in the field, as needed. If they identified departures from the study protocol and/or other administration issues, they discussed matters with the assessors. If any assessors did not meet the certification standards set by the project during training,

the team leaders were instructed to relieve the assessor of his or her data collection duties until certification standards could be demonstrated.

2. Monitoring Telephone Interviewing

To ensure that all telephone interviews were conducted professionally and that staff members followed the standardized interview protocol, CATI supervisors monitored calls to evaluate interviewer performance and then reviewed interviewers' notes maintained in the CATI system. During the first week of telephone interviewing on assigned cases, project staff and professional SOC monitors listened to the entire interview from dialing until completion and then provided immediate feedback. After the first week, 5 percent of each interviewer's work was subject to monitoring.

Even though most parent interviews were conducted with CATI, CAPI parent interviews completed by field staff were also subject to validation review. CATI and CAPI validation procedures are designed to disclose any instances of interviewer fraud or inappropriate behavior toward respondents. Five percent of all CAPI parent interview were validated near the end of data collection. Staff validating the data asked a few questions about the interview (for example, where and when the interview took place, the length of the interview, and whether the interview was conducted with the use of a laptop computer). For each interview validated, we documented that a validation interview was conducted and that no problems were uncovered.

3. Classroom Observations

Staff who completed extensive training and were certified on each of the observation measures at the end of the training observed the Head Start classrooms attended by sampled children. During the field period, Mathematica QA staff (the gold standards) conducted a joint classroom observation with the two FACES field staff observers. Together, they independently observed the same classroom and completed the classroom observation measures. Mathematica focused on the scores

of the team members for consistency with the gold-standard scores. The gold standard reviewed the scores of the two field staff observers against the gold-standard's scores. All three observation scores were submitted to Mathematica for review and analysis. The same criterion of 80 percent agreement within one point and the same procedures used in certification applied during the field period. If the process uncovered an individual or a team with unreliable ratings, the gold standard alerted the Mathematica field supervisors and the survey director. While still in the field, the gold standard discussed with the field observers the scoring discrepancies and deviations from the observation protocol.²⁸

In spring 2010, the inter-rater reliability estimates between gold standards and field staff observers averaged 93 percent across 16 observers (ranging from 81 to 100 percent) for the shortened version of the ECERS–R and 96 percent (ranging from 83 to 100 percent) for the CLASS. To protect against coder drift, team leaders and assistant team leaders conducted two additional concurrent reliability checks during weeks 2 and 3 and during weeks 7 through 9 of data collection. The paired in-field reliability ratings of field staff observers averaged 96 percent (ranging from 86 to 100 percent) for the shortened version of the ECERS–R and 95 percent (ranging from 83 to 100 percent) for the CLASS.

In spring 2011, the inter-rater reliability estimates between gold standards and field staff observers averaged 94 percent across 16 observers (ranging from 81 to 100 percent) for the ECERS–R short form and 96 percent (ranging from 83 to 100 percent) for the CLASS. To protect against coder shift, team leaders and assistant team leaders conducted two additional concurrent reliability checks during weeks 2 and 3 and during weeks 4 through 6 of data collection. The paired in-field reliability ratings of field staff observers for weeks 2 and 3 averaged 94 percent (ranging

²⁸ In spring 2010, this occurred in one instance for the CLASS. An additional reliability check was conducted, satisfying our reliability criterion.

from 71 to 100 percent) for the ECERS–R short form and 98 percent (ranging from 95 to 100 percent) for the CLASS. The paired in-field reliability ratings of field staff observers for weeks 4 through 6 averaged 94 percent (ranging from 81 to 100 percent) for the shortened version of the ECERS–R and 95 percent (ranging from 83 to 100 percent) for the CLASS.

The Mathematica home office also monitored observation scores, following up with the observer to inquire about any scores that seemed unlikely or out of the expected range.

F. Response Rates

Comparable to our experience with previous FACES consent rates, we achieved a combined eligibility and parent consent rate of 91 percent, resulting in a sample of 3,349 children eligible for assessment in fall 2009 (Table IV.3). We completed assessments with 94 percent of eligible children and interviews with 93 percent of their parents in fall 2009. We achieved a 97 percent completion rate of teachers' ratings of children. Only a few teachers, program directors, center directors, and education coordinators declined an interview (Table IV.4).

Table IV.3. FACES 2009 Child and Parent Response Rates, by Wave

	Number of Completed Child Assessments	Child Completion Rate ^a	Child Response Rate (Weighted) ^b	Number of Completed Parent Interviews	Parent Completion Rate ^a	Parent Response Rate (Weighted) ^b	Number of Completed TCRs	TCR Completion Rate ^a	TCR Response Rate Weighted ^b
Fall 2009	3,149	94.0	80.0	3,119	93.1	79.1	3,259	97.3	82.7
Spring 2010	2,879	95.3	80.2	2,601	86.1	72.7	2,906	96.2	81.2
Spring 2011	2,141	89.2	70.2	1,916	79.8	62.9	1,957	81.5	63.9
Spring 2012	935	84.7	71.9	896	81.2	68.6	892	80.8	68.7

^a Count of completes divided by the count of children who are participating in that wave of data collection (known to still be eligible –in scope – for the study and have parental consent).

^b Weighted cumulative response rate. This represents the percent of the eligible population that we estimate we have captured using this instrument in this round. It incorporates prior rounds of selection and participation (program, center, classroom), parental consent, estimated eligibility status for those children with unknown status, as well as child selection probabilities. It also uses a more stringent definition of eligibility, treating as eligible those children who are part of the Head Start population but who are out of scope according to the study’s operational protocol.

Table IV.4. FACES 2009 Staff Response Rates, by Wave

	Number of Completed Head Start Teacher Interviews	Head Start Teacher Interview Completion Rate	Number of Completed Program Director Interviews	Program Director Interview Completion Rate	Number of Completed Center Director Interviews	Center Director Interview Completion Rate	Number of Completed Education Coordinator Interviews	Education Coordinator Interview Completion Rate
Fall 2009	478	98.4	60	100.0	129	100.0	64	97.0
Spring 2010	476	98.8	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Spring 2011	405	94.4	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Spring 2012	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

n.a. = not applicable

The second wave of data collection occurred between February and June 2010. About 10 percent of sampled families left the program by spring; the remaining sample included 1,256 4-year-olds and 1,764 3-year-olds. We completed assessments with 95 percent of eligible children and interviews with 86 percent of eligible parents. We achieved a 96 percent completion rate of teachers' ratings of children in spring 2010.

The third wave of data collection occurred between February and June 2011. At that point, most children sampled as 3-year-olds were at the end of their second year of Head Start, and most children sampled as 4-year-olds were at the end of their kindergarten year. For children still in Head Start, we completed assessments with 98 percent of eligible children (1,154 children) and interviews with 81 percent of eligible parents. We achieved a 95 percent completion rate for teachers' ratings of children still in Head Start. For children in kindergarten in spring 2011, we completed assessments with 81 percent of eligible children (987 children) and interviews with 79 percent of eligible parents. We achieved a 68 percent response rate of teachers' ratings of children in kindergarten.

In the fourth wave, children still in Head Start in spring 2011 were attending kindergarten in spring 2012. We completed assessments with 85 percent of eligible children (935 children) and interviews with 81 percent of eligible parents. We achieved a 81 percent response rate of teachers' ratings of children in kindergarten in spring 2012.

V. DATA PREPARATION

In this chapter, we describe the various processing activities Mathematica used for the data collected on paper and electronically. The purpose of this undertaking was to ensure that the data used for analysis was not biased by entry error or other correctable mistakes.

A. Electronic vs. Paper Documents

Most of the data collection for FACES 2009 was electronic and thus greatly reduced the activities needed for data processing. Blaise programs developed for the computer-assisted personal interviewing (CAPI), computer-assisted telephone interviewing (CATI), computer-assisted data entry (CADE), and Web interviewing contained built-in range checks, logic checks, and branching instructions and effectively eliminate most of the errors inherent in paper instruments.

FACES 2009 was not totally free of paper instruments, however. Completed paper interviews (such as the center director interview) and any Teacher Child Report (TCR) forms that teachers did not complete on the Web were sent to Mathematica for processing at the Survey Operation Center (SOC). Data processing began when receipt status was scanned into the survey management system receipt control module. Data from field transmissions were uploaded nightly so that field supervisors and project staff could obtain an accurate status of all child, classroom, center, and program measures. Team leaders sent all completed paper instruments to the SOC by overnight delivery along with a transmittal at the end of each data collection week.

B. Data Editing

All manually-generated data underwent a series of data editing steps. Data editing began with the FES's review of all completed sampling forms that contained selected classroom and child roster information. The FES also reviewed the paper center director interviews to ensure that answers were recorded clearly and completely. In addition, FACES coordinators reviewed the sampling

forms as a further editing check, and sampling statisticians reviewed selected child and classroom data transmitted from FES laptops. Any errors or inconsistencies that were identified were brought to the attention of the appropriate project staff to be corrected.

Data editing continued with the team leader's review of all completed paper instruments (for example, staff interviews and paper TCRs). The team leader checked that all questions were asked and that an answer to each question recorded. The team leader also looked for any errors in the administration of the interview (for example, skipping a question that should have been asked). Omissions or errors were corrected before the team left the site and before the team leader shipped the paper instruments to Mathematica.

An important quality control (QC) step was the review of all paper instruments by specially trained data quality clerks at Mathematica's SOC. The QC experts reviewed the documents to ensure that they were complete and clear and that they adhered to branching and range rules; the reviewers informed the field supervisors if instruments were returned either incomplete or with errors. Field supervisors reported such errors to team leaders.

Mathematica prepared a set of editor training materials for review by the project staff. The materials included a full description of the study and the proposed editing procedures. Based on specifications created for each instrument, FACES project staff trained the data processing staff. Data quality supervisors, who are specialists in data editing, coding, and keying, closely monitored the work of the editing staff. The first five paper documents completed by every member of the field staff underwent a complete review by the editor as soon as the SOC received the documents, thereby providing an opportunity for feedback to the field supervisors and team leaders as quickly as possible. These five documents were double-edited by a second QC editor to ensure that editors found all problems in a document. Thereafter, 10 percent of all documents were double-edited as a quality control check. If there was a problem not addressed in the specification manual,

Mathematica's survey director reviewed the problem, resolved the issue, and updated the specifications manual to reflect the change.

Data collected electronically were also reviewed regularly. While the CAPI, CADE, and web-based TCR programming eliminated errors resulting from not following skip patterns in the parent or teacher interviews or not establishing proper basals and ceilings in the child assessments, data from these instruments were monitored for other potential interviewer and assessor errors. These included high levels of item nonresponse ("don't know" and "refused" responses) and interviews with significantly shorter or longer administration times than the average. Also, appropriate child assessment routing was reviewed based on child language, screener performance, and age. Out-of-range values were inspected, notably for the child assessment measurements of height and weight. All field staff received prompt feedback about problems detected during these edits.

C. Frequency Review

The field staff entered most FACES 2009 data electronically for daily transmission to Mathematica, allowing us to review the data and identify problems with a given administration throughout the field period. For instance, we reviewed the average observation scores for possible inflation of ratings and outlier scores. We examined the data by interviewer to determine interviewer-specific patterns of "don't know" or "refused" items or high or low scores. On the parent interviews, we looked at items that required in-house coding, such as occupation, and identified interviewers who did not collect sufficient information for coding. The use of electronic data-capture methods allowed us to review the length of all interviews and assessments in order to identify interviewers who take more or less time than expected, potentially indicating problems of fraud or low competence.

Two weeks after the field period began, senior project staff members reviewed individual and aggregate data frequencies and descriptive statistics for all instruments. Staff members reviewed

interviewer ratings and the notes entered at the completion of the child assessment. If staff uncovered any problems, they reported them immediately to the survey supervisor for follow-up with the team leader so that he or she could remedy the problem.

D. Data Entry

Except for classroom observations, which were entered into laptop computers with a CADE program, all data collected on hard-copy instruments (from the program director, center director, and education coordinator) were keyed into a data entry program at the SOC and 100 percent verified. The SOC also entered the data from any hard-copy TCRs and hard-copy kindergarten teacher questionnaires into the Web-based instrument. Programs were written to enter, verify, and clean the data. The data entry and cleaning programs contained the same types of range, logic, and consistency checks that are built into the FACES 2009 CAPI, CATI, and web programs. After data entry, a data-cleaning clerk reviewed the error codes identified by the data entry program. The clerk used quality control problem sheets to describe any editing problems and their resolution and then filed the sheets with the questionnaires for record keeping. A second data entry operator verified 100 percent of the cleaned, key-entered documents. This process ensured that the initially keyed data, as well as any corrected data, were exactly as they appear on the corrected questionnaire.

Data entered electronically were also subject to checks, although the well-tested electronic edits allowed few errors to slip through. Observers sent paper versions of the classroom observations to the SOC, and QC editors verified that the data were entered correctly.

For final file production, SAS programs processed any deviation from final survey rules regarding skip patterns, allowable values, and item consistency, with case-based SAS code serving as documentation for the editing process. As a final QC check, a systems analyst reviewed all programming aspects of the editing process, including the SAS code.

E. Coding Other-Specify and Open-Ended Responses

Several questions in the staff and parent interviews were open-ended, which required interviewers to record survey responses verbatim. Additionally, there were responses to questions that did not fit into any of the provided response categories. Respondents were given the option to choose “other” and then to specify a response. Interviewers were trained to use appropriate probing techniques to ensure that respondents provided a codeable response. If their response truly did not fit into any of the given response options, interviewers were trained to collect sufficient information for coding these responses. They recorded survey responses verbatim, either directly into the Blaise instrument or onto the hard copy.

The FACES coding task leader isolated the open-ended questions that were to be included in the coding process. The data for these questions were reviewed by the task leader to provide guidance on what codes could be applied to various responses. The task leader then created codebooks for each instrument that contained the question text and response categories for each of these isolated questions. These codebooks also included special instructions about which responses to back-code and which ones to leave as “other.”

An access-coding database was created and the data was then transferred from Blaise to SAS and uploaded into the database. The access program allowed coders to view the question number, text, verbatim response, and the respondent’s project specific identification number. Specially trained coders from SOC were given instructions about each FACES instruments and copies of both the questionnaire specifications and the codebooks for their reference. If there was a significant amount of verbatim response of a single type, a new code was sometimes proposed and then added to the database and codebook.

During the coding process, a FACES research programmer continually reviewed the back-coded data and provided feedback to the task leader in order to clarify information and to further

guide and inform the coders. Coders were given prompt feedback about problems detected during these reviews.

VI. DATA FILE CONTENT, STRUCTURE, AND USE

Mathematica has prepared a set of public data files to use to conduct secondary analyses of the FACES 2009 data. In this chapter, we describe the basic structure of the files, conventions that were used to name the variables, and offer guidance on how to use the data, including special instructions for SAS programmers using data files from the Interuniversity Consortium for Political and Social Research (ICPSR). It also includes a description of the sampling weights to be used by analysts. The sampling weights adjust for the differential probabilities of selection and can potentially help to reduce the bias that may result from differential nonresponse. There are several weights included with the data, and we offer some advice on which ones to use for various analyses. We conclude with a description of the variance estimation procedures that are appropriate for a complex sample design such as the one used in FACES.

A. Data Files and Data File Structure

FACES 2009 data are organized and saved as three data files, which are described in greater detail in Table VI.1. They are:

1. **Center/Program File** (fall 2009 only): Contains fall 2009 program director, center director, and education coordinator questionnaire data, program and center sampling weights, and all constructed/derived variables created from these sources.
2. **Classroom/Teacher File** (fall 2009–spring 2010 only): Contains fall 2009 and spring 2010 Head Start teacher survey data and a limited number of items from the spring 2010 classroom observation protocol, class- and teacher-level sampling weights, and all classroom/teacher composite/derived variables (including classroom observation scores).
3. **Child-Level File** (fall 2009–spring 2012): Contains a full set of child-level sampling weights, direct and indirect child assessment scores (e.g., PPVT-4 standard scores and teacher-reported problem behavior scores), and constructed/derived variables developed from all data sources (parent interview, teacher surveys, classroom observations, and center and education coordinator interviews). The file also includes all non-copyrighted items from each survey instrument (except those for fall 2009 and spring 2010 instruments available in the classroom/teacher and center/program level files), including teacher-child reports (TCR), parent interviews, 2011 Head Start teacher interviews, and kindergarten teacher survey data.

Table VI.1. Data File Descriptions

File and Description	Survey Instruments and Collection Date	Data File Name	Number of Variables/ Records	Sort Order of Records (Sort ID)
Center/program-level (including program director report on program policies and practices, center director report on center programs and policies, and education coordinator report on curriculum and assessment policies and practices)	Program director, center director, and education coordinator interviews (F09)	da34558-0001.txt	929/129	D1_ID, C1_ID
Classroom/teacher-level (including Head Start teacher report on classroom environment from fall 2009 and spring 2010, and classroom observations, from spring 2010)	HS teacher interviews (F09 & S10), HS classroom observation (S10)	da34558-0002.txt	619/ 499	CLS_ID
Child-level (including child assessment, parent interview data, Head Start teacher, classroom, and center contextual data from fall 2009, spring 2010 and spring 2011, and kindergarten teacher data from spring 2011 and spring 2012)	Direct child assessments (F09, S10, S11 & S12), interviewer ratings (F09, S10, S11 & S12), HS Teacher Child Reports (F09, S10, & S11), kindergarten Teacher Child Reports (S11 & S12), Parent Interviews (F09, S10, S11 & S12), HS teacher interviews (F09, S10 & S11), kindergarten teacher interviews (S11 & S12), HS classroom observations (S10 and S11), center director and education coordinator interviews (F09)	da34558-0003.txt	4523 / 3349	ChildID

Note: F09–Fall 2009; S10–Spring 2010; S11–Spring 2011; S12–Spring 2012.

1. Organization of Variables on Data Files

The structure of each of the FACES 2009 files is similar and generally contains ID variables, a set of flags indicating whether or not there is a completed instrument for the case from each data source (e.g., child has a completed parent interview in fall 2009), weight variables and the

stratification and primary sampling unit (PSU) variables for the level of analysis required to calculate standard errors, constructed/derived variables, and data from appropriate interviews or questionnaires. The organization of data for these files is described below.

Center/Program file. This file includes data from the fall 2009 program director, center director, and education coordinator questionnaires. There is one record for each of the 129 centers that contained any classrooms eligible for the FACES sample in fall 2009. The data are organized into sets of identifiers, weighting variables, constructed/derived variables, and source data (Table VI.2).

Table VI.2. FACES 2009 Center/Program- Level Public Use Data File Structure

Identifiers

Unique identification numbers for program and center

Constructed/Derived Variables (Fall 2009)

Sampling weights and stratification variables
Center director interview constructed/derived variable
Education coordinator interview constructed/derived variable

Interview Data (Fall 2009)

Program director interview items and responses
Center director interview items and responses
Education coordinator interview items and responses

Classroom/Teacher file. This file includes data from fall 2009 and spring 2010 Head Start teacher interviews and spring 2010 classroom observations. In this file is one record for each of the 499 classes²⁹ containing at least one eligible and consented child in the FACES sample at either data collection period.³⁰ (This started with “selected” classes in fall 2009 and expanded to include about a dozen “mover” classes in fall 2009 and spring 2010.) For teachers with sample students in both a

²⁹ The group of students served by an individual home visitor is treated as a class.

³⁰ When we randomly selected the children within classroom groups, there was a classroom (within a selected pair of grouped classrooms) from which no children were selected. That classroom therefore has no children linked to it. The classroom was considered part of the eligible population for the fall 2009 classroom weight, as it was randomly selected and had eligible (but not selected) children at the time of classroom selection. But it was considered a nonresponding classroom for this weight because no teacher data were collected from it.

morning and afternoon class, there is one record for each class; as explained in sections B and C, the weights for doing teacher-level analyses are set accordingly.

The data on the classroom/teacher file are organized into a set of classroom, teacher, center, and program-level identifiers, followed by two larger blocks of variables (Table VI.3). The first block includes fall 2009 and spring 2010 constructed/derived variables and the second contains teacher interview item-level data from those collections. A small set of items from the classroom observation protocol captures classroom characteristics (e.g., interest areas, counts of children and adults, and instruction organization) is also included.

Table VI.3. FACES 2009 Classroom/Teacher Public Use Data File Structure

Identifiers

Unique identification numbers for classroom, teacher, center, and program

Constructed/Derived Variables (Fall 2009 and Spring 2010)

Data flags for each survey instrument (Yes/No)

Classroom characteristics such as full-day versus part-day status

Sampling weights and stratification variables

HS teacher interview constructed/derived variables

Classroom observation constructed/derived variables and scores (spring 2010 only)

Interview and Observation Data (Fall 2009 and Spring 2010)

HS teacher interview items and responses

Selected classroom observation items and responses (spring 2010 only)

Merged Child-Level File. The child-level file includes data from the child assessment; teacher-child report; parent and teacher interviews, surveys and classroom observations; and center director, education coordinator, and program director interviews linked to each child. There is a data record for each of the 3,349 eligible, consented children, regardless of whether there are data from the child assessment, parent interview, or TCR from fall 2009 or any other data wave.

The data on the merged child-level file are organized into a set of child, classroom, teacher, center, and program-level identifiers, demographic variables, and two larger blocks of variables (Table VI.4). The first block includes fall 2009, spring 2010, spring 2011, and spring 2012

assessment scores and constructed/derived variables. The second contains the interview and questionnaire item-level data from the fall and three spring data collections.

Table VI.4. FACES 2009 Merged Child- Level Public Use Data File Structure

Identifiers and Demographic Characteristics

Unique identification numbers for child, classroom, teacher, center, and program^a
 Child's age as of fall 2009 data collection
 Child's gender
 Child's, mother's, and father's race/ethnicity

Constructed/Derived Variables (Fall 2009, Spring 2010, Spring 2011, and Spring 2012)

Data flags for each survey instrument (Yes/No)
 Sampling weights and stratification variables
 Items identifying the child's sampling cohort and enrollment status
 Assessment scores (direct and indirect child assessments)
 HS TCR constructed/derived variables (fall 2009, spring 2010, and spring 2011)
 Kindergarten TCR constructed/derived variables (spring 2011 and spring 2012)
 Parent interview constructed/derived variables
 HS teacher interview constructed/derived variables (fall 2009, spring 2010, and spring 2011)
 Classroom observation constructed/derived variables and scores (spring 2010 and spring 2011)
 Center director interview constructed/derived variable (fall 2009 only^b)
 Education coordinator interview constructed/derived variable (fall 2009 only)

Interview and Questionnaire Data (Fall 2009, Spring 2010, Spring 2011, and Spring 2012)

HS TCR items and (nonrestricted)^c item responses (fall 2009, spring 2010, and spring 2011)
 Kindergarten TCR items and (nonrestricted) responses (spring 2011 and spring 2012)
 Parent interview items and (nonrestricted) responses
 HS teacher interview items and item responses (spring 2011)
 Selected classroom observation items and responses (spring 2011 only)
 Kindergarten teacher questionnaire items and responses (spring 2011 and spring 2012)

^a The identification numbers associated with each child, classroom, center, and program stay the same across all waves. However, to allow for data linkage for children who moved to new classrooms and centers, separate classroom, teacher, and center IDs are provided in the child-level file for fall 2009, spring 2010, and spring 2011 data periods. All kindergarten data (from spring 2011 and spring 2012) is already merged to the child records, so there are no IDs for kindergarten classes or teachers.

^b Children who moved from one sampled center to another sampled center were eligible for the spring 2010 and spring 2011 data collections. Children who moved to a different center do not have center director interview data for their new (spring 2010 or spring 2011) center merged into the megafile. If the new center is in the FACES 2009 sample, the fall 2009 center director interview data could be merged from the center/program-level data file.

^c Mathematica has negotiated agreements with different publishers and instrument developers. The terms of some agreements limit the distribution of item-level data.

The constructed/derived variables block begins with a series of data flags indicating whether or not there are completed instruments for the child and weight variables for various types of analyses.

The remaining variables in the block are based on the FACES conceptual framework: (1) direct child assessments; (2) indirect child assessments, as derived from teacher and parent reports; (3) child and

family characteristics; (4) parent processes and parenting; and (5) characteristics of Head Start classrooms, centers, and programs (organized by data source and data collection period).

The second large block of variables includes the data from each survey instrument, except for those available in the classroom/teacher- and center/program-level files. All items are included in the public-use data file except children's responses to individual assessment items, assessor ratings items found in the parent interview, TCRs from copyrighted material, and scores on the individual items from the classroom observation measures.³¹

2. Variable Names and Labels

A standard set of prefixes, to indicate the source instrument of each data item (e.g., parent interview, child assessment, teacher interview, etc.) and data collection wave (fall 2009, spring 2010, spring 2011, and spring 2012), has been applied when naming most of the variables in the data files. The first digit stands for the source instrument and the second is the wave (1 for fall 2009 data, 2 for spring 2010, 3 for spring 2011, and 4 for spring 2012). For example, fall 2009 data items coming from the parent interview begin with P1 and items from the teacher interview begin with T1. Spring 2010 data items coming from the parent interview begin with P2, while those from the teacher interview begin with T2.

For interview and questionnaire item data, the remaining characters of the variable names correspond to the questionnaire/interview item numbers in the source instruments; for constructed/derived variables, the remaining characters consist of mnemonics consistent with those used in prior cohorts of FACES, to the extent possible. For example, the question in the parent

³¹ Mathematica has negotiated agreements with different publishers and instrument developers. The terms of some agreements limit the distribution of item-level data.

interview about how far the child can count is named P1F02, while the constructed/derived variable from the same source on the number of people in the household is P1HHSIZE.³²

A different naming system was used for sample weighting variables, which require data from multiple data sources and/or rounds. The variable names use the same letters to represent data sources for the variable prefixes related to those sources, but they are used in varying combinations. The numbers 1 through 4, representing the data waves of fall 2009 through spring 2012, are also used. In addition, weighting variables use 5 for analyses of the prekindergarten year and 6 for the kindergarten year.

Table VI.5 lists the codes used as the first character in the variable names, which represent the source instrument. Where possible, we have listed the prefixes used in prior FACES data files.

Table VI.5. Source Codes for FACES 2009 Instruments

Source Instrument	Code (1 st digit(s))	Code in FACES 2003 or earlier
Child Assessment	A	A
Head Start Teacher Child Report	R	T
Kindergarten Teacher Child Report	KR	T
Parent Interview	P	P
Head Start Teacher Interview	T	L, F, H
Kindergarten Teacher Interview	K	K
Classroom Observation	O	O
Center Director Interview	C	C
Program Director Interview	D	--
Education Coordinator	E	E

Note: The source codes for FACES 2006 are the same as FACES 2009.

³² In Appendix G, many of the variables use an “n” in the second position of the name. This indicates that the variables were created for more than one wave of the study. For example, AnPPVT4R indicates that the PPVT-4 raw score is defined at each of the four waves of data collection.

The length of the variable labels in the files has been limited so that they can be used by most available software packages. Because many of the variables are repeated in multiple rounds of the study, the first two characters in the variable name are used at the beginning of each label so that users can quickly identify the source and data collection wave or round. After the first two characters, there is a colon, followed by a general statement of the question/item content. For example, the label for the variable P1A08 is “P1: Child participated in Early Head Start.” When possible, we have used the same variable labels as used in prior FACES data files.

The FACES 2009 instruments contain many multipart questions. For example, the household information section in the parent interview asks questions B3 through B8 for each household member, up to 15 members. Because we use the questionnaire/interview item number as part of the variable name, we need a standard way of representing these types of questions in the names. Below are the rules that were followed for naming variables in the FACES 2009 data file:

- We always use two digits for the main numeric part of the question number, inserting leading zeros for items 1 to 9, unless this creates names that exceed eight characters. For example, question A8 in the fall 2009 parent interview is named P1A08.
- No underscores are used in variable name between the numbers and letters in question numbers (e.g., A.1.a — > A01a). For example, question D3 in the fall 2009 parent interview, which has 11 parts (a-k), has the following names: P1D03a, P1D03b, ... P1D03k; the variable for question D14b.1 in the same interview is named P1D14b1.
- Underscores are used in variable names to separate *numeric* parts of question numbers (e.g., A1.1 — > A01_1), unless this makes names exceed eight characters. For example, question A23 in the fall 2009 teacher interview, which has six parts, has the following names: T1A23_1, T1A23_2, ... T1A23_6.
- If any list of numbered items in a question goes to 10 or more, leading zeroes in the set are used for items 1 to 9. For example, question F2 in the fall 2009 TCR, which has 12 parts, has the following names: R1F02_01, R1F02_02, ... R1F02_12.
- On “all that apply” item lists, where the separate items are coded 0/1, 0/2, ... 0/n, and the items are *not* listed in the questionnaire as a., b., ..., the variables are named using the corresponding numeric code. For example, respondents were allowed to identify multiple reasons why the child was not living with (her/his) mother (J1 in the parent interview). This set of items in the fall of 2009 parent interview has the following names: P1J01_11, P1J01_12, P1J01_13, ... P1J01_22.

3. Data Processing

On the data file, we have adjusted the variables for certain parent interview questions that were asked only during the first interview with a family. For most families, we asked the questions during the fall 2009 interview, but, for others, we asked the questions at the initial interview in spring 2010, 2011, or 2012. For the families with no fall 2009 interview, we merged the data from their first interviews with earlier data and dropped the spring 2010, 2011, and 2012 items from the files. The affected variables are in the original sequence in the data file among the fall 2009 variables, but the prefix on the variable names has been changed from “P1” to “Pn” (for example, the mother’s Hispanic origin was changed from P1J10 to PnJ10). The data flag “Pn_first” is coded to show the source round of the “Pn” variables, with 1 = fall 2009, 2 = spring 2010, 3 = spring 2011, 4 = spring 2012 (and missing for those who never completed a parent interview). The affected variables include demographic information on the child, mother, and father from Sections A, P, J, and K; information on family food security from Section M; and information from all items in Section R on crime victimization. The constructed variable PnLowWgt also contains data from the interview to which the parent first responded.

4. Missing Value Codes

All variables in the three data files use a standard scheme for identifying and explaining missing data. The following codes (Table VI.6) identify data missing because of item nonresponse (missing data on items within a given instrument), legitimate skips, and unit nonresponse (an entire instrument is missing for the case).

Table VI.6. FACES 2009 Missing Value Codes

SPSS Code	SAS Code	Description
-1	.N	Not Applicable, including legitimate skips based on prior (screener) responses or conditions of who is and is not to answer a question or question set (e.g., in the parent interview, certain questions are asked only if the parent is a biological parent; in the child assessment, certain instruments are administered only if the child passes the language screener)
-7	.R	Refused (a type of item nonresponse)
-8	.D	Don't Know (a type of item nonresponse)
-9	.M	Not Ascertained (a type of item nonresponse), referring to items that were skipped but should have been answered (different from -1/.N above, which are skips or omissions by design)
SYSMIS	.	Missing, including unit nonresponse where the full set of data for an instrument that should have been completed/responded to is missing (e.g., if the parent interview was completed in fall 2009, but not the Teacher Child Report, all Teacher Child Report data would be set to blank/system missing for this round when the parent and Teacher Child Report data are merged; or in rare instances if the child did not complete the full assessment battery and is missing subtests that were administered later in the battery, those subtests would be set to system missing)

5. Identification Numbers

The merged child-level data file contains a six-digit child-level identifier, **ChildID**,³³ and ID numbers for their Head Start classrooms, teachers, centers and programs at the fall 2009, spring 2010, and spring 2011 data collection points.³⁴ The same identifiers are used on the separate data files for the classroom/teacher- and center/program-level data.

The classroom-level identifiers, **CLS1_ID**, **CLS2_ID**, and **CLS3_ID**, are five-digit numbers that indicate the child's Head Start classroom during fall 2009, spring 2010, and spring 2011. (In a large majority of cases, the values of **CLS1_ID** and **CLS2_ID** are the same.) **CLS1_ID** and **CLS2_ID** in the merged child-level data file can be merged with **CLS_ID**, which is the primary identifier in the classroom/teacher data file.

³³ In the FACES 2006 data files, ChildID is a seven-digit number, including embedded information on the children in the family/household. The FACES 2009 sampling procedures limited the sample to only one child per family/household. There was therefore no need for a seven-digit number.

³⁴ All kindergarten data (from spring 2011 and spring 2012) is already merged to the child records, so there are no IDs for kindergarten classes and teachers.

The Head Start teacher identifiers, **T1_ID**, **T2_ID**, and **T3_ID**, are seven-digit numbers containing embedded information on classes taught by the teacher during fall 2009, spring 2010, and spring 2011. The first five digits contain a common value for classrooms taught by a teacher. The sixth digit indicates the number of classrooms associated with the teacher for that time period. When the sixth digit is 0, the teacher had only one classroom, while values of 1 or 2 indicate a teacher with data for two classrooms. (Classrooms may be either a sampled classroom or one with a sampled child; this does not indicate whether or not a teacher has another classroom not represented in the FACES 2009 data.) **T1_ID** and **T2_ID** are in both the merged child-level and classroom/teacher data files. The seventh digit has no specific meaning, but the full seven-digit ID must be used when merging the teacher data with data on other FACES data files.

The center identifiers, **C1_ID**, **C2_ID**, and **C3_ID**, are five-digit numbers identifying the Head Start center the child attended during each period. (In nearly all cases, the values are the same, except for **C3_ID** for children who were in kindergarten in spring 2010.) While **C2_ID** and **C3_ID** are in the merged child-level file only, **C1_ID** is contained in the merged child-level, classroom/teacher, and center/program data files.

The program identifier, **D1_ID**, is a three-digit number identifying the Head Start program in which the center is located. It is in the merged child-level, classroom/teacher, and center/program-level data files.

6. Merging Data from Different Files

Certain weights and source data—teachers and classes from fall 2009 and spring 2010 and center and program directors and education coordinators—are not included in the child-level file, but only on the separate classroom/teacher and center/program files (although all constructs from all of these sources are included in the child-level file). In addition, there are no center- or program-level data on the classroom/teacher file.

Note that the center/program file has one record per center and contains both program- and center-level data. This file needs to be unduplicated to the program level if being used as a program-level file. The classroom/teacher file has one record per classroom and contains both classroom- and teacher-level data. This file can be used for both levels of analysis without unduplication because the teacher-level weights account for anyone teaching more than one classroom (whether or not both were sampled).

Common identifiers, provided to merge data for analyses that need such combined data sources, are used as follows:

- To merge fall 2009 or spring 2010 classroom/teacher source data to a child, **CLS1_ID** or **CLS2_ID**, respectively (in the merged child-level data file), should be merged with **CLS_ID** (which is the primary identifier in the classroom/teacher data file). It is recommended that a separate merge be performed for data from each time period since some of the sample children changed classrooms between the fall and spring.
- To merge fall 2009 center director or education coordinator source data, or the center-level weight C1WT and associated stratification information (to perform analyses aggregated to the center level) to child data, **C1_ID** (in the merged child-level data file) should be merged with **C1_ID** (which is the primary identifier in the center/program data file).
- To merge fall 2009 program director source data or the program-level weight D1WT and associated stratification information (to perform analyses aggregated to the program level) to child data, the program-level data from the center/program file should first be unduplicated as described above. Then **D1_ID** (in the merged child-level data file) should be merged with **D1_ID** (in the unduplicated center/program data file).
- To merge fall 2009 center director or education coordinator source data to a classroom or teacher, **C1_ID** (in the classroom/teacher-level data file) should be merged with **C1_ID** (which is the primary identifier in the center/program data file).
- To merge fall 2009 program director source data to a classroom or teacher, the program-level data from the center/program file should first be unduplicated as described above. Then **D1_ID** (in the classroom/teacher-level data file) should be merged with **D1_ID** (in the unduplicated center/program data file).

7. Special Instructions for SAS Users

To optimize SAS capabilities when working with FACES 2009 files, Mathematica recommends that users make certain adaptations, related to missing values and SAS formats, to the default SAS

program setup provided by Research Connections/ICPSR for reading in data from the text (ASCII) file.

Missing values. Most missing values in the text data files are in the form of negative numbers. Negative numbers are not recognized as missing values in SAS, but the provided SAS program includes code to convert them to the “special” missing value codes used in FACES 2009 data files, listed in Table VI.6 above. SAS users should ensure that the block of code (based on an array of all `_numeric_` variables) that “changes the `-[number]` missing values to the `.[character]` missing values” is active (not commented out), and that the code that changes negative values in each variable to `.`” is inactive (commented out), in order to have all of the missing value codes appear in their SAS data files.

Formats (value code labels). The value statements in the Proc Format that’s included in the ICPSR SAS program are based on the negative number missing value codes (as in the text data file). If you convert the missing values to special SAS codes (as described in the previous paragraph), and use the formats provided, then there will be no labels associated with any of the special SAS missing values that will then be in your SAS data file. You can either rely on the standard definitions of the missing value codes (shown in Table VI.6 above), or use the additional files provided that will label each of the codes. A PROC FORMAT, with VALUE statements for all formats used for FACES 2009 variables, is contained in the file `pgm34558-all_format.sas`. A separate FORMAT statement (for use in a SAS Data step or in a Proc such as Proc Freq) is provided for each of the 3 data files, with the file name `pgm34558-000*_fmt_stmt.sas` (where * is 1, 2, or 3, matching the number on the data file that you are using). If you are familiar with the use of %INCLUDE statements in SAS, you can use such statements to refer to the added formats files as needed, or you can copy all (or selected) text from the added files directly into your own SAS program files. You generally cannot

combine the use of formats provided in the ICPSR SAS program with those in the separate files, because they use different names (in the value statements) for the same list of codes.

B. Sampling Weights

Mathematica created sampling weights to account for variations in the probabilities of selection as well as eligibility and cooperation rates among those selected. For each stage of sampling (program, center, classroom, and child) and within each explicit sampling stratum, we calculated the probability of selection. The inverse of this is called the sampling weight, which takes into account the probability proportional to size (PPS) sampling approach, the presence of any certainty selections, and the actual number of cases released. We assumed that the eligibility status of each sampled unit is known at each stage. Then, at each stage, we multiplied the sampling weight by the inverse of the weighted response rate so that the respondents' weights account for both the respondents themselves and nonrespondents.

In this manner, the program-level weights adjust for the probability of program selection and response at the program level; center-level weights adjust for the probability of center selection and center-level response; classroom-level weights adjust for the probability of classroom selection and classroom-level response; teacher-level weights adjust the classroom weights for multiple probabilities of selection and teacher-level response; and child-level weights adjust for the probability of child selection and child-level response (accounting for parental consent as well as for child cooperation). The formulas below represent the various weighting steps, where P represents the probability of selection and RR the response rate at that stage of selection. Where population counts are available (such as the program information report, or PIR, data at the program level), we raked the weights to match those counts.

$$W_{pgm} = \frac{1}{P_{pgm}} \cdot \frac{1}{RR_{pgm}}$$

$$W_{center} = W_{pgm} \cdot \frac{1}{P_{center}} \cdot \frac{1}{RR_{center}}$$

$$W_{class} = W_{center} \cdot \frac{1}{P_{class}} \cdot \frac{1}{RR_{class}}$$

$$W_{child} = W_{class} \cdot \frac{1}{P_{child}} \cdot \frac{1}{RR_{child}}$$

While most analyses of the FACES 2009 data will be done at the child level, there will be times when analysis at higher levels will also be done or when data collected at lower levels will be aggregated to answer questions about Head Start programs, centers, classrooms, and teachers. For example, the center-level weights, which will be used for any analyses at the center level, including staff surveys, are a component of the classroom- and child-level weights. The classroom-level weights will be used for analyses at the classroom level, including teacher and home visitor surveys and classroom quality measures. The program-level weights are unlikely to be used very often for analytic purposes due to the small sample size of 60 programs, but they are a component of weights in all subsequent stages of sampling. Given that the teacher response rate may not be the same as the response status of the classroom, we calculated a weight for the classroom observations and another for measures derived from the teacher surveys. The child-level weights that build on the program-, center-, and classroom-level weights will be used to analyze data on child outcomes such as assessments and teacher ratings.

FACES Fall 2009 sample and analysis weights. Table VI.7 shows the number of sampling units selected and released for the fall 2009 sample, the number of these units that were eligible, and the number of eligible units that agreed to participate in the study. (For children, this means the number

of eligible children for whom we obtained parental consent to participate.) The last row shows the sum of the weights for this stage of sampling, which is our estimate of the number of eligible units in the Head Start population.

Table VI.7. FACES Fall 2009 Sample

	Program	Center	Class	Teacher	Child
Selected and Released	65	130	486	447 in 486 classes	3,718
Eligible	62	129	486	447 in 486 classes	3,563
Participating/Consented	60	129	486	439 in 486 classes	3,349
Sum of Weights	1,562	14,969	45,757	41,048	487,541

To be eligible for sampling, a program had to be on the 2007–2008 Head Start Program Information Report (PIR) file, actively funded, and directly providing services to at least one eligible child in fall 2009. There were a few exceptions. For example, we excluded from the sampling process programs located in the U.S. territories, Early Head Start programs, and Head Start programs funded through ACF regional offices 11 and 12 (American Indian/Alaska Native and Seasonal/Migrant Workers). Three of the selected programs were determined to be ineligible because we learned that they were under provisional management or otherwise in fiscal jeopardy. In addition, two eligible programs declined to participate.

For a center or class to be eligible, it had to have at least one eligible child. One of the selected centers did not meet this criterion because it was closed due to a lack of funding. All selected classes were found eligible. All eligible selected centers and classes agreed to participate; however, eight teachers in selected and participating classes did not complete the teacher survey in fall 2009.

For a child to be eligible, he or she had to be enrolled in the selected Head Start center at the time of sampling,³⁵ be new to Head Start, and be one or two years away from starting kindergarten. A child moving to a different classroom than the one from which he or she was selected was still eligible if he or she remained enrolled in a selected center.

In addition, 89 children who were ineligible according to the study's operational protocol were considered part of the target population for weighting purposes. These children dropped out of the selected Head Start program between the time of sampling (field enrollment specialist [FES] visit) and our field visit (generally a three-week interval) and were not pursued for data collection purposes. They may have dropped out of Head Start altogether, moved to a different program not part of the study sample, or dropped out with whereabouts unknown, but they were part of the Head Start population at the time of sampling and considered to be eligible. A total of 3,652 children were considered part of the target population for weighting purposes, including these 89 children.

Many Head Start teachers taught more than one class during the fall 2009 data collection period; the majority taught two part-day classes. Because we sampled at the class level, it was possible for these teachers to have both of their classes selected. When that happened, the teacher was asked to complete the teacher interview twice, but not repeat the section on teacher characteristics. Whether these two-class teachers were sampled once or twice, their weights were adjusted to account for two chances of being in the teacher-level sample. If both classrooms for a particular teacher ended up in the sample, we retained both records in the classroom/teacher data file with their adjusted weights. The sample included 39 teachers who had 2 classes selected. In

³⁵ Sampling occurred on site about three weeks before the data collection site visit. A field enrollment specialist (FES) visited the site, obtained lists of classrooms and rosters, then selected probability samples of classrooms and children using a combination of statistical services in the Mathematica Princeton office and built-in sampling routines in the laptop.

addition to the 486 eligible classes in the sample, another four classes that were not selected had child-level data because a sampled child moved into the class. We have teacher data for 3 of these 4 “mover” classes; 2 of the 3 classes are associated with the same teacher.

While most analyses of the fall 2009 data are done at the child level, users can conduct higher-level analysis. This can be done by aggregating some data collected at the child level to answer questions about Head Start programs, centers, classrooms, and teachers. For example, to examine the percentage of centers with a majority of children who were English language learners, calculate the proportion of such children in each center, attach this to the center-level record, and then conduct the analysis at the center level using the center-level weight (C1WT).

Because some educational coordinators (ECs) function either at the program or center level, there are two choices when analyzing the EC survey data: at the program level (aggregating data for the program’s two or more ECs as necessary) or at the center level (repeating the program-level data for each center as necessary). Only one FACES 2009 program has two ECs and their data would be analyzed at the center level.³⁶ Analyses performed at the program level use program-level weight D1WT and those at the center level use center-level weight C1WT.

For analyses of teacher-specific data at the teacher level (to make estimates about Head Start teachers, rather than Head Start classes), use the classroom/teacher file and the teacher-level weight (T1TCHWT), which adjusts for the fact that some Head Start teachers taught more than one class during the data collection period. The teacher survey collected data about Head Start classrooms and teachers. For analyses of class-specific data at the class level, use the classroom/teacher file and class-level weight (T1CLSWT).

³⁶ EC 10238600 reported for center 10165582 and EC 10238613 reported for center 10165841.

Two weights are provided for child-level analyses of fall 2009 data. One weight, PRA1WT, assumes that the analyst generally will use data from all three child-level components: parent interview, child assessment, and teacher child report (TCR). This weight excludes from the analysis any child missing one or more of these three components. There are 2,868 children with data from all three of these components. The other, P1_RA1WT, assumes that the analyst will be using the parent interview data, which contains basic demographic and family structure information, and includes children for whom we may have the child assessment but not a TCR, or vice versa. There are 3,111 children who have parent interview data and either the child assessment or TCR data. Note that child-level analysis can make use of data collected at the program, center, or class/teacher level, as long as it is appended to each child's record as contextual data. Table VI.8 provides a list of weights created for analyzing data from fall 2009 (baseline).

Table VI.8. Fall 2009 Cross- Sectional Weights

Weight Name	Unit of Analysis	Weight to be Used for Analysis of:	Records with Positive Weight
D1WT	Program	Fall 2009 program director interview data <i>alone</i>	60
C1WT	Center	Fall 2009 center director interview data <i>alone</i>	129
T1CLSWT	Class	Fall 2009 teacher interview completed data for class <i>alone</i>	478
T1TCHWT	Teacher	Fall 2009 teacher interview completed data for teacher <i>alone</i>	439
PRA1WT	Child	Fall 2009 parent interview data in combination with Teacher Child Report <i>and</i> child assessment data	2,868
P1_RA1WT	Child	Fall 2009 parent interview data in combination with <i>either</i> the Teacher Child Report or child assessment data	3,111

FACES Spring 2010 Sample and Analysis Weights. By spring 2010, our original sample was reduced from 3,349 to 3,020 children—296 children became ineligible for the study because they left Head Start, 31 left the selected Head Start center for another one not part of the study, and the consent for 2 children was revoked (see Table VI.9). Four selected classrooms became ineligible

because they no longer had any eligible FACES children, leaving 482 selected classrooms still eligible in spring 2010.

Table VI.9. FACES Spring 2010 Sample

	Program	Center	Class	Teacher	Child
Eligible/Consented Fall 2009	60	129	486	447	3,349
Eligible/Consented Spring 2010	60	129	482	445	3,020
Sum of Spring 2010 Weights	--	--	45,407	[NO WT]*	444,330

*No teacher-level cross-sectional weight was created after baseline.

Among the 482 Head Start classes still eligible in the spring, 21 were home visitors, not center-based classrooms, and therefore ineligible for classroom observations. When we were approaching the time of the spring 2010 data collection, we realized we would have to subsample center-based classrooms to stay within the budgeted number of observations. We separated the selected classes into three groups: (1) those for which the teacher had two classes in the sample with more than one sampled child; (2) those for which the teacher had only one class in the sample with more than one sampled child; and (3) those classes with only one sampled child. For group (1), the “pairs,” we randomly subsampled one class per teacher, retaining one-half classes for observation. For group (2), the “singles,” we randomly subsampled classes within centers. We accounted for this subsampling in the weights. We did not give the group (3) classes, those with only one sampled child, a chance of subsampling for observation, essentially designating them as eligible noncompletes. There were also nonselected classes into which sampled children moved, and these were not given a chance of subsampling for observation. These “mover” classes were considered to be ineligible for classroom-level weights, but the children in those classes were considered to be eligible noncompletes for the child-level weights.

Once in the field, some of the classroom classifications changed (for example, one selected class had no sampled children). The final number of classes in these various categories of classes is shown

in Table VI.10. There were 2,523 children in classrooms that were eligible and subsampled for classroom observation.

Table VI.10. Classrooms Eligible and Sampled for Observation

Classroom Categories/Outcome	Observation Status	Number of Classrooms
Pair—subsampled	Attempted—positive weight if completed	36
Pair—not subsampled	Eligible—not subsampled	36
Total pair classrooms		72
Single—subsampled	Attempted—positive weight	341
Single—not subsampled	Eligible—not subsampled	34
Total single classrooms		375
Total subsampled classrooms		377
Other eligible classrooms	Eligible—not attempted	14
Home visitors	Ineligible	21
Total spring 2010 eligible classrooms		482
Mover class	Ineligible for class/eligible not attempted for child	12
Total spring 2010 classrooms for eligible children		494

The number of Head Start teachers associated with at least one eligible class in either fall 2009 or spring 2010 was 445. However, only 406 of these teachers (in 440 teacher-classroom combinations) were associated with the same eligible class at both times (or at least one of the same eligible classes if they had both of their classes sampled in the fall).

We have created five weights in total for cross-sectional analysis of the spring 2010 data and six for longitudinal analysis for year 1 (fall 2009 and spring 2010 combined). These weights address the combinations of completion for the attempted data collection, similar to those created for fall 2009, but with the addition of the classroom observation in the spring.

Table VI.11 shows the five cross-sectional weights for spring 2010. The weights sum to the eligible population in spring 2010: the children who were new to Head Start in fall 2009 and who were still attending Head Start in spring 2010.

Table VI.11. Spring 2010 Cross- Sectional Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
O2CLSWT	Class	Spring 2010 classroom observation data <i>alone</i>	370
T2CLSWT	Class	Spring 2010 teacher interview data <i>alone</i>	476
PRA2WT	Child	Spring 2010 parent interview data in combination with teacher child report <i>and</i> child assessment data	2,398
P21RA2WT	Child	Parent interview data in either fall 2009 or spring 2010 in combination with <i>either</i> teacher child report or child assessment data in spring 2010	2,920
PRAOC2WT	Child	Spring 2010 parent interview data in combination with teacher child report, child assessment, <i>and</i> child's classroom observation data	1,989

Fall 2009–Spring 2010 Longitudinal Analysis. The year 1 longitudinal weights sum up to the eligible population in spring 2010. There are 3 child weights and 2 class weights. While there was no cross-sectional teacher-level weight created for spring 2010, we have created a longitudinal teacher-level weight, although definitions for the target population are not straightforward. The teacher had to have been associated with at least one eligible selected class in fall 2009, one eligible selected class in spring 2010, and one class had to be the same at both times. Teacher longitudinal weights were created at the teacher-class combination level and account for the number of chances the teacher had of being selected into the fall 2009 sample. Table VI.12 shows the six longitudinal weights for year 1.

Table VI.12. Year 1 Longitudinal Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
T12CLSWT	Class	Teacher interview data in fall 2009 and spring 2010	470
T12OCLSWT	Class	Teacher interview data in fall 2009 and spring 2010 in combination with observation data in spring 2010	362
T12TCHWT	Teacher	Teacher interview data in fall 2009 and spring 2010	430**
PRA12WT	Child	Parent interview data in fall 2009 or spring 2010 in combination with <i>either</i> teacher child report or child assessment data in fall 2009 and spring 2010*	2,905
P12WT	Child	Parent interview data in fall 2009 and spring 2010	2,494
PRA12OCW	Child	Parent interview data in fall 2009 or spring 2010 in combination with teacher child report or child assessment data in fall 2009 and spring 2010* <i>and</i> teacher interview data in fall 2009 or spring 2010 <i>and</i> child's classroom observation data in spring 2010	2,381

*This means that either the teacher child report *or* the child assessment had to be completed in both rounds.

**Teacher-class combinations.

FACES Spring 2011 Sample and Analysis Weights. By spring 2011, our original sample was reduced to 2,401 children from 3,349; since spring 2010, 435 children became ineligible for the study because they left Head Start and were not in kindergarten, 124 left the selected Head Start center for another one not part of the study, and 60 left Head Start with unknown kindergarten status (see Table VI.13).

Table VI.13. FACES Spring 2011 Sample

	Program	Center	Class	Teacher	Child
Eligible/Consented Fall 2009	60	129	486	447	3,349
Eligible/Consented Spring 2011	60	127	NA	NA	2,401
Sum of Spring 2011 Weights	—	—	[NO WT]*	[NO WT]*	375,156

*No classroom-level cross-sectional weight was created after spring 2010, and no teacher-level cross-sectional weight was created after baseline.

We created three child-level weights for cross-sectional analysis of the spring 2011 data and three for longitudinal analysis involving years 1 (fall 2009 and spring 2010 combined) and 2 (spring 2011). Because there were no observations on the originally sampled classrooms in spring 2011, and

because the originally sampled classrooms essentially no longer existed in year 2, there are fewer cross-sectional weights than there were for spring 2010. However, we did observe a sample of classrooms associated with sampled children still in Head Start in spring 2011. The spring 2011 weights reflect the children still participating in the study at that time, some of whom were in Head Start and some in kindergarten. Table VI.14 shows the spring 2011 cross-sectional weights.

Table VI.14. Spring 2011 Cross- Sectional Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
PRA3WT	Child	Spring 2011 parent interview data in combination with Teacher Child Report <i>and</i> child assessment data	1,540
P31RA3WT	Child	Parent interview data in fall 2009 or spring 2010 or spring 2011 <i>in combination with</i> either Teacher Child Report or child assessment data in spring 2011	2,239
PRAOC3WT	Child	Spring 2011 parent interview data in combination with Teacher Child Report, child assessment, <i>and child's</i> classroom observation data in spring 2011 ^a	738

^a Note that by including the spring 2011 Head Start classroom observation in this weight, we are effectively excluding the 4-year-old cohort. For a comparable weight that includes the older cohort, one can use the pre-kindergarten weight PRAO5WT.

Fall 2009–Spring 2011 Longitudinal Analysis. The year 1+2 longitudinal weights sum up to the spring 2011 eligible population (who were in either Head Start or kindergarten). Table VI.15 shows the three longitudinal weights for years 1+2.

Table VI.15. Year 1+2 Longitudinal Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
PRA13WT	Child	Parent interview data in fall 2009 or spring 2010 or spring 2011 in combination with <i>either</i> Teacher Child Report or child assessment data in fall 2009 and spring 2010 and spring 2011*	2,195
P13WT	Child	Parent interview data in fall 2009 and spring 2010 and spring 2011	1,712
PRA13OCW	Child	Parent interview data in fall 2009 or spring 2010 or spring 2011 in combination with <i>either</i> Teacher Child Report or child assessment data in fall 2009 and spring 2010 and spring 2011* <i>and</i> teacher interview data in year 1 (fall 2009 or spring 2010) and spring 2011 <i>and</i> child's classroom observation data in spring 2010 and 2011 ^a	785

*This means that either the Teacher Child Report *or* the child assessment had to be completed in all three rounds.

^aNote that by including the spring 2011 Head Start classroom observation in this weight, we are effectively excluding the 4-year-old cohort. For a comparable weight that includes the older cohort, one can use the pre-kindergarten weight PRA15OCW.

FACES Spring 2012 Sample and Analysis Weights. By spring 2012, our original sample was reduced to 1,104 from 2,401 children in spring 2011; since spring 2011, 1,297 children became ineligible for the study because they were in kindergarten and had therefore completed data collection ($n = 1,220$) or were not in kindergarten in spring 2012 ($n = 77$) (see Table VI.16).

Table VI.16. FACES Spring 2012 Sample

	Program	Center	Class	Teacher	Child
Eligible/Consented Fall 2009	60	135	410	368	3,315
Eligible/Consented Spring 2012	59	128	NA	NA	1,104
Sum of Spring 2012 Weights	--	--	[NO WT]*	[NO WT]*	180234

*No class-level or teacher-level weight was created for spring 2012.

We created two child-level weights for cross-sectional analysis of the spring 2012 data and three for longitudinal analysis involving years 1 (fall 2009 and spring 2010 combined), 2 (spring 2011), and 3 (spring 2012). These weights represent those study children (primarily the 3-year-old cohort) who attended two years of Head Start and then attended kindergarten in spring 2012.

Table VI.17 shows the two spring 2012 cross-sectional weights.

Table VI.17. Spring 2012 Cross- Sectional Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
PRA4WT	Child	Spring 2012 parent interview data in combination with Teacher Child Report <i>and</i> child assessment data in spring 2012	678
P41RA4WT	Child	Parent interview data in any round with <i>either</i> Teacher Child Report or child assessment data in spring 2012	1,047

Fall 2009–Spring 2012 Longitudinal Analysis. The year 1+2+3 longitudinal weights sum up to the eligible population in spring 2012 – mostly those from the 3-year-old cohort. Table VI.18 shows the three longitudinal weights for these years.

Table VI.18. Year 1+2+3 Longitudinal Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
PRA14WT	Child	Parent interview data in any round in combination with <i>either</i> teacher child report or child assessment data in all rounds*	1,005
P14WT	Child	Parent interview data in all rounds	743
PRA14OCW	Child	Parent interview data in any round in combination with <i>either</i> teacher child report or child assessment data in all rounds* <i>and</i> teacher interview data in year 1 (fall 2009 or spring 2010), spring 2011, and spring 2012 <i>and</i> child's classroom observation data in spring 2010 and spring 2011	580

*This means that either the teacher child report *or* the child assessment had to be completed in all four rounds.

FACES Prekindergarten Sample and Analysis Weights. As of spring 2011, we had data on the prekindergarten year for both age cohorts: spring 2010 for most of the 4-year-old cohort and spring 2011 for the 3-year-old cohort. Operationally, this is the spring of the year before children go to kindergarten in the fall. These weights would be used to describe characteristics of children, their families, and program experiences as they are completing Head Start and about to enter kindergarten. Parallel to the set of spring 2011 weights, we created three child-level weights for

cross-sectional analysis of the prekindergarten year data; three for longitudinal analysis for analysis involving year 1 (fall 2009 and spring 2010 combined); and, for the 3-year-old cohort only, year 2 (spring 2011). See Table VI.19 for the cross-sectional weights.

Table VI.19. Prekindergarten Cross- Sectional Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
PRA5WT	Child	Prekindergarten parent interview data in combination with teacher child report <i>and</i> child assessment data in prekindergarten	1,881
P51RA5WT	Child	Parent interview data in fall 2009 or spring 2010 (or spring 2011 for 3-year-old cohort) in combination with <i>either</i> teacher child report or child assessment data in prekindergarten	2,331
PRAO5WT	Child	Prekindergarten parent interview data in combination with teacher child report, child assessment, <i>and</i> child's classroom observation data in prekindergarten	1,554

We have included a variable called PKYEAR in the public use file, with the values 2010 and 2011. These values indicate (1) the year the child was in prekindergarten (completing Head Start) and (2) the year from which to draw data when conducting the prekindergarten analyses for each child. For most children in the 4-year-old cohort, its value is 2010 and, in the 3-year-old cohort, its value is 2011. However, there are 16 children in the 3-year-old cohort whose prekindergarten year was 2010, and 7 in the 4-year-old cohort whose prekindergarten year was 2011.

Prekindergarten Longitudinal Analysis. The prekindergarten longitudinal weights sum up to the eligible population in the prekindergarten year (spring 2010 for most of the 4-year-old cohort and spring 2011 for most of the 3-year-old cohort). These weights are used when one wants to analyze data collected in all rounds up to and including spring of the prekindergarten year. Table VI.20 shows the three prekindergarten longitudinal weights.

Table VI.20. Prekindergarten Longitudinal Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
PRA15WT	Child	Parent interview data in fall 2009 or spring 2010 (or spring 2011) in combination with <i>either</i> teacher child report or child assessment data in fall 2009 and spring 2010 (and spring 2011)*	2,317
P15WT	Child	Parent interview data in fall 2009 and spring 2010 (and spring 2011)	1,864
PRA15OCW	Child	Parent interview data in fall 2009 or spring 2010 (or spring 2011) in combination with <i>either</i> teacher child report or child assessment data in fall 2009 and spring 2010 (and spring 2011)* <i>and</i> teacher interview data and child's classroom observation data in prekindergarten year	1,897

Note: Parenthetical phrases refer only to the 3-year-old cohort.

*This means that either the teacher child report *or* the child assessment had to be completed in all rounds.

FACES Kindergarten Sample and Analysis Weights. As of spring 2012, we had data on the kindergarten year for both age cohorts: spring 2011 for most of the 4-year-old cohort and spring 2012 for most of the 3-year-old cohort. Analysts interested in children's skills in spring of kindergarten or the characteristics or the experience for the group who entered Head Start as 3- and 4-year-olds in fall 2009 would use this weight. Parallel to the set of spring 2012 weights, we created two child-level weights for cross-sectional analysis of the kindergarten data, three for longitudinal analysis involving years 1 and 2 and, for the 3-year-old cohort only, year 3 (spring 2012), plus two additional kindergarten longitudinal weights. See Table VI.21 for the cross-sectional weights.

Table VI.21. Kindergarten Cross- Sectional Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
PRA6WT	Child	Kindergarten parent interview data in combination with Teacher Child Report <i>and</i> child assessment data in kindergarten	1,315
P61RA6WT	Child	Parent interview data in any round through spring 2011 (or spring 2012 for 3-year-old cohort) in combination with <i>either</i> Teacher Child Report or child assessment data in kindergarten	2,129

We have included on the public use file a variable called KGYEAR, with the values 2011 and 2012. These values indicate (1) the year the child was in kindergarten and (2) the year from which to draw data when conducting analyses for each child. For most children in the 4-year-old cohort, the value is 2011 and 2012 for the 3-year-old cohort. However, there were 16 children in the 3-year-old cohort who attended kindergarten in 2011, and 6 children in the 4-year-old cohort who attended kindergarten in 2012.

Kindergarten Longitudinal Analysis. The kindergarten longitudinal weights sum up to the eligible population in the kindergarten year (spring 2011 for most of the 4-year-old cohort and spring 2012 for the 3-year-old cohort). These weights should to be used when one wants to analyze data collected in all rounds up to and including spring of the kindergarten year. Table VI.22 shows the five kindergarten longitudinal weights.

Table VI.22. Kindergarten Longitudinal Weights

Weight Name	Unit of Analysis	Weight to Be Used for Analysis of:	Records with Positive Weight
PRA16WT	Child	Parent interview completed in any round through spring 2011 (or spring 2012) in combination with <i>either</i> teacher child report or child assessment data in all rounds through spring 2011 (and spring 2012)*	2,057
PRA16WTA	Child	Same as PRA16WT, but also must have child assessment and teacher child report data in kindergarten	1,461
P16WT	Child	Parent interview data in all rounds through spring 2011 (and spring 2012)	1,582
PRA16OCW	Child	Parent interview data in any round through spring 2011 (or spring 2012) in combination with <i>either</i> teacher child report or child assessment data in all rounds through spring 2011 (and spring 2012)* <i>and</i> teacher interview and child's classroom observation data in prekindergarten year <i>and</i> teacher interview data in kindergarten year	1,367
WESTATWT	Child	Parent interview data in fall 2009 or spring 2010 in combination with child assessment data in fall 2009 or spring 2010 <i>and</i> child assessment data in kindergarten	1,870

Note: Parenthetical phrases refer only to the 3-year-old cohort.

*This means that either the teacher child report *or* the child assessment had to be completed in all rounds.

Spring 2010 Synthetic Weight. By design, the FACES 2009 baseline sample excluded some children in Head Start, namely, those who were returning for a second year of Head Start. Accordingly, most estimates represent only those children new to Head Start in fall 2009 and their progress through Head Start and kindergarten. The prekindergarten weights (explained later in this chapter) are exceptions in that they represent *all* children exiting Head Start by combining data across spring 2010 (for the 4-year-old cohort) and spring 2011 (for the 3-year-old cohort). Similarly, by combining data across spring 2011 (for the 4-year-old cohort) and spring 2012 (for the 3-year-old cohort), the kindergarten weights represent *all* children who went through one or two years of Head Start before going on to kindergarten.

Using a similar approach, we constructed a child-level synthetic weight representing *all* children in Head Start in the spring of the first study year (spring 2010). To do so, we represented the children missing from the study in spring 2010 (those in their second year of Head Start that program year) by using the 3-year-old cohort children in their *second* program year (spring 2011). By treating the same children at two different time points as if they were two different sets of children, we were able to estimate synthetically the entire Head Start population in spring 2010. The weight (and associated set of completed instruments) corresponds to spring 2010 weight **P21RA2WT** and spring 2011 weight **P31RA3WT**, both of which were complete if we completed at least one parent interview through that time point *and* had either a child assessment or teacher child report at that time.

Use of the synthetic approach first requires the creation of a new data file that “stacks” the spring 2010 data from the full data file with a subset of spring 2011 data. The second step involves renaming the spring 2011 variables to match the spring 2010 variable names, including the spring 2011 synthetic weight variable **P21RA2SX**, which should be renamed to the spring 2010 synthetic

weight variable name **P21RA2SW**. In Table VI.23, we show the variable substitutions required for making these synthetic estimates.

Table VI.23. Spring 2010 Synthetic Estimates

Spring 2010 Actual: 3- and 4-year-old cohorts in their first year of Head Start		Spring 2011 <i>Representing</i> Spring 2010: 3-year-old cohorts in their second year of Head Start
Fall 2009 parent interview	←	Fall 2009 or spring 2010 parent interview
Spring 2010 parent interview	←	Spring 2011 parent interview
Spring 2010 child assessment	←	Spring 2011 child assessment
Spring 2010 teacher child report	←	Spring 2011 teacher child report
Synthetic weight P21RA2SW	←	Synthetic weight P21RA2SX

The third step requires the creation of a temporary extract data file containing only those records with a positive value of weight P21RA2SX ($n = 1,164$), renaming the variables as indicated above, and then appending the extract file to the original data file (of which $n = 2,920$ will have a positive synthetic weight P21RA2SW). Finally, the analyses may be run with synthetic weight P21RA2SW (combined $n = 4,084$).

C. Choosing the Best Weight

We have described more than 40 analysis weights in the preceding sections. In this section, we provide the user with guidance in choosing among these weights. The choice of weight depends on the research question and, in particular, whether the analysis requires more than one round of data, the latest round of data included, the level of analysis, and the sources of data needed. For analysis at the program and center levels, there is only one weight created (D1WT and C1WT, respectively), which accounts for their probability of selection, eligibility, and study participation. At the classroom level, there are more choices, including analysis at the teacher (or home visitor) level. Table VI.24 summarizes the weights at the classroom and teacher levels. For more information about which data

sources are accounted for in each weight, please see the detailed descriptions above, organized by data collection round.

Table VI.24. Weighting Guidelines for Teacher- or Classroom- Level Analysis

	Fall 2009	Spring 2010	Fall 2009 and Spring 2010
Teacher/Home Visitor	T1TCHWT	—	T12TCHWT
Classroom	T1CLSWT	O2CLSWT	T12OCLSWT
		T2CLSWT	T12CLSWT

Most of the analysis weights are at the child level. Table VI.25 summarizes these weights by round of data collection and whether cross-sectional for the round or longitudinal through the round.

Table VI.25. Weighting Guidelines for Child- Level Analysis

	Cross-Sectional	Longitudinal
Fall 2009	PRA1WT P1_RA1WT	—
Spring 2010	PRA2WT P21RA2WT PRAOC2WT P21RA2SW/X	PRA12WT P12WT PRA12OCW
Spring 2011	PRA3WT P31RA3WT PRAOC3WT	PRA13WT P13WT PRA13OCW
Spring 2012	PRA4WT P41RA4WT	PRA14WT P14WT PRA14OCW
Prekindergarten*	PRA5WT P51RA5WT PRAO5WT	PRA15WT P15WT PRA15OCW
Kindergarten**	PRA6WT P61RA6WT	PRA16WT PRA16WTA P16WT PRA16OCW WESTATWT

*Spring 2010 for 4-year-old cohort and spring 2011 for 3-year-old cohort.

**Spring 2011 for 4-year-old cohort and spring 2012 for 3-year-old cohort.

D. Variance Estimation

Most standard procedures in commonly-used statistical software packages, such as SAS, SPSS, or STATA, can estimate specific characteristics (e.g., children's mean achievement, average height, percentage of classrooms of particular sizes, and teachers with particular educational backgrounds and credentials) of Head Start children and their families and programs, centers, teachers, and classrooms. This is true as long as the appropriate data file and weight are used. However, standard errors or variances will not be correct because they do not account for sample design complexities (multistage clustered sample with unequal probabilities of selection) of surveys such as FACES. Instead, the procedures assume that the data or observations are from a simple random sample design and would underestimate the true variance.

Design-based variance estimation methods such as replication and Taylor Series expansion are used to properly account for the sample design in a growing number of software packages. In earlier cohorts of FACES, replicate weights were provided. In FACES 2006 and 2009, those weights are not provided but the parameters necessary for using the Taylor Series methodology are used instead. SUDAAN is one of several software packages or procedures that can be used to generate the proper standard errors of these weighted estimates. Alternatively, one could use SAS procedures specifically designed for survey data analysis, such as PROC SURVEYMEANS or PROC SURVEYREG, or similar procedures in Stata and SPSS. One could also use software such as AM or WesVar to estimate the standard errors of estimates when the data come from complex sample designs. These procedures use either the Taylor Series linearization method or the replication method to estimate the proper variance. When using SUDAAN and other survey data analysis software, it is necessary to specify the weight variable and the design variables, such as the first-stage sampling strata (STRAT) and—for analyses conducted at the center, class, teacher, and child levels—the primary sampling units (PSU).

If the data user is unable to access specialized software such as this, one can adjust the raw standard error of an estimate (generated by the standard software) by an average design effect; that is, multiply the raw standard error by the square root of the design effect. Table VI.26 provides the design effects for all levels of analysis for the fall 2009 round of data collection. Table VI.27 provides the design effects at the child level for particular subgroups on cognitive measures from the direct child assessment at baseline, Head Start exit, and kindergarten. Table VI.28 provides the design effects at the child level for particular subgroups on home environment from the parent interview at those same time points.

Table VI.26. FACES 2009 Design Effects

Type of Analysis	Full Sample Weight	Taylor Series Method (AM, SAS, Stata, SUDAAN)			Design Effect*	
		Design	Stratum	PSU	Mean	Median
Program Level (Program Director Interview)	D1WT	STRWR	STRAT	[NA]	1.51	1.60
Center Level (Center Director, Education Coordinator Interviews)	C1WT	WR	STRAT	PSU	2.80	2.75
Teacher Level (Head Start Teacher Interview)	T1TCHWT	WR	STRAT	PSU	1.68	1.63
Classroom Level (Head Start Teacher Interview, Classroom Observation)	T1CLSWT	WR	STRAT	PSU	1.64	1.55
Child Level (Child Assessment) (Parent Interview)	P1_RA1WT	WR	STRAT	PSU	2.23 2.0	1.77 1.93

*Multiply the raw standard error by the square root of this design effect.

Source: Head Start Family and Child Experiences Survey (FACES) 2009, Fall 2009 interviews and assessments, Spring 2010 observation

Table VI.27. FACES 2009 Child Assessment Design Effects by Subgroup

	Head Start Entry		Head Start Exit		Spring Kindergarten	
	Mean	Median	Mean	Median	Mean	Median
Weight	P1_RA1WT	P1_RA1WT	P51RA5WT	P51RA5WT	P61RA6WT	P61RA6WT
Full Sample	3.62	3.13	4.34	4.22	4.05	4.57
Child Race/Ethnicity						
White, non-Hispanic	1.12	1.29	2.27	1.92	3.12	2.79
African American, non-Hispanic	2.85	2.35	2.65	2.55	3.07	3.18
Hispanic	2.41	2.34	3.75	3.94	3.05	2.87
Other	1.31	1.32	1.43	1.36	1.57	1.32
Child Gender						
Male	2.66	2.51	2.62	2.52	2.58	2.76
Female	2.21	2.05	2.62	2.81	2.19	2.59
Child Age at Entry						
3 years old	1.98	1.72	3.37	3.22	2.44	2.73
4 years old	2.20	2.02	2.66	2.45	2.40	2.83
Family Risk						
No risk factors	1.49	1.48	1.52	1.54	1.71	1.58
One risk factor	1.79	1.59	1.72	1.89	1.81	1.87
Two or more risk factors	2.95	2.34	2.82	2.84	2.72	3.00

Note: Head Start Exit draws data from spring 2010 for the 4-year-old cohort and from spring 2011 for the 3-year-old cohort. Spring kindergarten draws data from spring 2011 for the 4-year-old cohort and from spring 2012 for the 3-year-old cohort.

*Multiply the raw standard error by the square root of this design effect.

Source: FACES 2009 direct child assessments, parent interviews, and teacher child reports: fall 2009; prekindergarten (spring 2010 or spring 2011); kindergarten (spring 2011 or spring 2012).

Table VI.28. FACES 2009 Parent Interview Design Effects by Subgroup

	Head Start Entry		Head Start Exit		Spring Kindergarten	
	Mean	Median	Mean	Median	Mean	Median
Weight	P1_RA1WT	P1_RA1WT	P51RA5WT	P51RA5WT	P61RA6WT	P61RA6WT
Full Sample	2.81	2.70	2.55	2.55	2.48	2.72
Child Race/Ethnicity						
White, non-Hispanic	1.62	1.44	1.59	1.57	1.50	1.55
African American, non-Hispanic	1.80	1.58	1.74	1.75	1.39	1.46
Hispanic	2.72	2.49	2.27	2.35	2.30	1.91
Other	1.25	1.29	1.29	1.35	1.11	1.14
Child Gender						
Male	2.32	2.35	2.18	2.11	2.24	2.32
Female	1.90	1.85	1.75	1.69	1.88	1.49
Child Age at Entry						
3 years old	2.27	2.01	2.03	1.77	2.04	2.16
4 years old	2.12	2.07	1.98	1.82	1.80	1.64
Family Risk						
No risk factors	1.44	1.30	1.67	1.56	1.60	1.25
One risk factor	1.73	1.65	1.81	1.54	1.81	1.81
Two or more risk factors	2.01	2.22	1.76	1.67	1.74	1.70

Note: Head Start Exit draws data from spring 2010 for the 4-year-old cohort and from spring 2011 for the 3-year-old cohort. Spring kindergarten draws data from spring 2011 for the 4-year-old cohort and from spring 2012 for the 3-year-old cohort.

*Multiply the raw standard error by the square root of this design effect.

Source: FACES 2009 direct child assessments, parent interviews, and teacher child reports: fall 2009; prekindergarten (spring 2010 or spring 2011); kindergarten (spring 2011 or spring 2012).

Four things to note about SUDAAN in particular: (1) It treats a 0 value of a categorical variable as missing, so 0s must be recoded to a positive integer; (2) it does not recognize file names larger than eight characters; (3) the file must be sorted by the NEST variable(s) (strata and PSU) before running the procedure; and (4) for subgroup analysis, the full set of records should be read into SUDAAN with a SUBPOPN statement to identify the subgroup to be analyzed. The user can deal with the first issue by temporarily recoding dichotomous (0-1) variables within the procedure, using

the RECODE statement,³⁷ or we may recode categorical variables with a 0 value prior to submitting the data to SUDAAN. The following table shows the values for stratum, PSU, and weight that should be specified when running survey data analysis software.

The following are the SUDAAN specifications for program-level analysis:

```
proc descript data=[program file] design=strwr deff;
nest STRAT;
weight D1WT;
var [continuous variable(s)];
rtile "[title];"
```

```
proc crosstab data=[program file] design=strwr deff norow notot;
recode [dichotomous variable coded as 0-1]=(0,1);
nest STRAT;
weight D1WT;
subgroup [categorical variable(s)];
levels [indicate the actual number of non-zero categories for each categorical variable listed in subgroup statement];
tables [categorical variable(s)];
rtile "[title];"
```

Below are the SUDAAN specifications for analysis at the child level:

```
proc crosstab data=[data file] design=wr deff norow notot;
recode [dichotomous variable coded as 0-1]=(0,1);
nest STRAT PSU;
weight [C1WT OR T1CLSWT OR T1TCHWT OR PRA1WT OR P1_RA_WT];
subgroup [categorical variable(s)];
levels [indicate the actual number of non-zero categories for each categorical variable listed in subgroup statement];
tables [categorical variable(s)];
rtile "[title];"
```

³⁷ recode [dichotomous variable coded as 0-1]=(0,1).

VII. CHILD ASSESSMENT SCORES AND COMPOSITE AND DERIVED VARIABLES

FACES 2009 included several key measures of children’s development, home and family life, and Head Start program experiences. We constructed a set of derived variables and assessment scores to facilitate the use of FACES 2009 data in answering important questions about Head Start children, families, classrooms, staff, and programs. In this chapter, we describe the child assessment scores and composite and derived variables that are included in the data files. In Chapter III, we provide additional detail on the individual assessment measures, including publishers’ reliability and validity information and the measures’ use in previous studies. After describing the approach to composite construction, we present a series of tables (Tables VII.1 through VII.4 and VII.6 and VII.7) that list the assessment scores and composite and derived variables included in the data files. The data files include several data flags not noted in these tables. The flags identify cases affected by scoring issues (for example, no basal or ceiling achieved on an assessment subtest), cases whose data are based on imputed information or information gathered in data collection rounds other than FACES 2009, and other related characteristics of the data.

The FACES instruments lent themselves to the development of an almost infinite number of scores and variables. However, we limited the series of assessment scores and composite and derived variables to those most crucial for answering questions about Head Start children, families, staff, and programs. We also prioritized the variables that are based on data from several items or that require considerable effort to construct. For example, some variables required the use of special statistical methods and software (for example, item response theory [IRT] analyses for assessment scores). For this reason, we do not include most variables that are simple recodes or transformations of a survey item or question. Many of the assessment scores and composite and derived variables for FACES 2009 were used in previous cohorts; others were new to FACES 2009. Finally, unless

otherwise specified, we created scores and constructed variables across all FACES 2009 instruments only for cases with valid responses on at least 75 percent of the necessary source items.

A. Child Assessment Scores

FACES 2009 included two groups of child assessment scores linked to the conceptual framework (Figure I.1): (1) direct child assessments, which included scores on several key measures of children's cognitive skills, physical development, and executive functioning, and (2) indirect child assessments, which included scores on important measures of children's social skills, problem behaviors, and academic and nonacademic accomplishments, based on assessor, teacher, and parent ratings. In Tables VII.1 and VII.2, we list assessment scores that we derived from the measures included in the direct assessment as well as those we derived from assessor, teacher, and parent reports. The tables provide information on the variable/score name, label, source items used to construct the variable, values, reliability (internal consistency using Cronbach's alpha), and data collection waves for which the variable/score is available. In Appendix G, we provide additional information about the construction of these variables/scores.

1. Direct Child Assessments

Scores from the direct assessment included measures of children's cognitive skills, physical development, and executive functioning (see Chapter III for more information on measures in these areas). Direct cognitive measures captured children's language (that is, receptive and expressive vocabulary), literacy (letter-word knowledge, letter-sound knowledge, and early writing skills), and mathematics skills and development. The direct assessment battery also measured children's executive functioning and their height and weight. Next, we briefly describe the types of scores and variables derived from the direct assessment measures.

Cognitive development. Child assessment scores in FACES included raw, standard, and IRT-based scores, T-scores, and W-scores. Raw scores refer to counts, averages, or the like of the

individual items that a child completed. They are indicators of absolute rather than relative performance. In contrast, standard scores permit comparisons of an individual's performance relative to others of the same age (or grade). Standard scores have a mean of 100 and a standard deviation of 15. Scores above or below the mean indicate that, compared to same-age peers, a child's skills are, respectively, more or less advanced.³⁸ It is important to note the norming sample used for each test when considering how children compare. T-scores in FACES illustrated a child's performance relative to the population of first-time Head Start children as a whole, with a mean of 50 and a standard deviation of 10.

IRT scale scores derived from the mathematics assessment (1) provided an estimate of a child's performance as if he or she had taken all items in an assessment (the child may not have received all items per basal or ceiling rules, for example) and (2) measured absolute performance. Estimates were model-based and used IRT to examine the probability of getting each item correct given the child's true ability, relying on a pattern of right, wrong, and omitted answers to estimate the child's ability. To estimate the probability of getting an item correct, IRT used the ability estimate, along with the difficulty of the item, the discrimination power of the item (that is, how well change in ability predicted the chance of getting a particular item correct), and the probability of guessing correctly (for the lowest-ability child). The IRT scale score was the sum across items of the probability the child would have provided a correct response. Using a subset of items, IRT-based proficiency mathematics scores indicated the probability that a child would have passed a proficiency level and may be interpreted as the percentage of the population that "mastered" a given skill or skill set. We used the IRT parameters obtained from the Early Childhood Longitudinal Study, Birth Cohort

³⁸ The standard scores for the Expressive One-Word Picture Vocabulary Test were constructed by using the child's age in months and the raw score with either the English Norms or the Bilingual Norms, depending on the child's primary language.

(ECLS–B) preschool calibration to compute the proficiency probability of mathematics scores for the FACES 2009 sample. In addition, direct assessment measures such as the Peabody Picture Vocabulary Test–Fourth Edition (PPVT–4),³⁹ Woodcock–Johnson III Tests of Achievement (WJ III), and Bateria III (WM III) include W-scores,⁴⁰ which permitted measurement of change or growth in performance on the same scale over time. As with raw scores, the measures indicated absolute rather than relative performance.⁴¹

Each score may be used to address different types of questions about children’s skills and development. Raw and W- or IRT-based scores provided information on children’s absolute performance at a specific time. Changes in these scores across waves indicated that a child was progressing developmentally and that his or her skills were increasing in absolute terms. In contrast, an increase in a child’s standard score toward the mean of 100 indicated that the child was progressing relative to same-age peers or was closing the gap with his or her peers.⁴² Similarly, T-scores in FACES 2009 provided information on children’s skills relative to Head Start peers, with a change in the scores highlighting children’s progress relative to their peers.

³⁹ The PPVT–4 refers to these scores as a growth score value (GSV).

⁴⁰ These measures also provide raw and standard scores.

⁴¹ Any differences in the number of cases with missing WJ III and WM III scores may be attributable to how the publishers’ scoring programs handle cases with low raw scores. Scoring programs do not always generate a standard score for the WJ III and therefore do not necessarily generate W-scores in the absence of a standard score. Thus, some WJ III cases have raw scores but lack standard and W-scores. For the WM III, the scoring program does not always generate a standard score, but it does generate W-scores for cases without a standard score. Thus, some WM III cases have raw and W-scores but no standard scores.

⁴² A programming error in the direct child assessment affected children who received the Test de Vocabulario de Imagines Peabody (TVIP) and were at least 5 years old. The error affected children only in the fall 2009 data collection wave. Those unable to achieve a basal were not allowed to test downward to establish a valid basal item. As a result, any raw or standard scores derived for these children underestimated their skills and abilities. Rather than generating scores for these cases with data derived from the affected wave only, we used data from previous rounds to provide a more complete picture of children’s knowledge. That is, children received credit for items on which they had scored correctly in earlier rounds. We then generated raw and standard scores by using information from the current round, coupled with information from previous rounds. We calculated raw scores for affected children ($n = 25$ in fall 2009) as the sum of corrects between the lowest and highest administered items. The data file flags all affected children’s scores that used the alternative scoring approach (A1TVIPPE).

In the sections that follow, we briefly describe the cognitive scores constructed for children's mathematics and letter-sound knowledge. We also describe our approach to constructing variables for children's height, weight, BMI, and executive functioning. We do not describe the raw, standard, and *W*-scores derived from other measures in the direct child assessment (for example, PPVT, EOWPVT), as those scores were constructed according to standard procedures and publisher guidelines. In Chapter III, we provide additional information on each measure in the direct child assessment.

Mathematics assessment scores. The FACES 2009 mathematics assessment consisted of at least 29 items from the WJ III Applied Problems⁴³ subtest and at least 23 items from the preschool round of the ECLS–B.⁴⁴ We added the 23 ECLS–B items, including content areas of classification, comparison, pattern, and shape recognition, to the WJ III items in order to enhance the FACES assessment. In the WJ III Applied Problems section of the assessment, a ceiling rule for FACES was in effect from the start of the assessment. That is, if a child incorrectly answered 3 consecutive items, the child did not receive the remaining WJ III items.⁴⁵ In the ECLS–B section of the assessment, if a child answered 12 or more of the first 19 items correctly, he or she received the remaining items; otherwise the remaining items were skipped. Tests were discontinued at predetermined points if the child was struggling with the material or showing any distress. The study creates mathematics assessment scores separately for the WJ III and the ECLS–B items, along with a

⁴³ The spring 2011 and spring 2012 waves included 34 items from the WJ III Applied Problems subtest and 30 items from the ECLS–B and ECLS–K.

⁴⁴ The spring 2011 and spring 2012 kindergarten ECLS–B mathematics assessment included the same ECLS–B items as those administered in the fall 2009 and spring 2010 waves, with seven additional, more difficult items from the ECLS–K kindergarten assessment. The additional items were included in anticipation of assessing children with higher ability levels than the preschool items alone could accurately measure.

⁴⁵ The publisher's ceiling rule for the WJ III is six incorrect consecutive items. Earlier cohorts and FACES 2009 adapted this rule.

combined score of mathematics ability across all items. The scores associated with the WJ III Applied Problems subtest included those from the publisher, as listed in Table VII.1.

Scores constructed from the ECLS–B mathematics items included the following:

- **AnECMIRT**⁴⁶ is an IRT scale score representing the number of items children would have answered correctly if they had received all 44 questions included in the full battery of the ECLS–B preschool mathematics assessment.
- **AnECMATH** represents a child’s mathematics ability (theta) as estimated through IRT on the ECLS–B mathematics section only. The IRT scale scores represent estimates of the number of items the child would have answered correctly if he or she had received all 44 ECLS–B scorable questions in the national study’s full battery, whereas the mathematics theta ability estimate represents performance on the items actually completed by the child.
- **AnECMCNT** is a numbers-right score indicating the highest number to which a child counted when administered the “count to 20” item in the ECLS–B section of the assessment.
- **AnECPnWT** is a standardized score (T-score) providing norm-referenced measurements of achievement relative to the population of Head Start children represented by the FACES sample. It has a mean of 50 and a standard deviation of 10.
- **AnECNSPR** is an IRT proficiency probability score that estimates the probability that a child would have passed a proficiency level related to numbers and shapes. The ECLS–B includes a cluster of four items that measures the child’s performance in identifying one-digit numerals, recognizing shapes, and counting. FACES included three of the items in this proficiency level we calculated proficiency probability scores based on the child’s entire set of item responses in the content domain using IRT, with the item cluster treated as a single item for purposes of IRT calibration. Scores may take on any value from zero to one. The mean of this set of scores represents the proportion of children who are proficient in naming numbers and shapes.

Finally, we constructed an overall mathematics skills score from both the WJ III and ECLS–B mathematics tasks. AnMATIRT represents the number of items children would have answered correctly if they had received all of the FACES 2009 (WJ III plus ECLS–B) scorable questions.⁴⁷ It

⁴⁶ The “n” used in a variable name is a placeholder for the wave number, with “1” referring to fall 2009, “2” spring 2010, “3” spring 2011, and “4” spring 2012. If a particular variable is listed with the “n” in the text, it was constructed in more than one wave.

⁴⁷ In fall 2009 and spring 2010, the number of scorable FACES items totaled 44 (22 WJ III items and 22 ECLS–B items). In spring 2011 and spring 2012, the number increased to 56 (27 WJ III items and 29 ECLS–B items).

is important to note that the number of items administered on the FACES 2009 assessment increased with each wave. Further, too few children responded to some of the more difficult items toward the end of the WJ III Applied Problems section, causing them to be dropped from the IRT calculation; the last seven items were dropped in fall 2009, spring 2010, spring 2011, and spring 2012.

Letter-sounds knowledge. FACES 2009 assessed children’s knowledge of letters, sounds, and words using 10 items from the ECLS-B Letter-Sounds subtest and (up to) 44 items from the WJ III Letter-Word Identification subtest. In the WJ III Letter-Word Identification section of the assessment, a ceiling rule for FACES was in effect from the start of the assessment. That is, if a child incorrectly answered 3 consecutive items, the child did not receive the remaining WJ III items.⁴⁸ A child received the ECLS–B Letter-Sounds section of the assessment if he or she got 11 or more of the first 14 WJ III Letter-Word Identification items correct; otherwise, the ECLS–B Letter-Sounds section was skipped. If a child received the ECLS–B Letter-Sounds subtest, he or she completed a minimum of 5 items. If more than one of items 2 through 5 were correct, the child received items 6 through 10; otherwise, items 6 through 10 were skipped. FACES 2009 created letter-sound scores separately for the WJ III and the ECLS–B items, along with a combined score of letter-sound knowledge ability across all items.

Scores constructed from solely the ECLS–B Letter-Sounds items included the following:

- **AnECLIRT** is an IRT scale score representing the number of items a child would have answered correctly if he or she had received all 10 questions included in the full battery of the ECLS–B Letter-Sounds section.
- **AnECLETW** represents a child’s letter-sounds ability (theta) as estimated through IRT on the ECLS–B Letter-Sounds section only. The IRT scale scores represent estimates of the number of items the child would have answered correctly if he or she had received

⁴⁸ The publisher’s ceiling rule for the WJ III is six incorrect consecutive items. Earlier cohorts and FACES 2009 adapted this rule.

all 10 of the ECLS–B scorable questions in the national study’s full battery, whereas the letter-sounds theta ability estimate represents performance on the items actually completed by the child.

- **AnELPnWT** is a standardized score (T-score) providing norm-referenced measurements of achievement relative to the population of Head Start children represented by the FACES sample. It has a mean of 50 and a standard deviation of 10.

Finally, we constructed an overall letter-knowledge skills score from both the WJ III and ECLS–B letter-sounds tasks. **AnLETIRT** represents the number of items children would have answered correctly if they had received all of the FACES (WJ III plus ECLS–B) scorable questions.⁴⁹ Further, too few children responded to some of the more difficult items toward the end of the WJ III Letter-Word Identification subtest, causing them to be dropped from the IRT calculation; the last nine items were dropped in fall 2009, spring 2010, spring 2011, and spring 2012.

Physical development. The FACES direct assessment measured children’s height and weight. We briefly describe the procedures used to measure and weigh children (a minimum of twice) and to compute the composites for children’s height, weight, and body-mass index.

Height (AnHEIGHT) and weight (AnWEIGHT). Per a protocol used in the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), ECLS–B, and other federal government surveys, FACES 2009 measured—in metric units—children’s height and weight twice (and, in some instances, three times when a difference between the first two measurements exceeded 2.0 cm for height and 0.2 kg for weight).⁵⁰ We converted height to inches and weight to pounds by multiplying the height measurements by 0.3937008 and the weight measurements by 2.20462262, respectively. If the first two measurements were equal, we used the value as the

⁴⁹ In fall 2009, the number of scorable FACES items (or the highest item achieved) totaled 63 (53 WJ III items and 10 ECLS–B items). In spring 2010, the number dropped to 52 (42 WJ III items and 10 ECLS–B items). The number rose to 54 (44 WJ III items and 10 ECLS–B items) in spring 2011 and spring 2012.

⁵⁰ In fall 2009, spring 2010, and spring 2011, 4 percent of cases needed a third measurement for weight; in spring 2012, 3 percent required a third measurement for weight. For height, fewer than 1 percent of cases needed a third measurement in fall 2009, spring 2010, and spring 2011. No cases needed a third height measurement in spring 2012.

composite height or weight. If both measurements were missing, we coded height (and weight) as missing.⁵¹

If the height values were less than two inches apart or the weight values were less than five pounds apart, we used the average of the two height and two weight values to compute a composite value. Otherwise, we used the third measurement to construct composite height or weight scores. If either the first or second measurement was equal to the third measurement, we used the third value as the composite height or weight score. If none of the three measurements was the same, then we used the average of the two measurements that were closest to each other as the composite height or weight score.

Body mass index or BMI (AnBMI). We calculated the composite BMI (AnBMI) by using the Centers for Disease Control and Prevention's (CDC) SAS program based on the 2000 CDC Growth Charts (<http://www.cdc.gov/nccdphp/dnpao/growthcharts/resources/sas.htm>). The CDC SAS program requires the use of height in centimeters and weight in kilograms. Therefore, the composite weight in pounds, AnWEIGHT, was divided by 2.20462262, and the composite height, AnHEIGHT, was divided by 0.3937008. If the height or weight composite was missing, we coded the BMI composites (AnBMI, AnBMICat) as missing. The CDC SAS program identified outliers for cases that were too high or too low for a child's age. The outliers were based on the World Health Organization's (WHO) fixed exclusion ranges,⁵² and we flagged them as out of range and set them to missing on the composites. BMI categories (AnBMICat) consisted of underweight (less than the 5th percentile), normal weight (5th to less than 85th percentile), overweight (85th to less than 95th

⁵¹ As noted, we created scores and constructed variables only for cases with at least 75 percent of the necessary source items.

⁵² The WHO fixed exclusion range (suitable when the observed mean z-score is above -1.5) is <-4.0 and >+5.0. See <http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/BIV-cutoffs.pdf>.

percentile), and obese (95th percentile or higher). We constructed BMI composites for all waves of FACES 2009.

Executive functioning. As noted, in the Pencil Tapping task, children were asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule was to do the opposite of what the assessor did. We constructed two composites from the Pencil Tapping task (AnPTOT and AnPTPCT). The former reflected the number of times the child tapped correctly; it may take on any value from zero to 16, with higher scores indicating better skills on the task. The latter score (AnPTPCT) reflected the percentage of times the child tapped correctly; it may take on any value from zero to 100, with higher scores indicating better skills on the task.

Table VII.1. FACES 2009 Constructed/Derived Variables—Direct Child Assessment

Measure/Instrument	Variable Name	Variable Label	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
Simon Says (<i>preLAS</i> 2000)	AnSIMON	Simon Says score	0–10	0.89, 0.89, 0.82, 0.68	F09, S10, S11, S12
Art Show (<i>preLAS</i> 2000)	AnARTSHO	Art Show score	0–10	0.90, 0.88, 0.84, 0.94	F09, S10, S11, S12
Simon Says/Art Show (<i>preLAS</i> 2000)	AnSCREEN	Language screener score	0–20	0.93, 0.93, 0.89, 0.84	F09, S10, S11, S12
Simon Says/Art Show (<i>preLAS</i> 2000)	AnLNGSCR	Passed language screener	Yes, No	NA	F09, S10, S11, S12
Peabody Picture Vocabulary Test–4	AnPPVT4R	PPVT raw score	0–228	0.97, 0.95, 0.93, 0.91	F09, S10, S11, S12
Peabody Picture Vocabulary Test–4	AnPPVT4S	PPVT standard score	20–160	0.97, 0.95, 0.93, 0.91	F09, S10, S11, S12
Peabody Picture Vocabulary Test–4	AnPPVT4W	PPVT W-score (growth score value)	12–271	0.97, 0.95, 0.93, 0.91	F09, S10, S11, S12
Test de Vocabulario en Imagenes Peabody	AnTVIPR	TVIP raw score	0–82	0.93, 0.94, 0.92, 0.89	F09, S10, S11, S12
Test de Vocabulario en Imagenes Peabody	AnTVIPS	TVIP standard score	55–145	0.93, 0.94, 0.92, 0.89	F09, S10, S11, S12
Expressive One-Word Picture Vocabulary Test—English and Spanish-Bilingual Edition	AnEOWPTR	EOWPVT, EOWPVT–SBE raw score	1–170 (English) 1–150 (Spanish)	0.86, 0.80, 0.90, 0.90	F09, S10, S11, S12
Expressive One-Word Picture Vocabulary Test—English	AnEOWPTS	EOWPVT, standard score (English norms)	55–145	0.86, 0.80, 0.90, 0.90	F09, S10, S11, S12
Expressive One-Word Picture Vocabulary Test—Spanish-Bilingual Edition	AnEOWSBS	EOWPVT–SBE standard score (bilingual norms)	45–145	0.86, 0.80, 0.90, 0.90	F09, S10, S11, S12
ECLS–B Letter-Sound Knowledge	AnECLIRT	IRT subtest score, ECLS–B Letter-Word items only	0–10	0.66, 0.79, 0.97, 0.96	F09, S10, S11, S12
ECLS–B Letter-Sound Knowledge	AnLETIRT	IRT score, WJ Letter-Word and ECLS–B Letter Sounds	0–63	0.79, 0.79, 0.97, 0.96	F09, S10, S11, S12

Table VII.1 (continued)

Measure/Instrument	Variable Name	Variable Label	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
ECLS-B Letter-Sound Knowledge	AnECLWT	ECLS-B Letter-Word theta (ability estimate)	-5-5	0.66, 0.79, 0.97, 0.96	F09, S10, S11, S12
ECLS-B Letter-Sound Knowledge	AnELPnWT	ECLS-B Letter Sounds T-score with par+weights	0-100	0.66, 0.79, 0.97, 0.96	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Letter-Word Identification	AnWJLWR	WJ Letter-Word raw score	0-76	0.85, 0.88, 0.93, 0.93	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Letter-Word Identification	AnWJLWS	WJ Letter-Word standard score	0-200	0.85, 0.88, 0.93, 0.93	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Letter-Word Identification	AnWJLWW	WJ Letter-Word W- score	260-600	0.85, 0.88, 0.93, 0.93	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Applied Problems	AnWJAPR	WJ Applied Problems raw score	0-63	0.87, 0.89, 0.90, 0.88	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Applied Problems	AnWJAPS	WJ Applied Problems standard score	0-200	0.87, 0.89, 0.90, 0.88	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Applied Problems	AnWJAPW	WJ Applied Problems W-score	260-600	0.87, 0.89, 0.90, 0.88	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Spelling	AnWJSR	WJ Spelling raw score	0-59	0.79, 0.83, 0.87, 0.83	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Spelling	AnWJSS	WJ Spelling standard score	0-200	0.79, 0.83, 0.87, 0.83	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Spelling	AnWJSW	WJ Spelling W-score	260-600	0.79, 0.83, 0.87, 0.83	F09, S10, S11, S12
Woodcock-Johnson III Tests of Achievement Word Attack	AnWJAR	WJ Word Attack raw score	0-32	(K only, not administered in F09 or S10) 0.87, 0.86	S11, S12
Woodcock-Johnson III Tests of Achievement Word Attack	AnWJWAS	WJ Word Attack standard score	0-200	(K only, not administered in F09 or S10) 0.87, 0.86	S11, S12

Table VII.1 (continued)

Measure/Instrument	Variable Name	Variable Label	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
Woodcock-Johnson III Tests of Achievement Word Attack	AnWJAW	WJ Word Attack W- score	260-600	(K only, not administered in F09 or S10) 0.87, 0.86	S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Letter-Word Identification	AnWMLWR	WM Letter-Word total raw score	0-76	0.67, 0.85, 0.96, 0.76	F09, S10, S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Letter-Word Identification	AnWMLWS	WM Letter-Word total standard score	0-200	0.67, 0.85, 0.96, 0.76	F09, S10, S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Letter-Word Identification	AnWMLWW	WM Letter-Word W- score	260-600	0.67, 0.85, 0.96, 0.76	F09, S10, S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Applied Problems	AnWMAPR	WM Applied Problems total raw score	0-63	0.84, 0.87, 0.88, 0.79	F09, S10, S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Applied Problems	AnWMAPS	WM Applied Problems total standard score	0-200	0.84, 0.87, 0.88, 0.79	F09, S10, S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Applied Problems	AnWMAPW	WM Applied Problems W-score	260-600	0.84, 0.87, 0.88, 0.79	F09, S10, S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Spelling	AnWMSR	WM Spelling total raw score	0-59	0.66, 0.73, 0.90, 0.89	F09, S10, S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Spelling	AnWMSS	WM Spelling total standard score	0-200	0.66, 0.73, 0.90, 0.89	F09, S10, S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Spelling	AnWMSW	WM Spelling W- score	260-600	0.66, 0.73, 0.90, 0.89	F09, S10, S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Word Attack	AnWMWAR	WM Word Attack total raw score	0-34	(K only, not administered in F09 or S10) 0.97, 0.99	S11, S12

Table VII.1 (continued)

Measure/Instrument	Variable Name	Variable Label	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Word Attack	AnWMWAS	WM Word Attack total standard score	0-200	(K only, not administered in F09 or S10) 0.97, 0.99	S11, S12
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento Word Attack	AnWMWAW	WM Word Attack W- score	260-600	(K only, not administered in F09 or S10) 0.97, 0.99	S11, S12
Mathematics Assessment Items from the ECLS-B PreK and K versions	AnECMATH	ECLS-B math theta (ability estimate)	-5-5	0.80, 0.82, 0.92, 0.95	F09, S10, S11, S12
Mathematics Assessment Items from the ECLS-B PreK versions	AnECMCNT	ECLS-B Response to "Count to 20" Item	0-20	NA	F09, S10, S11, S12
Mathematics Assessment Items from the ECLS-B PreK and K versions	AnECMIRT	IRT subtest score, ECLS-B mathematics items only	0-22 (F09, S10) 0-29 (S11, S12)	0.80, 0.82, 0.92, 0.95	F09, S10, S11, S12
Mathematics Assessment Items from the ECLS-B PreK and K versions	AnECNSPR	Proficiency probability 1-ECLS-B mathematics number and shape	0-1	0.38, 0.39, 0.20, 0.27	F09, S10, S11, S12
Mathematics Assessment Items from the ECLS-B PreK and K versions	AnECPnWT	ECLS-B mathematics T-score with par+weight	0-100	0.80, 0.82, 0.92, 0.95	F09, S10, S11, S12
Mathematics Assessment Items from the ECLS-B PreK and K versions	AnMATIRT	IRT score, WJ Applied Problems and ECLS-B mathematics	0-44 (F09) 0-48 (S10) 0-58 (S11, S12)	0.80, 0.82, 0.92, 0.95	F09, S10, S11, S12
Executive Functioning: Pencil Tapping Task	AnPTTOT	Number of Correct Taps	0-16	0.88, 0.86, 0.85, 0.85	F09, S10, S11, S12
Executive Functioning: Pencil Tapping Task	AnPTPCT	Percentage of Time Child Correctly Taps	0-100	0.88, 0.86, 0.85, 0.85	F09, S10, S11, S12
Child's Height	AnHEIGHT	Child Composite Height	32 inches - 53 inches ^b	NA	F09, S10, S11, S12
Child's Weight	AnWEIGHT	Child Composite Weight	22 pounds - 96 pounds ^b	NA	F09, S10, S11, S12

Table VII.1 (continued)

Measure/Instrument	Variable Name	Variable Label	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
Child's Height and Weight	AnBMI	Child's BMI score	12 - 28 ^b	NA	F09, S10, S11, S12
Child's Height and Weight	AnBMICAT	Child's BMI Category	Underweight; normal weight; overweight; obese	NA	F09, S10, S11, S12
Direct Child Assessment	AnCAGE	Child Assessment Age in Months	27 months – 80 months ^b	NA	F09, S10, S11, S12

F09 = Fall 2009, S10 = Spring 2010, S11 = Spring 2011, S12 = Spring 2012

NA = not applicable. Variable is based on a single item.

^a In this column we note the potential response range that could be obtained on the variable across all available data collection waves.

^b Noted "values" reflect the actual response range obtained on the variable across all available data collection waves.

2. Indirect Child Assessments

Child outcome measures derived from the parent interview and Teacher Child Report (TCR) included criterion or raw scores of children's social-emotional development as related to social skills, problem behaviors, and approaches to learning. We derived scores capturing children's social skills and problem behaviors from several established rating scales for young children (Chapter III provides more information on the scales). We calculated composite scores (social skills, RnSSRS; problem behaviors, RnBAGGR; and approaches to learning, RnAPROCH) as the sum of items; the scores indicated the extent to which given statements reflected a child's behavior. Similarly, teachers and parents reported on children's emergent literacy skills,⁵³ with sum scores (teacher, RnTPELS; parent, PnPELS) providing a count of a child's early literacy skills.

We calculated teacher-reported scores on approaches to learning as the mean of items and indicated the frequency with which given statements were reflective of a child's behavior. Assessor-reported scores of children's behavior during the direct assessment included raw and standard scores derived from the Leiter–R Examiner Rating Scale. As with other measures, these standard scores have a mean of 100 and a standard deviation of 15, indicating performance relative to same-age peers.

⁵³ Parents also report on children's early counting and language skills as part of this composite.

Table VII.2. FACES 2009 Constructed/Derived Variables—Child Indirect Assessments

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
Teacher Child Report	RnSSRS KRnSSRS	Teacher reported social skills score	Copyrighted	0–24	0.89, 0.89, 0.88, 0.90	F09, S10, S11, S12
Teacher Child Report	RnBAGGR KRnBAGGR	Teacher reported behavior problems—disruptive/aggressive score	Copyrighted, RnD_f, RnD_l (Head Start); Copyrighted, KRnH_f, KRnH_l (Kindergarten)	0–8	0.85, 0.85, 0.83, 0.81	F09, S10, S11, S12
Teacher Child Report	RnBHYPE2 KRnBHYP2	Teacher reported behavior problems—hyperactive score (Westat)	RnD_a, RnD_b, RnD_j (Head Start); KRnH_a, KRnH_b, KRnH_j (Kindergarten)	0–6	0.76, 0.78, 0.77, 0.79	F09, S10, S11, S12
Teacher Child Report	RnBWITH KRnBWITH	Teacher reported behavior problems—withdrawn score	RnD_g, RnD_h, RnD_i, Copyrighted, RnD_m, RnD_n (Head Start); KRnH_g, KRnH_h, KRnH_i, Copyrighted, KRnH_m, KRnH_n (Kindergarten)	0–12	0.73, 0.74, 0.75, 0.77	F09, S10, S11, S12
Teacher Child Report	RnBPROB2 KRnBPRB2	Teacher reported behavior problems—total score (Westat)	RnD_a – RnD_n (Head Start, RnD_c, RnD_d, RnD_e, and RnD_k are copyrighted); KRnH_a – KRnH_n (Kindergarten, KRnH_c, KRnH_d, KRnH_e, and KRnH_k are copyrighted)	0–30	0.88, 0.87, 0.86, 0.86	F09, S10, S11, S12
Teacher Child Report	RnTPELS	Teacher report of child literacy behaviors	RnB01, RnB03, RnB05a, RnB05b, RnB05g	2–12	0.11, 0.57, 0.49, NA	F09, S10, S11
Teacher Child Report	RnAPROCH KRnAPRCH	Teacher reported approaches to learning	RnH1a – RnH1f (Head Start); KRnL1a – KRnL1f (Kindergarten)	1–4	0.91, 0.92, 0.93, 0.93	F09, S10, S11, S12

Table VII.2 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
Parent Interview	PnPELS	Parent Reported Emergent Literacy Scale (PELS)	PnF1–PnF6	0–5	0.63, 0.62, 0.53, NA	F09, S10, S11
Parent Interview	PnPSSPAL	Parent reported social skills/positive approaches to learning	Copyrighted, PnG1f	0–16	0.68, 0.69, 0.70, 0.72	F09, S10, S11, S12
Parent Interview	PnPBEPRB	Parent reported total behavior problems index	PnG1c, PnG1d, PnG1e, PnG1h, Copyrighted, PnG1k, Copyrighted, PnG1m, PnG1o, Copyrighted	0–24	0.72, 0.73, 0.76, 0.79	F09, S10, S11, S12
Assessor Rating (direct child assessment)	AnATT	Assessor reported attention level	Copyrighted	0–30	0.97, 0.97, 0.97, 0.97	F09, S10, S11, S12
Assessor Rating (direct child assessment)	AnORG	Assessor reported organization/impulse control	Copyrighted	0–24	0.94, 0.93, 0.92, 0.94	F09, S10, S11, S12
Assessor Rating (direct child assessment)	AnACT	Assessor reported activity level	Copyrighted	0–12	0.92, 0.91, 0.91, 0.90	F09, S10, S11, S12
Assessor Rating (direct child assessment)	AnSOC	Assessor reported sociability	Copyrighted	0–15	0.92, 0.93, 0.92, 0.94	F09, S10, S11, S12
Assessor Rating (direct child assessment)	AnCSR	Leiter examiner cognitive/ social raw score	AnORG, AnATT, AnACT, AnSOC	0–81	0.90, 0.90, 0.89, 0.93	F09, S10, S11, S12
Assessor Rating (direct child assessment)	AnCSS	Leiter examiner cognitive/ social standard score	AnCSR	50– 126	0.90, 0.90, 0.89, 0.93	F09, S10, S11, S12

F09 = Fall 2009, S10 = Spring 2010, S11 = Spring 2011, S12 = Spring 2012

^aIn this column we note the potential response range that could be obtained on the variable across all available data collection waves.

B. Composite and Derived Variables

We constructed four additional groups of variables linked to the conceptual framework (Figure I.1): (1) child and family characteristics, including basic demographic information such as child race and ethnicity, gender, and age and more complex information such as family structure, household income, children's disabilities, and family sociodemographic risk; (2) family processes and parenting, including maternal depressive symptoms, home educational activities, household and family routines, and access to health care; (3) characteristics of Head Start teachers and classrooms, including teacher depressive symptoms, beliefs about early childhood educational practices, and observed classroom quality; and (4) characteristics of Head Start programs, including staff perceptions about program management and support. In Tables VII.3, VII.4, VII.6, and VII.7, we list the four groups of composite and derived variables and include the variable name, variable label, source items used to construct the variable, possible values for the variable, and data collection waves in which the variable is available. In Appendix G, we provide additional information on composite and derived variables.

1. Child and Family Characteristics

We developed several constructed variables for describing child and family characteristics. In Table VII.3, we indicate the instrument, name, label, questionnaire items, values, and data collection waves associated with each variable. Given the complex nature of composites, which rely on several information sources or other composites, we briefly describe the development of the composites for child gender, family income, family structure, and risk indices.

Table VII.3. FACES 2009 Constructed/Derived Variables—Child and Family Characteristics

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	PnINCOME	Household income	PnM3, PnM4–PnM6, PnJ21	\$5,000 or less; \$5,001 to \$10,000; \$10,001 to \$15,000; \$15,001 to \$20,000; \$20,001 to 25,000; \$25,001 to \$30,000; \$30,001 to \$35,000; \$35,001 to \$40,000; \$40,001 to \$50,000; \$50,001 to \$75,000; More than \$75,000	F09, S10, S11, S12
Parent Interview	PnFMSTRC	Family structure	PnSC9, PnB5	Biological mother and father; Biological mother only; Biological father only; Nonbiological mother and father; Nonbiological mother and biological father; Biological mother and nonbiological father; Biological grandparent(s); Other	F09, S10, S11, S12
Parent Interview	PnHHSIZE	Household size	PnB5	2 – 14 ^b	F09, S10, S11, S12
Parent Interview	PnASSIST	Multiple public assistance	PnM1a–PnM1h	Receives multiple public assistance; Does not receive multiple public assistance	F09, S11
Parent Interview	PnPOVRTY	Poverty status	PnM3, PnJ21, PnHHSIZE, PnINCOME	Below poverty threshold; At or above poverty threshold	F09, S10, S11, S12
Parent Interview	PnPOVRTO	Ratio of income to poverty threshold	PnM3, PnJ21, PnHHSIZE, PnINCOME, PnPOVRTY	Below 50%; Between 50% and 100%; Between 100% and 130%; Between 130% and 185%; Between 185% and 200%; At or above 200%	F09, S10, S11, S12
Parent Interview	P1RHHLNG	Primary language spoken to child	P1D07, P1D10	Non–English; English	F09
Parent Interview	P1RHHRTO, P3HHRTIO	Household dependence ratio	PnB1, PnB2	0 – 10 ^b	F09, S11

Table VII.3 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	P1RMARTL, P3MARTL	Parent marital status	PnB9, PnJ15	Married; Divorced; Separated; Not married; Not a two-parent household	F09, S11
Parent Interview	PnECRISK	Family economic risk index	PnSINGLE, PnPOVRTY, PnLOMOMED	0–3	F09, S10, S11, S12
Parent Interview	P1RMOMED, P3MOMED	Mother’s highest education	PnJ24 (or PnL24)	Less than high school; High school diploma or GED; Vocational/technical diploma or some college or associate in arts; bachelor’s degree or higher	F09, S11 ^c
Parent Interview	P1RDADED, P3DADED	Father’s highest education	PnK24 (or PnL24)	Less than high school; High school diploma or GED; Vocational/technical diploma or some college or associate in arts; bachelor’s degree or higher	F09, S11 ^c
Parent Interview	PnMOMEMP	Mother’s employment status	PnJ17, PnJ18, PnJ19, PnJ21	Working full-time; Working part-time; Looking for work; Not in labor force	F09, S10, S11, S12
Parent Interview	PnDADEMP	Father’s employment status	PnK17, PnK18, PnK19, PnK21	Working full-time; Working part-time; Looking for work; Not in labor force	F09, S10, S11, S12
Parent Interview	P1RMAGE	Mother’s age	P1SC7, P1SC9, P1J8	18 or younger – 50 or older ^b	F09
Parent Interview	P1RFAGE	Father’s age	P1SC7, P1SC9, P1B4, P1B5, P1K8	19 or younger – 60 or older ^b	F09
Parent Interview	MRACE	Mother’s race/ethnicity	P1J10, P1J12 (or P1L10, P1L12)	White non-Hispanic; African American non-Hispanic; Hispanic/Latino; American Indian or Alaska Native; Asian or Pacific Islander; Multiracial/biracial non-Hispanic; Other race	F09

Table VII.3 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	FRACE	Father's race/ethnicity	P1K10, P1K12 (or P1L10, P1L12)	White non-Hispanic; African American non-Hispanic; Hispanic/Latino; American Indian or Alaska Native; Asian or Pacific Islander; Multiracial/ biracial non-Hispanic; Other race	F09
Parent Interview	P1PBrnUS	Whether both of child's parents were born in the United States	P1MBrnUS, P1FBrnUS	Both parents born in United States; One parent born outside United States; Both parents born outside United States	F09
Parent Interview	P1CBrnUS	Whether child was born in the United States	P1A6	Born in United States; Not born in United States	F09
Parent Interview	P1MBrnUS	Whether mother was born in the United States	P1J13	Born in United States; Not born in United States	F09
Parent Interview	P1FBrnUS	Whether father was born in the United States	P1K13	Born in United States; Not born in United States	F09
Parent Interview	CRACE	Child race/ethnicity	P1A3, P1A5	White non-Hispanic; African American non-Hispanic; Hispanic/Latino; American Indian or Alaska Native; Asian or Pacific Islander; Multiracial/ biracial non-Hispanic; Other race	F09
Parent Interview	CHGENDER	Child gender	P1A1 (or SMS data if P1A1 = R, D, M)	Male; Female	F09
Parent Interview	P1RCAGE	Child age	P1A2	32 months – 60 months ^b	F09
Parent Interview	PnCHDISB	Child disability status	PnCSPLNG, PnCAUTSM, PnCRETRD, PnCEMOTN, PnCTRBRI, PnCSNSRY, PnCORTHO	Child has disability; Child does not have disability	S10, S11, S12

Table VII.3 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	PnCSPLNG	Child speech or language impairment	PnP27, PnP28, PnP29_1, PnP29_2, PnP30, PnP31, PnP32, PnP33_4, PnP17, PnP18, PnP19_7	Yes; No	S10, S11, S12
Parent Interview	PnCAUTSM	Child autism or pervasive developmental disorder	PnP17, PnP18, PnP19_3, PnP27, PnP28, PnP29_3, PnP30, PnP31, PnP32, PnP33_5	Yes; No	S10, S11, S12
Parent Interview	PnCRETRD	Child intellectual disability ^d or cognitive impairment	PnP17, PnP18, PnP19_1, PnP27, PnP28, PnP29_4, PnP30, PnP31, PnP32, PnP33_6	Yes; No	S10, S11, S12
Parent Interview	PnCEMOTN	Child emotional/behavioral impairment	PnP17, PnP18, PnP19_2, PnP27, PnP28, PnP29_5, PnP30, PnP31, PnP32, PnP33_7	Yes; No	S10, S11, S12
Parent Interview	PnCSNSRY	Child sensory impairment	PnP30, PnP31, PnP32, PnP33_2, PnP33_3, PnP36, PnP37, PnP38, PnP39_3, PnP39a, PnP39b	Yes; No	S10, S11, S12
Parent Interview	PnCTRBRI	Child traumatic brain injury	PnP17, PnP18, PnP19_4	Yes; No	S10, S11, S12
Parent Interview	PnCORTHO	Child orthopedic impairment	PnP23, PnP24, PnP25_1, PnP25_3	Yes; No	S10, S11, S12
Parent Interview	PnCMULIM	Child multiple impairment	PnCSPLNG, PnCAUTSM, PnCRETRD, PnCEMOTN, PnCTRBRI, PnCSNSRY, PnCORTHO	Yes; No	S10, S11, S12

Table VII.3 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	P3Enroll	Child's enrollment status	P3_K_HS	Head Start; Kindergarten	S11
Parent Interview	PnPrgTyp	Child's program type	Tn_FullPart, K4FullPart_Indicator, P4CC01	Full-day Head Start; Part-day Head Start; Home-based Head Start; Full-day kindergarten; Part-day kindergarten	F09, S10, S11, S12
Parent Interview	P1MYrsUS	Years in United States if born elsewhere for mother	P1J14	5 years or fewer; 6 to 10 years; More than 10 years	F09
Parent Interview	P1FYrsUS	Years in United States if born elsewhere for father	P1K14	5 years or fewer; 6 to 10 years; More than 10 years	F09
Parent Interview	P1MOrign	Country/area of birth for mother if born elsewhere	P1J13	Mexico; Central America; South America; Caribbean; Africa; Asia; Other	F09
Parent Interview	P1FOrign	Country/area of birth for father if born elsewhere	P1K13	Mexico; Central America; South America; Caribbean; Africa; Asia; Other	F09
Parent Interview	P1ChRead	Language parent reads to child	P1D7, P1D14	Parent reads to child in English; Parent reads to child in another language; Parent reads to child in English and another language equally	F09

F09 = Fall 2009, S10 = Spring 2010, S11 = Spring 2011, S12 = Spring 2012

^a In this column we note the potential response range that could be obtained on the variable across all available data collection waves.

^b Noted "values" reflect the actual response range obtained on the variable across all available data collection waves.

^c In fall 2009, this variable is constructed for all respondents. In subsequent waves, it is constructed for new respondents only.

^d In some earlier FACES documents, the disability category *intellectual disability* was referred to as *mental retardation*. Here, we use the more recent terminology accepted by the Office of Management and Budget.

Child gender (CHGENDER). We derived the child gender composite from the gender indicated in the parent interview (PnA01). If such information was not available, we used the gender recorded in the Survey Management System (SMS), which came from the parent consent form or center records. It was based on fall 2009 data and, in some instances, spring 2010 data (if fall data were missing). It is accompanied by a flag that identifies children whose spring 2010 data were used for the composite, CHGNDR_F.

Family income (PnINCOME). We derived the family income composite from items PnM03amt, PnM03per, PnM04, PnM05, PnM06, and PnJ21 in the parent interview. To convert all responses to annual income, we created a continuous income variable from these interview items by multiplying the amount (PnM03amt) by the appropriate factor based on the period (PnM03per). We used values of this continuous income variable to categorize cases for PnINCOME.

When PnINCOME could not be constructed because of out-of-range or missing values, we imputed the continuous income variable by employing a Sequential Regression Multivariate Imputation (SRMI) method (Ragunathan et al. 2001) that uses a prediction model with many predictors.⁵⁴ Using IVEware software (Ragunathan et al. 2002), SRMI produces several imputed data sets. We chose SRMI because it (1) incorporates a large number of important variables in the model; (2) appropriately models (given the predictors) the regression of the imputed variable

⁵⁴ Covariates used in IVEware for the imputation of the continuous income variable were chosen as those covariates that are statistically significant ($\alpha = 0.05$) in generalized linear models. Covariates included home language, number of adults and children in the household, presence of the biological mother and father in the household, family structure, father's and mother's employment status, father's and mother's race/ethnicity, mother's highest education, parent disability status, health care coverage of parent interview respondent (private insurance, Medicaid, or Medicare), child health care coverage through Medicaid, receipt of multiple public assistance, receipt of particular assistance (e.g., welfare/TANF, unemployment insurance, food stamps), number of adults contributing to household income, type of housing, housing status (own, rent, or public housing), and whether an adult in the household reduced or skipped meals.

depending on the variable's type; and (3) provides stable imputed data by performing imputation iteratively.⁵⁵

Starting with the fewest number of missing values, the imputation process begins by imputing all covariates with missing values. The sequential process continues and updates itself every time a variable is imputed from the previous step. It then continues until all missing variables have been imputed and a complete nonmissing data set is created. We implemented SRMI for 10 rounds in performing imputation five times. FACES 2009 used the first imputed data set value to construct PnINCOME.

We carried out imputation of income in two steps. First, when categorical income was available, we constrained imputed values to that income range. Second, when categorical income was missing, we did not constrain the imputed values to the income range described in the first step and instead treated the range as the true value from the parent interview. In spring 2010, 2011, and 2012, we imputed values for the continuous variable to derive P2INCOME, replacing missing income data with previous-round data, when available. A flag (PnINCIMP) identifies children whose PnINCOME was based on imputed values.

Family structure (PnFMSTRC). We derived the family structure composite by using items Pn_SC9 and PnB05 from the parent interview. We derived two dichotomous variables from survey items to indicate whether the biological mother and biological father, respectively, were present in the household. We used the values on these variables and PnB05 to categorize the PnFMSTRC variable. We classified as “other” any family structures that did not include the presence of biological

⁵⁵ In general, another important consideration in using several imputations is that the imputations provide better variance estimation if the correct variance formula based on multiple imputations is implemented in the data analysis. In our application here, however, we retained only one set of imputed data.

parents, stepparents, or biological grandparents. For cases with missing parent interview data, we coded PnFMSTRC as missing.

Family economic risk index (PnECRISK). The family economic risk index provided information on the cumulative risks of children's families. Children whose families had higher risks were considered more disadvantaged than those with fewer risks. The family economic risk index (PnECRISK) was the number of economic risks experienced by the family and included single parenthood (PnFMSTRC), low maternal education (P1RMOMED), and household poverty (PnPOVRTY) in its calculation.⁵⁶

1. **Single parent household.** We defined a dichotomous variable based on PnFMSTRC (discussed above) to identify children whose family structure was either a single mother or father (PnFMSTRC = 2 or 3). If PnFMSTRC was missing, then the dichotomous variable was also coded as missing.
2. **Mother's education less than high school diploma.** P1RMOMED is a categorical variable with four classes of mother's highest education: (1) less than high school diploma; (2) high school diploma or GED; (3) vocational/technical diploma, associate's degree, or some college; and (4) bachelor's degree or higher. We created a dichotomous variable to identify children whose mother did not have a high school diploma (P1RMOMED = 1); if mother's education was missing, then the dichotomous variable was also coded as missing.
3. **Household income below federal poverty threshold.** PnPOVRTY is a dichotomous variable identifying a family below the poverty line based on Census poverty thresholds.⁵⁷

We calculated the risk index by summing the above three dichotomous variables. If any of these variables was missing, we coded PnECRISK was coded as missing.

2. Family Processes and Parenting

We describe the development of derived variables for parent depressive symptoms as well as the coding of parent job information (title, duties) into occupation codes. In Table VII.4, we note

⁵⁶ P1RMOMED was collected only in fall 2009; thus, the calculation of PnECRISK was based on fall 2009 data.

⁵⁷ See <http://www.census.gov/hhes/www/poverty/data/threshld/index.html> for the annual thresholds. As an example, in 2009, the poverty threshold for a family of four was \$21,954.

the instrument, name, label, questionnaire items, possible values, and data collection wave for these and other family processes and parenting variables.

Table VII.4. FACES 2009 Constructed/Derived Variables—Family Processes and Parenting

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	PnReads	Read 3+ times per week	PnD1	Yes, No	F09, S10, S11, S12
Parent Interview	PnPWKAC2	Number of parent-child activities	PnD3a - PnD3n	0-13	F09, S10, S11, S12
Parent Interview	PnPmoAct	Number of outside activities	PnD4a - PnD4k	0-11	F09, S10, S11, S12
Parent Interview	PnLitEng	Number of types of home literacy materials in English	PnD14b1, PnD14b3, PnD14b5, PnD14b7	0-4	F09, S10, S11, S12
Parent Interview	PnLitHm	Number of types of home literacy materials in non-English language	PnD14b2, PnD14b4, PnD14b6, PnD14b8	0-4	F09, S10, S11, S12
Parent Interview	PnTimeTV	Time spent watching TV	PnE3a, PnE4a	0, 0.5, 1.5, 2.5 hours	F09, S10, S11
Parent Interview	PnTimeVd	Time spent watching video/DVDs	PnE3b, PnE4b	0, 0.5, 1.0, 1.5, 2.5 hours	F09, S10, S11
Parent Interview	PnTmOtsd	Time spent playing outside	PnE3c, PnE4c	0, 0.5, 1.5, 2.5 hours	F09, S10, S11
Parent Interview	PnTmRead	Time spent reading/being read to	PnE3d, PnE4d	0, 0.5, 1.5, 2.5 hours	F09, S10, S11
Parent Interview	PnTmVdGm	Time spent playing video games	PnE3e, PnE4e	0, 0.5, 1.5, 2.5 hours	F09, S10, S11
Parent Interview	PnTmNoSc	Time spent playing inside with toys	PnE3f, PnE4f	0, 0.5, 1.5, 2.5 hours	F09, S10, S11
Parent Interview	PnTmCmGm	Time spent playing computer games	PnE3g, PnE4g	0, 0.5, 1.5, 2.5 hours	F09, S10, S11
Parent Interview	PnTmComp	Time spent using computer other than games	PnE3h, PnE4h	0, 0.5, 1.5, 2.5 hours	F09, S10, S11
Parent Interview	PnYrdPrk	Yard or park available near home	PnE6, PnE7	Yes, No	S10, S11
Parent Interview	PnTimePA	Amount of time per week in physical activity	PnE8, PnE9	None, less than 1/2 hour, 1/2 hour to an hour, more than an hour	S10, S11, S12
Parent Interview	PnMilk	Drinks milk at least twice daily	PnH2	Yes, No	F09, S10, S11, S12
Parent Interview	PnNoSoda	No soda or other non-100% juice drinks	PnH4	Yes, No	F09, S10, S11, S12

Table VII.4 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	PnNoFstF	No fast food	PnH5	Yes, No	F09, S10, S11, S12
Parent Interview	PnModSwt	Ate sweets less than once a day	PnH6	Yes, No	F09, S10, S11, S12
Parent Interview	PnModSnk	Ate salty snacks less than once a day	PnH7	Yes, No	F09, S10, S11, S12
Parent Interview	PnRegBed	Regular bed time	PnH8, PnH9	Yes, No	F09, S10, S11, S12
Parent Interview	PnSlpTm	Regular hours of sleep at night	PnH8, PnH10	NA	F09, S10, S11, S12
Parent Interview	PnWarm	Parental warmth score	PnH16c, PnH16e, PnH16g, PnH16i, PnH16m	1-5	S10, S11
Parent Interview	PnEnergy	Parental energy score	PnH16b, PnH16j, PnH16l	1-5	S10, S11
Parent Interview	PnAuthtv	Parental authoritative score	PnH16a, PnH16d, PnH16e, PnH16k	1-5	S10, S11
Parent Interview	PnAuthrn	Parental authoritarian score	PnH16f, PnH16h, PnH16m	1-5	S10, S11
Parent Interview	PnInvHS	Parent involvement in Head Start	PnI01a - PnI01o	1-15	S10, S11
Parent Interview	PnPVoIHS	Parent volunteered in any way at Head Start this year	PnI01a, PnI01c, PnI01d, PnI01k, PnI01m, PnI01n	Yes, No	S10, S11
Parent Interview	PnPCIsHS	Parent observed class or met with Head Start staff this year	PnI01b, PnI01g, PnI01h	Yes, No	S10, S11
Parent Interview	PnPSo2HS	Parent attended event or workshop this year	PnI01e, PnI01f	Yes, No	S10, S11
Parent Interview	PnNInvHS	Number of issues that kept parent from participating in Head Start this year	PnI02a - PnI02n	1-14	S10, S11
Parent Interview	PnHmCare	Any child care from relative or in private home	PnN6, PnN13	Yes, No	F09, S10, S11, S12
Parent Interview	PnWCCFee	Weekly fee	PnN1, PnN3, PnN6, PnN10, PnN13, PnN17, PnN20, PnN21, PnN22, PnN24, Pn24Namt, PnN24per	0 - 600 ^p	F09, S10, S11, S12

Table VII.4 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	PnAnyCCr	Any child care before or after Head Start	PnN1, PnN6, PnN13	Yes, No	F09, S10, S11, S12
Parent Interview	PnTypeCC	Primary type of child care	PnN1, PnN4, PnN6, PnN9, PnN11, PnN13, PnN15, PnN18	No child care; relative care in child's home; relative care in both/varies; relative care in other home; non-relative care in child's home; non-relative care in both/varies; non-relative care in other home; center-based care; equal time in multiple types of care	F09, S10, S11, S12
Parent Interview	PnHrWkCC	Number of hours per week in child care	PnN1, PnN4, PnN6, PnN13, PnN11, PnN18, PnN21	1 – 90 ^b	F09, S10, S11, S12
Parent Interview	PnHrWkT	Combined number of hours per week at Head Start and in child care	PnHrWkCC, PnC04	4 – 115 ^b	F09, S10, S11
Parent Interview	PnHrWkTK	Combined number of hours per week at kindergarten and in child care	PnHrWkCC and PnHrWkK	17 – 120 ^b	S11, S12
Parent Interview	PnLowWgt	Low birth weight	PnP2, PnP3	Yes, No	F09, S10, S11 ^c
Parent Interview	PnERReg	ER for regular medical care	PnP5	Yes, No	F09, S10, S11, S12
Parent Interview	PnLastDr	Last regular checkup <1 year ago	PnP7	Yes, No	F09, S10, S11, S12
Parent Interview	PnLastDn	Last regular dentist <1 year ago	PnP8	Yes, No	F09, S10, S11, S12
Parent Interview	PnInsurC	Any health insurance—child	PnP9a – PnP9f	Yes, No	F09, S10, S11, S12
Parent Interview	PnInsgv	Child has government health insurance only	PnP9a – PnP9f	Yes, No	F09, S10, S11, S12

Table VII.4 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	PnInspr	Child has private health insurance only	PnP9a - PnP9f	Yes, No	F09, S10, S11, S12
Parent Interview	PnInsprg	Child has private and gov't health insurance	PnP9a - PnP9f	Yes, No	F09, S10, S11, S12
Parent Interview	PnInsurR	Any health insurance—respondent	PnQ2a - PnQ2e	Yes, No	F09, S10, S11, S12
Parent Interview	PnSmoke	Any household member smokes	PnQ5, PnQ7	Yes, No	S10, S11, S12
Parent Interview	PnAlcPrb	Respondent or household member got in trouble with family or friends, police, or job due to alcohol	PnQ15a1, PnQ15b1, PnQ15c1	Yes, No	S10, S11
Parent Interview	PnDrgPrb	Respondent or household member got in trouble with family or friends, police, or job due to drugs	PnQ15a2, PnQ15b2, PnQ15c2	Yes, No	S10, S11
Parent Interview	PnWitnes	Respondent witnessed crime	PnR1a–PnR1d	0–4	F09, S10, S11 ^c
Parent Interview	PnPartAb	Intimate partner abuse	PnR2, PnR3	Yes; No	F09, S10, S11
Parent Interview	PnRelAb	Other relative abuse	PnR2, PnR3	Yes; No	F09, S10, S11
Parent Interview	PnRelCr2	Relative arrested or jailed	PnR8–PnR10	0–2	F09, S10, S11
Parent Interview	PnUnsafR	Respondent feels unsafe from current or former partner	PnR11, PnR12	Yes; No	F09, S10, S11
Parent Interview	PnCWitns	Child witnessed crime	PnR4–PnR7	0–4	F09, S10, S11
Parent Interview	PnUnsfHm	Child or parent victimized in neighborhood or feels unsafe	PnWitnes, PnPartAb, PnRelAb, PnUnsafR, PnCWitns	Yes; No	F09, S10, S11
Parent Interview	PnNumSrv	Number of types of services received	PnS2a–PnS2m	0–13	S10, S11
Parent Interview	PnHelpAI	Number of types of help parent can always get	PnT1a–PnT1f	0–6	S10, S11, S12
Parent Interview	PnHlpPPI	Number of types of people parent finds very helpful	PnT2a–PnT2m	0–13	S10, S11, S12
Parent Interview	PnHlpFam	Parent finds family member(s) very helpful	PnT2a–PnT2e	Yes; No	S10, S11, S12

Table VII.4 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Data Collection Wave
Parent Interview	PnHlpFrd	Parent finds friend(s) very helpful	PnT2f, PnT2g, PnT2j, PnT2l	Yes; No	S10, S11, S12
Parent Interview	PnHlpPro	Parent finds professional(s) very helpful	PnT2h, PnT2i, PnT2k	Yes; No	S10, S11, S12
Parent Interview	PnDepSco	Parent's depression score	PnU1a-PnU1l	0-36	F09, S10, S11, S12
Parent Interview	PnDepCat	Parent's depressive score categories	PnDepSco	Not depressed; Mildly depressed; Moderately depressed; Severely depressed	F09, S10, S11, S12
Parent Interview	PnPSaHSC	Parent satisfaction with Head Start—child-related subscale	PnW1a, PnW1d, PnW1f, PnW1g	1-4	S10, S11
Parent Interview	PnPSaHSP	Parent satisfaction with Head Start—family-related subscale	PnW1b, PnW1c, PnW1e, PnW1h	1-4	S10, S11
Parent Interview	PnPExpHS	Parent and child experiences in Head Start	PnW2a-PnW2n	1-4	S10, S11
Parent Interview	PnHrWkK	Number of hours per week in kindergarten	PnCC2, PnCC3	3 hours – 56 hours ^b	S11, S12
Parent Interview	PnSTRtoK	Ratio of students to teachers in child's classroom	PnCC9, PnCC10	1 – 41 ^b	S11, S12
Parent Interview	PnFF13a	Parent attended general school meeting	PnFF1a, PnFF3a	Yes; No	S11, S12
Parent Interview	PnFF13b	Parent went to regularly scheduled parent-teacher conference	PnFF1b, PnFF3b	Yes; No	S11, S12
Parent Interview	PnFF13c	Parent attended school or class event	PnFF1c, PnFF3c	Yes; No	S11, S12
Parent Interview	PnFF13d	Parent acted as volunteer at the school or served on a school committee	PnFF1d, PnFF3d	Yes; No	S11, S12

F09 = Fall 2009, S10 = Spring 2010, S11 = Spring 2011, S12 = Spring 2012

^a In this column we note the potential response range that could be obtained on the variable across all available data collection waves.

^b Noted "values" reflect the actual response range obtained on the variable across all available data collection waves.

^c In fall 2009, this variable is constructed for all respondents. In subsequent waves, it is constructed for new respondents only.

Depressive symptoms (PnDEPSCO and PnDEPCAT). We calculated the parent's depression score (PnDEPSCO) from responses to 12 items (PnU01a through PnU01l) on the parent interview (drawn from the short form of the Center for Epidemiologic Studies–Depression scale [CES–D]). First, we recoded the 12 items so that responses ranged from zero to 3 instead of from 1 to 4. Second, we calculated PnDEPSCO from the sum of the recoded interview items. If any one of the items was missing, we calculated PnDEPSCO by multiplying the average of the other 11 items by 12. If any two items were missing, we calculated PnDEPSCO by multiplying the average of the other 10 items by 12. If three or more items were missing, we coded PnDEPSCO as missing. Continuous depression scores ranged from zero to 36. Internal consistency reliability estimates (Cronbach's alpha) ranged from 0.86 to 0.89 across data collection waves.

We used values from the continuous score (PnDEPSCO) to categorize the level of depressive symptoms (PnDEPCAT). We categorized cases with values of PnDEPSCO from zero to 4 as “not depressed” (PnDEPCAT = 1); from 5 to 9 as “mildly depressed” (PnDEPCAT = 2); from 10 to 14 as “moderately depressed” (PnDEPCAT = 3); and 15 or higher as “severely depressed” (PnDEPCAT = 4). We coded any cases for which PnDEPSCO was missing as missing on PnDEPCAT.

Occupation coding. We provided a code for the occupation of the mother and father (PnJ23 and PnK23); if neither the mother nor father completed the interview, we provided a code for the parent interview respondent (PnL23). We obtained employment status in Section J for the child's mother, in Section K for the child's father, and in Section L for a parent interview respondent who was not the child's mother or father. The parent interview included items on where the person worked, type of business, job title, and main duties. We coded verbatim responses by referencing the Bureau of Labor Statistics 2000 Standard Occupational Classification, a system for classifying all occupations in the economy, including private and public occupations in which work is performed

for pay or profit. Occupations are classified according to work performed, skills, education, training, and credentials. FACES 2009 used its own two-digit code that corresponded to the major groups in the Standard Occupational Classification and collapsed minor groups across major groups. It also included miscellaneous codes for low-frequency occupations and individuals who have never worked or were homemakers (Table VII.5). We performed a quality assurance check for 10 percent of all coded responses, including cases flagged by coders for review because they were unable or did not know how to code certain cases. The data file includes verbatim responses.

Table VII.5. FACES 2009 Occupation Classifications

Code	Occupation
01	Executive, administrative, and managerial occupations
02	Engineers, surveyors, and architects
03	Natural scientists and mathematicians
04	Social scientists, social workers, religious workers, and lawyers
05	Teachers
06	Health diagnosing and treating practitioners
07	Registered nurses, pharmacists, dietitians, therapists, and physician's assistants
08	Writers, artists, entertainers, and athletes
09	Health technologists and technicians
10	Technologists and technicians, except health
11	Marketing and sales occupations
12	Administrative support occupation, including clerical
13	Service occupations
14	Agricultural, forestry, and fishing occupations
15	Mechanics and repairers
16	Construction and extractive occupations
17	Precision production occupations
18	Transportation and materials moving occupations
19	Handlers, equipment cleaners, helpers, and laborers
20	Miscellaneous occupations
21	Never worked/homemaker

3. Head Start Teacher and Classroom Characteristics

Derived or constructed variables for describing Head Start teacher or classroom characteristics came from one of two sources: (1) the Head Start teacher interview (conducted in fall 2009 and spring 2010 and then in spring 2011 for children still in Head Start as opposed to those who went on to kindergarten) and (2) the Head Start classroom observation (conducted in spring 2010 and again in spring 2011 for children still in Head Start). We first describe the approach to constructing variables for class size and child/adult ratios and then explain a subset of derived variables on

teacher characteristics from the Head Start teacher interview. Finally, we highlight variables constructed from the classroom observation. In Table VII.6, we note the instrument, name, label, questionnaire items, possible values, and data collection wave associated with each variable, along with reliability information (that is, internal consistency) on scales constructed from items included in the teacher interview or as part of the classroom observation.

Table VII.6. FACES 2009 Constructed/Derived Variables—Head Start Teachers and Classroom Characteristics

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
Teacher Interview	T1RDASC2, TnDASCO2	Developmentally appropriate attitudes scale—summary	TnB6c, TnB6d, TnB6e, TnB6f, TnB6g, TnB6h, TnB6k, TnB6l, TnB6o	1-10	0.54, 0.54, 0.57	F09, S10, S11 ^b
Teacher Interview	T1RDISC2, TnDISCO2	Developmentally appropriate attitudes scale—didactic subscale	TnB6e, TnB6g, TnB6j, TnB6k, TnB6l, TnB6o	1-5	0.70, 0.75, 0.78	F09, S10, S11 ^b
Teacher Interview	T1RINSC2, TnINSCO2	Developmentally appropriate attitudes scale—child-initiated subscale	TnB6a, TnB6c, TnB6d, TnB6f, TnB6i	1-5	0.66, 0.67, 0.69	F09, S10, S11 ^b
Teacher Interview	TnDEPSCO	Teacher depressive symptoms, CES-D score	TnC1a - TnC1l	0-36	0.80, 0.81, 0.85	F09, S10, S11
Teacher Interview	TnDEPCAT	Teacher depressive symptoms, CES-D categories	TnDEPSCO	Not depressed; Mildly depressed; Moderately depressed; Severely depressed	NA	F09, S10, S11
Teacher Interview	TnMNGSPT	Program management support	TnB4a - TnB4l	1-5	NA	S10, S11
Teacher Interview	TnCSIZE	Class size	TnA1	2 - 21 ^c	NA	F09, S10, S11
Teacher Interview	TnCTRTIO	Child/teacher ratio	TnA1, TnA2, TnA3	1 - 21 ^c	NA	F09, S10, S11
Teacher Interview	TnCARTIO	Child/adult ratio	TnA1, TnA2, TnA3, TnA4	1 - 20 ^c	NA	F09, S10, S11
Classroom Observation	OnECERSS	Early Childhood Environment Rating Scale_Revised (ECERS-R) shortened total mean score	Copyrighted	1-7	NA, 0.87, 0.85, NA	S10, S11
Classroom Observation	OnECTCH	ECERS Teaching and Interactions Mean Score	Copyrighted	1-7	NA, 0.84, 0.85, NA	S10, S11

Table VII.6 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
Classroom Observation	OnECPROV	ECERS Provisions for Learning Mean Score	Copyrighted	1-7	NA, 0.84, 0.80, NA	S10, S11
Classroom Observation	OnCLSSCD	Classroom Assessment Scoring System (CLASS) instructional support domain—concept development	Copyrighted	1-7	NA, 0.60, 0.75, NA	S10, S11
Classroom Observation	OnCLSSQF	CLASS instructional support domain—quality of feedback	Copyrighted	1-7	NA, 0.64, 0.75, NA	S10, S11
Classroom Observation	OnCLSSLM	CLASS instructional support domain—language modeling	Copyrighted	1-7	NA, 0.78, 0.74, NA	S10, S11
Classroom Observation	OnCLSSIS	CLASS instructional support score	OnCLSSCD, OnCLSSQF, OnCLSSLM	1-7	NA, 0.87, 0.90, NA	S10, S11
Classroom Observation	OnCLSSPC	CLASS emotional support domain—positive climate	Copyrighted	1-7	NA, 0.82, 0.77, NA	S10, S11
Classroom Observation	OnCLSSNC	CLASS emotional support domain— negative climate	Copyrighted	1-7	NA, 0.76, 0.56, NA	S10, S11
Classroom Observation	OnCLSSTS	CLASS emotional support domain— teacher sensitivity	Copyrighted	1-7	NA, 0.75, 0.81, NA	S10, S11
Classroom Observation	OnCLSSP	CLASS emotional support domain—regard for student perspectives	Copyrighted	1-7	NA, 0.69, 0.77, NA	S10, S11
Classroom Observation	OnCLSSSES	CLASS emotional support score	OnCLSSPC, OnCLSSNC, OnCLSSTS, OnCLSSSP	1-7	NA, 0.82, 0.80, NA	S10, S11
Classroom Observation	OnCLSSBM	Classroom organization domain— behavior management	Copyrighted	1-7	NA, 0.80, 0.87, NA	S10, S11
Classroom Observation	OnCLSSPR	CLASS classroom organization domain —productivity	Copyrighted	1-7	NA, 0.75, 0.78, NA	S10, S11

Table VII.6 (continued)

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Reliability (Cronbach's alpha) F09, S10, S11, S12	Data Collection Wave
Classroom Observation	OnCLSSLF	CLASS classroom organization domain —instructional learning formats	Copyrighted	1-7	NA, 0.74, 0.76, NA	S10, S11
Classroom Observation	OnCLSSCO	CLASS classroom organization	OnCLSSBM, OnCLSSPR, OnCLSSLF	1-7	NA, 0.77, 0.79, NA	S10, S11
Classroom Observation	OnCSIZE	Counts of children	OnB1_B3- OnB4_B3	3-20 ^c	NA	S10, S11
Classroom Observation	OnADLTS	Counts of adults	OnB1_B1- OnB4_B1 OnB1_B2- OnB4_B2	1-8 ^c	NA	S10, S11
Classroom Observation	OnCARTIO	Child/adult ratio	OnCSIZE, OnADLTS	1-15 ^c	NA	S10, S11

F09 = Fall 2009, S10 = Spring 2010, S11 = Spring 2011, S12 = Spring 2012

NA = not available; variable is not constructed in a given round or based on a single item.

^a In this column we note the potential response range that could be obtained on the variable across all available data collection waves.

^b In fall 2009, this variable is constructed for all respondents. In subsequent rounds, it is constructed for new respondents only.

^c Noted "values" reflect the actual response range obtained on the variable across all available data collection waves.

Class size and child/adult ratios. We used two sources to construct variables to describe Head Start class size and child/adult ratios: teacher interviews and classroom observations.⁵⁸

Drawing on the Head Start teacher interviews, we defined class size (TnCSIZE) as equal to TnA00_1. If TnA00_1 was missing, then TnCSIZE was coded as missing. Two measures of Head Start class ratios were derived from the teacher interview: (1) child/teacher ratio (TnCTRTIO) and (2) child/adult ratio (TnCARTIO). The child/teacher ratio was derived by dividing the number of children (T1A01 or TnA00_1) by the number of lead teachers and assistant teachers (T1A02 and T1A03 or TnA00_2 and TnA00_3) in the classroom. The child/adult ratio, on the other hand, was derived by dividing the number of children by the number of lead teachers, assistant teachers, and paid aides in the classroom (T1A02, T1A03, and T1A04 or TnA00_2, TnA00_3, and TnA00_4). For both measures of class ratio, if any of the source items were missing or the ratio was found to be less than one, then TnCTRTIO and TnCARTIO were coded as missing.

From the Head Start classroom observation, class size (OnCSIZE) was calculated as the average of the counts of children observed in the classroom, which was collected at least three times during the observation.⁵⁹ From classroom observation data, a child/adult ratio (OnCARTIO) was constructed. A variable indicating the total number of adults in the classroom (OnADLTS) was constructed first by taking the mean of the number of paid staff and the number of adult volunteers in the classroom across at least three time points during the observation. The child/adult ratio composite was calculated by dividing the class size composite (OnCSIZE) by the composite for the number of adults (OnADLTS).

⁵⁸ Similar information for kindergarten classrooms may be obtained from items in the kindergarten teacher survey for class size, number of teacher assistants, and number of volunteers.

⁵⁹ Ideally, the classroom observation was to be conducted in four 20-minute intervals, but some classrooms had time constraints (i.e., some classrooms were not full-day classrooms and met for less than 3.5 hours a day) that allowed for only three 20-minute cycles. In spring 2010 and spring 2011, 33 percent of observed classrooms did not have a fourth cycle.

Teacher characteristics. We briefly describe constructed variables concerning teacher attitudes and depressive symptoms.

Developmentally appropriate attitudes. A series of summary and subscale scores on teachers' developmentally appropriate attitudes are constructed in FACES. The source items for the scores come from the 24-item Teacher Beliefs Scale (Burts et al. 1990) and consist of statements that reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or conversely a lack of these attitudes and knowledge. Four subscales are typically identified: didactic, child initiated, teach letters, and explicit rewards. However, in FACES 2006, a factor analysis of the data resulted in a different factor-loading pattern across the 24 items. In FACES 2009 three variables were constructed, based on those items identified by the FACES 2006 factor analysis: (1) T1RDASC2 in fall 2009 (or T2DASCO2 in spring 2010 and T3DASCO2 in spring 2011) is a summary score of teachers' beliefs about developmentally appropriate practice, (2) T1RDISCO2 in fall 2009 (or T2DISCO2 in spring 2010 and T3DISCO2 in spring 2011) is the didactic subscale, and (3) T1RINSC2 (or T2INSCO2 in spring 2010 and T3INSCO2 in spring 2011) is the child-initiated subscale. For all scores, all source items used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. Scores start at a value of one and then increment by one point for certain responses to each item to form a composite score ranging from one to 10. The fall 2009 composite is based primarily on fall 2009 data but also uses updated spring 2010 data for a handful of fall 2009 respondents. Flags (T1FDASC2, T1FDISC2, T1FINSC2) for identifying cases for which updated spring data were used for the fall composite are provided. The spring 2010 and spring 2011 composites are based on new respondents only. Table VII.6 list the source items used to construct each subscale.

Teacher depressive symptoms. As in FACES 2006, we constructed two variables (TnDEPSCO and TnDEPCAT) in FACES 2009 to describe Head Start teachers' depressive

symptoms; the variables were similar to those constructed for parent depressive symptoms described above. We calculated Head Start teachers' depression score (TnDEPSCO) from responses to 12 items (TnC01a through TnC01l) on the teacher interview, which were drawn from the short form CES-D. The construction of TnDEPSCO was equivalent to the construction of PnDEPSCO (see pp. 167–168). The internal consistency reliability of TnDEPSCO scores, as measured by Cronbach's alpha, ranged from 0.80 to 0.85 across waves.

The categories identified in TnDEPCAT are equivalent to those in PnDEPCAT: values of zero to 4 on TnDEPSCO were categorized as “not depressed” (TnDEPCAT = 1); 5 to 9 were “mildly depressed” (TnDEPCAT = 2); 10 to 14 were “moderately depressed” (TnDEPCAT = 3); 15 or higher were “severely depressed” (TnDEPCAT = 4). Any cases for which TnDEPSCO was missing were coded as missing on TnDEPCAT.

Observed classroom quality. As described in Chapter III, the Head Start classroom observation included a shortened version of the Early Childhood Environment Rating Scale–Revised (ECERS–R) and the Classroom Assessment Scoring System (CLASS) Instructional Support, Emotional Support, and Classroom Organization domains. We constructed total scale (or domain in the case of CLASS) and subscale (or dimension in the CLASS) scores, as described in Table VII.6. In this section, we provide greater detail on the ECERS–R scores, which, in FACES 2009, varied from the publisher's version and were based on fewer items than in previous cohorts.

ECERS–R scores. The ECERS–R (Harms et al. 2005) is a global rating of classroom quality based on structural features. FACES 2009 included 21 items from the ECERS–R⁶⁰ to assess Head Start classroom quality and to form two factor scores: (1) provisions for learning and (2) teaching and interactions. We also constructed a summary total score for FACES 2009 based on the 21 items

⁶⁰ As noted in Chapter III, the FACES classroom observation used a shortened version of the ECERS–R based on a subset of items identified by research (Clifford et al. 2005). Two items loaded on both factors.

included in the observation. The ECERS–R factor and summary scores constructed in FACES 2009 differed from the specification of subscales reported in earlier cohorts. Below, we note the original ECERS–R items⁶¹ used to construct each of the two subscale scores in FACES 2009:

- **Factor 1, “Teaching and Interactions,” consisted of loadings from 11 individual items from the ECERS–R:** Greeting/departing; encouraging children to communicate; using language to develop reasoning skills; informal use of language; supervision of gross motor activities; general supervision of children; discipline; staff-child interactions; interactions among children; free play; and group time.
- **Factor 2, “Provisions for Learning,” consisted of loadings from 12 individual items from the ECERS–R:** Room arrangement for play; space for privacy; gross motor equipment; fine motor equipment; art; blocks; sand/water; dramatic play; nature/science; schedule; free play; and group time.

We rated items within each subscale from 1 (“inadequate”) to 7 (“excellent”), with higher mean scores reflecting better quality. We constructed the total mean score (OnECERSS) by taking the average of scores on all 21 items and similarly constructed the mean subscale scores by taking the mean only of items on the subscale. In Table VII.6, we list the source items used to construct the subscale and total scores.

4. Head Start Program Characteristics

We created two composite variables to reflect program staff perspectives on management support. In Table VII.7, we outline the instrument, name, label, questionnaire items, possible values, and data collection wave for each of the composite variables. We constructed the composites or program management support for center directors and education coordinators, who were interviewed in fall 2009. They represent the mean level of agreement (“strongly disagree” to “strongly agree”) across the 12 items. If more than 3 items were out of range (that is, refusals or “don’t know” responses), we set the composite to missing.

⁶¹ See www.fpg.unc.edu/~ecers/ for more information on the instrument.

Table VII.7. FACES 2009 Constructed/Derived Variables—Head Start Program Characteristics

Instrument	Variable Name	Variable Label	Instrument/ Questionnaire Items	Values ^a	Reliability (Cronbach's alpha)	Data Collection Wave
Center Director	C1MNGSPT	Program management support	C1H1a- C1H1I	1-5	0.96	F09
Education Coordinator	E1MNGSPT	Program management support	E1H1a- E1H1I	1-5	0.95	F09

F09 = Fall 2009

^aIn this column we note the potential response range that could be obtained on the variable.

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APPENDIX B
INSTRUMENT CONTENT MATRICES

Table B.1. Child Outcomes

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Language Screener					
Simon Says (PreLAS 2000, Duncan and DeAvila 1998)	Child assessment	√	√	√	Yes
Art Show (PreLAS 2000, Duncan and DeAvila 1998)	Child assessment	√	√	√	Yes
Language Development - Listening and Understanding					
Peabody Picture Vocabulary Test-4 (PPVT-4; Dunn, Dunn, and Dunn 2006)	Child assessment	√	√	√	Yes
Test de Vocabulario en Imagenes Peabody (TVIP, Dunn, Padilla, Lugo, and Dunn 1986)	Child assessment	√	√	√	Yes
Child's accomplishments: identifies primary colors by name	Teacher Child Report	√	√	--	Yes
	Parent interview	√	√	--	Yes
Language Development - Speaking and Communicating					
Expressive One-Word Picture Vocabulary Test; Expressive One-Word Picture Vocabulary Test—Spanish-Bilingual Edition (EOWPVT; EOWPVT-SBE; Brownell 2001)	Child assessment	√	√	√	No
Special Concerns About Child: Responded nonverbally, used nonstandard English, has English as a second language, has limited English proficiency	Interviewer rating	√	√	√	Yes
Literacy - Early Writing					
Spelling (Woodcock-Johnson III Tests of Achievement, Woodcock, McGrew, and Mather 2001/ Bateria Woodcock-Muñoz Pruebas de Aprovechamiento-III, Woodcock, Muñoz-Sandoval, McGrew, and Mather 2004)	Child assessment	√	√	√	Yes
Child's accomplishments: pretends to write, write/draw, write name	Teacher Child Report	√	√	--	Yes ^a
	Parent interview	√	√	--	Yes
Literacy - Letter, Sound, Word Knowledge					
Letter-Word Identification (Woodcock-Johnson III Tests of Achievement, Woodcock, McGrew, and Mather 2001/ Bateria III Woodcock-Muñoz Pruebas de Aprovechamiento, Woodcock, Muñoz-Sandoval, McGrew, and Mather 2004)	Child assessment	√	√	√	Yes
Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) Letter-Sounds Items from the PreK version (Snow et al. 2007)	Child assessment	√	√	√	No
Word Attack (Woodcock-Johnson III Tests of Achievement, Woodcock et al. 2001/ Bateria III Woodcock-Muñoz Pruebas de Aprovechamiento, Woodcock et al. 2004)	Child assessment	--	--	√	Yes

Table A.1 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Child's accomplishments: recognizes first name in print (asked of teacher only), recognizes letters	Teacher Child Report	√	√	--	Yes
	Parent interview	√	√	--	Yes
Child's accomplishments: phonology sounds, recognizes words other than own name in print, rhymes words	Teacher Child Report	√	√	√	No
Rate child's academic skills: language and literacy	Teacher Child Report	--	--	√	Yes
Literacy - Book Knowledge and Appreciation, Print Awareness, and Concepts					
Child's accomplishments: pretends to read	Teacher Child Report	√	√	--	Yes
Mathematics					
Applied Problems (Woodcock-Johnson III Tests of Achievement, Woodcock, McGrew, and Mather 2001/ Bateria III Woodcock-Muñoz Pruebas de Aprovechamiento, Woodcock, Munoz-Sandoval, McGrew, and Mather 2004)	Child assessment	√	√	√	Yes
Mathematics Assessment Items from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) preschool version and ECLS-K kindergarten version (Snow et al. 2007; U.S. Department of Education 2002) ^b	Child assessment	√	√	√	Yes
Counting Circles	Child assessment	√	√	√	Yes
Child's accomplishments: How high can child count?	Teacher Child Report	√	√	--	Yes
	Parent interview	√	√	--	Yes
Rate child's academic skills: mathematical skills	Teacher Child Report	--	--	√	Yes
Science, Knowledge of Families and Communities					
Rate child's academic skills: science and social studies	Teacher Child Report	--	--	√	Yes
Social- Emotional Development and Approaches to Learning					
55 items from Behavior Problems Index (Peterson and Zill 1986), Personal Maturity Scale (Entwisle et al. 1987), Social Skills Rating System (Gresham and Elliott 1990)	Teacher Child Report	√	√	√	Yes
ECLS-K Approaches to Learning Scale	Teacher Child Report	√	√	√	No
21 items from Behavior Problems Index (Peterson and Zill 1986), Personal Maturity Scale (Entwisle et al. 1987), the Preschool Learning Behaviors Scale (PLBS; McDermott, Green, Francis, and Stott 2000), and Social Skills Rating System (Gresham and Elliott 1999) ^c	Parent interview	√	√	√	Yes

Table A.1 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Leiter Examiner Ratings: (1) Attention, (2) Organization/Impulse Control, (3) Activity Level, and (4) Sociability (Leiter International Performance Scale Revised, Examiner Rating Scale; Roid and Miller 1997)	Interviewer rating	√	√	√	Yes
Executive Functioning					
Pencil Tapping task (Blair 2002; Diamond and Taylor 1996; Smith-Donald et al. 2007)	Child assessment	√	√	√	No
Physical Health and Development					
Child's height and weight	Child assessment	√	√	√	Yes
Child's accomplishments: speech (understandable, stuttering)	Teacher Child Report	√	√	--	Yes
	Parent interview	√	√	--	Yes
Child's accomplishments: physical (trip, stumble, or fall easily)	Teacher Child Report	√	√	--	Yes
Ever diagnosed with a disability? Which?	Teacher Child Report	√	√	√	Yes
	Parent interview	--	√	√	Yes ^d
Any concerns about child's health or development? What?	Teacher Child Report	√	√	√	Yes
What has been done to address condition or concerns?	Teacher Child Report	√	√	√	Yes
IEP: Have one? Help develop? With Head Start staff or other? How satisfied?	Teacher Child Report	√	√	√	Yes
	Parent interview	√	√	√	Yes
Whether teacher participated in child's IEP or IFSP meeting	Teacher Child Report	√	√	--	No
Services child has received for special conditions	Teacher Child Report	√	√	--	No
Child's health status	Parent interview	√	√	√	Yes
Did child start speaking later than other children you know?	Parent interview	√	√	--	Yes
Problems paying attention or learning?	Parent interview	√	√	√	Yes
Does child have any disability or impairment that limits activity or Head Start attendance?	Parent interview	√	√	√	Yes
Special Concerns (difficulty hearing examiner, seeing test materials, speech difficult to understand)	Interviewer rating	√	√	√	Yes
Child Progress					
Child's developmental readiness tested at beginning of kindergarten?	Teacher Child Report	--	--	√	No
Name of assessment instrument, how results were used	Teacher Child Report	--	--	√	No
Will child be promoted to first grade?	Teacher Child Report	--	--	√	No

Table A.1 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Child's Exposure to Program					
Days absent and days program is open during program year	Teacher Child Report	√	√	√	Yes
Whether classroom is full- or part-day	Teacher interview	√	√	√	Yes ^e
Hours per week program is open	Teacher interview	√	√	√	No

Key:

- HSF = Head Start fall wave
- HSS = Head Start spring wave
- KS = Kindergarten spring wave
- √ = Present in protocol
- = Absent in protocol
- R = Respondent

^a FACES 2009 added items as compared to FACES 2006.

^b The kindergarten version has additional items.

^c The section "Your Child's Behavior" in the kindergarten version is different from the Head Start version.

^d FACES 2006 included these items in the fall Head Start wave as well as spring. The FACES 2009 parent interview includes this item in the spring data collections only.

^e FACES 2006 included this item for kindergarten teachers only. The FACES 2009 Head Start teacher interview includes this item as well.

Table B.2. Home Environments

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Child Demographic Characteristics					
R relationship to child	Parent interview	√	N	N	Yes
Child's gender	Parent interview	√	N	--	Yes
Child's birth date	Parent interview	√	N	--	Yes
Child's race and ethnicity	Parent interview	√	N	--	Yes
Country of birth and time in U.S.	Parent interview	√	N	--	Yes
Child's birth weight	Parent interview	√	N	--	Yes
Relationship with Head Start					
How R learned of Head Start	Parent interview	√	--	--	Yes
Days and hours child attends Head Start	Parent interview	√	√	--	Yes
Child in Early Head Start? How long?	Parent interview	√	--	--	Yes
Child in any other Head Start before this program?	Parent interview	√	--	--	Yes
Head Start Leavers					
Reason for leaving Head Start early	Parent interview	--	√	√	Yes
Enroll in another program after Head Start?	Parent interview	--	√	√	Yes
Type and name of other program	Parent interview	--	√	√	Yes
Hours and days per week at other program	Parent interview	--	√	√	Yes
Opinion of other program relative to Head Start	Parent interview	--	√	--	Yes
Head Start Experience					
Head Start enrollment—currently in same program, classes missed	Parent interview	--	√	--	Yes
Parental involvement in Head Start (frequency of various activities)	Parent interview	--	√	--	Yes ^a
Reasons for limited parental involvement in Head Start	Parent interview	--	√	--	Yes ^b
Head Start practices that facilitate involvement of or create connections with parents (such as providing information on child's progress or on community services)	Parent interview	--	√	--	No
Satisfaction with Head Start	Parent interview	--	√	√	Yes ^b

Table A.2 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Opinions on child's Head Start experience (e.g. safe and secure, gets attention, teacher supportive)	Parent interview	--	√	--	Yes ^b
Kindergarten Characteristics and Experience					
Length of day/days per week in kindergarten	Parent interview	--	--	√	Yes
Reasons for absence, frequency of absence	Parent interview	--	--	√	Yes
School characteristics (public/faith-based, size)	Parent interview	--	--	√	Yes
School practices that facilitate involvement of or create connections with parents (such as providing information on child's progress or on community services)	Parent interview	--	--	√	Yes
Involvement in school activities	Parent interview	--	--	√	Yes
Home Environment					
Reading in past week: frequency and length	Parent interview	√	√	√	Yes
Activities that support mathematics development in past week (counted, played board or card games, built with blocks)	Parent interview	√	√	√	No
Educational activities	Parent interview	√	√	√	Yes
Outings	Parent interview	√	√	√	Yes
Number of children's books in the home (in English and in home languages)	Parent interview	√	√	√	Yes ^c
Parent reading habits	Parent interview	√	√	√	Yes
For dual language learner families, materials in the home in English and the primary language including comic books, magazines, or computer programs for children; books or magazines for adults; and music CDs or tapes; language of television programs watched by child	Parent interview	√	N	--	No
Spanking and time out	Parent interview	√	√	√	Yes
Child rearing patterns (items from Child Rearing Practices Report [Block 1965])	Parent interview	√	√	--	Yes
Availability of outdoor play areas near home (yard, playground)	Parent interview	--	√	--	Yes ^d
Time spent outdoors and in sedentary activities (TV, video/DVD, reading, video games, computer, toys)	Parent interview	√	√	--	Yes
Frequency and duration of time that child runs and plays actively (climb; swing; jump; swim) outside of Head Start hours	Parent interview	√	√	--	No

Table A.2 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Presence of TV in home; hours watching TV per day	Parent interview	√	√	--	Yes
Whether child watches TV, videos, or DVDs during meals	Parent interview	√	√	--	No
Presence of computer in child's home; hours using computer (games, other) per day	Parent interview	√	√	--	Yes
Consumption of milk, sweetened beverages, snacks (frequency, type)	Parent interview	√	√	√	Yes
Consumption of fruits and vegetables (frequency)	Parent interview	√	√	√	No
Number of days per week that family eats evening meal together	Parent interview	√	√	√	Yes
Child's typical sleep hours (time to bed and wake up, sleep disruptions/night-time waking)	Parent interview	√	√	√	Yes
Parents impressions of child's sleep (child has safe place to sleep at night, child sleeps soundly through the night, child wakes up full of energy)	Parent interview	√	√	√	No
Number of nights last week that child brushed teeth	Parent interview	√	√	√	No
Mother's Demographic Characteristics					
Birth date	Parent interview	√	--	--	Yes
Age at first birth	Parent interview	√	--	--	Yes
Race/ethnicity	Parent interview	√	--	--	Yes
Country of birth and time in U.S.	Parent interview	√	--	--	Yes
Whether in household (if not, why?; ever in same household)	Parent interview	√	√	√	Yes
If in same household, whether any separations from child in last year/since last interview and if so why.	Parent interview	√	√	√	No
Whether in same city/county, number of days child has seen mother, how long since last contact	Parent interview	√	√	√	Yes
Child support payments or other financial support from mother (in past year/since last interview)	Parent interview	√	√	√	Yes
Whether any mother figure (who, whether in household)	Parent interview	√	√	√	Yes
Marital status and relationship with biological father	Parent interview	√	√	--	Yes
Highest grade or degree completed	Parent interview	√	√	--	Yes
Any education/training (in past year/since last interview) and reason, whether working toward or received degree or certificate	Parent interview	√	√	√	Yes

Table A.2 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Whether Head Start program helped with above	Parent interview	√	√	--	Yes
Types of current training/education (full or part-times courses; job-training or on-the-job-training) and reasons for not participating	Parent interview	√	√	√	Yes
Employment status, whether actively looking for work, hours usually worked in a week	Parent interview	√	√	√	Yes
Ever worked (in past year/since last interview), type of business/occupation	Parent interview	√	√	√	Yes
Father's Demographic Characteristics					
Birth date	Parent interview	√	--	--	Yes
Race/ethnicity	Parent interview	√	--	--	Yes
Country of birth and time in U.S.	Parent interview	√	--	--	Yes
Whether in household (If not, why? Ever in same household?)	Parent interview	√	√	√	Yes
If in same household, whether any separations from child in last year/since last interview (If so, why?)	Parent interview	√	√	√	No
Whether in same city/county, number of days child has seen father, how long since last contact	Parent interview	√	√	√	Yes
Child support payments or other financial support from father (in past year/since last interview)	Parent interview	√	√	√	Yes
Whether any father figure (who, whether in household)	Parent interview	√	√	√	Yes
Father's marital status and relationship with biological mother	Parent interview	√	√	--	Yes
Highest grade or degree completed	Parent interview	√	--	--	Yes
Any education/training (in past year/since last interview) and reason, whether working toward or received degree or certificate	Parent interview	√	√	√	Yes
Whether Head Start program helped with above	Parent interview	√	√	--	Yes
Types of current training/education (full- or part-time courses, job training or on-the-job training) and reasons for not participating	Parent interview	√	√	√	Yes
Employment status, whether actively looking for work, hours usually worked in a week	Parent interview	√	√	√	Yes
Ever worked (in past year/since last interview), type of business/occupation	Parent interview	√	√	√	Yes

Table A.2 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Characteristics of Parent Who Is Not Birth or Adoptive Parent					
Birth date	Parent interview	√	--	--	Yes
Race/ethnicity	Parent interview	√	--	N	Yes
Country of birth and time in the U.S.	Parent interview	√	--	N	Yes
Highest grade or degree completed	Parent interview	√	--	N	Yes
Any education/training (in past year/since last interview) and reason, whether working toward or received degree or certificate	Parent interview	√	√	√	Yes
Whether Head Start program helped with above	Parent interview	√	√	--	Yes
Types of current training/education (full- or part-time courses, job training or on-the-job training) and reasons for not participating	Parent interview	√	√	√	Yes
Employment status, whether actively looking for work, hours usually worked in a week	Parent interview	√	√	√	Yes
Ever worked (in past year/since last interview), type of business/occupation	Parent interview	√	√	√	Yes
Household Composition					
Number of adults and children	Parent interview	√	√	√	Yes
Household members: relationship to child, age, ever attend Head Start or Early Head Start	Parent interview	√	√	√	Yes
Languages Spoken in Household, Preferences					
Languages other than English spoken in household; which most frequently	Parent interview	√	N	--	Yes
Number in household (adults, children) speaking language other than English	Parent interview	√	N	--	No
Whether R understands, speaks, reads English well or not	Parent interview	√	N	--	Yes
Whether understands or speaks own language well or not	Parent interview	√	N	--	No
Whether R reads or writes own language well or not	Parent interview	√	N	--	Yes
Language used to read to child, language used to speak to child	Parent interview	√	N	--	Yes
Availability of Head Start staff can speak language to R or to child; whether child wants someone to speak home language in class	Parent interview	√	N	--	Yes ^b
Which Head Start staff can speak language to R	Parent interview	√	N	--	No

Table A.2 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Language child first learned	Parent interview	√	N	--	Yes
Language child speaks most at home	Parent interview	√	N	--	Yes
Attitudes and preferences for learning English for self	Parent interview	√	N	--	No
Attitudes and preferences for learning English and maintaining home language for child	Parent interview	√	N	--	No
Income and Housing					
Sources of income other than earnings	Parent interview	√	√	√	Yes ^d
Number of adults who contribute to household income	Parent interview	√	√	√	Yes
Total household income	Parent interview	√	√	√	Yes
Food Security Scale—Short Form	Parent interview	√	--	--	Yes
Type of housing	Parent interview	√	√	√	Yes
Number of moves	Parent interview	√	√	√	Yes
Reason for most recent move	Parent interview	√	√	√	No
Own, rent, subsidized housing	Parent interview	√	√	√	Yes
For homeless families, how often the family needs to be separated	Parent interview	√	√	√	No
Child Care					
Care used before and after Head Start (center-based, relative care, other home care)	Parent interview	√	√	√	Yes
Number of current arrangements by type (center-based, relative care, other home care)	Parent interview	√	√	√	Yes
Characteristics of relative and nonrelative home care (who, whose home)	Parent interview	√	√	√	Yes
Days child care is used; hours per week by type of care and overall	Parent interview	√	√	√	Yes
Who pays for child care	Parent interview	√	√	√	Yes
Amount paid for all child care	Parent interview	√	√	√	Yes
Child's Health and Health Care^e					
Whether child has a regular health care provider	Parent interview	√	√	√	No

Table A.2 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Whether child has a "health care home" (i.e. regular health care provider that works as a partner to meet child's health care needs)	Parent interview	√	√	√	No
Child health insurance coverage including type	Parent interview	√	√	√	Yes
Where child receives well-child care	Parent interview	√	√	√	Yes
Use of vitamin or mineral supplements in the last year	Parent interview	√	--	--	Yes
Whether Head Start helped find regular health care provider, how	Parent interview	--	√	--	Yes
When last received well-child care	Parent interview	√	√	√	Yes
When last saw dentist	Parent interview	√	√	√	Yes
Injuries needing medical attention	Parent interview	√	√	√	Yes
Medical issues or problems as reported by doctor or nurse	Parent interview	√	√	√	Yes
Whether activities restricted or could not go to Head Start/kindergarten due to injury or medical issues	Parent interview	√	√	√	Yes
Evaluated by health professional due to concerns with paying attention? Diagnosis?	Parent interview	--	√	√	Yes
Whether medication prescribed for problems with paying attention? Whether child currently taking medication?	Parent interview	--	√	√	No
Evaluated by health professional due to concerns of activity level? Diagnosis?	Parent interview	--	√	√	Yes
Whether medication prescribed for problems with activity level? Whether child currently taking medication?	Parent interview	--	√	√	No
Evaluated by health professional due to concerns with use of limbs? Diagnosis? Special equipment?	Parent interview	--	√	√	Yes
Evaluated by health professional due to concerns with ability to communicate? Diagnosis?	Parent interview	--	√	√	Yes
Problems hearing/understanding speech in normal conversation? Evaluated by health professional? Diagnosis? Hearing aid or cochlear implant? Are those helpful?	Parent interview	--	√	√	Yes
Problems with seeing / vision? Evaluated by health professional? Diagnosis? Glasses or contact lenses? Are those helpful?	Parent interview	--	√	√	Yes
Did child receive any services for special needs listed? Frequency of services, parent satisfaction	Parent interview	--	√	√	Yes

Table A.2 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Was child in an intervention program? (If so, who provides program?)	Parent interview	--	√	√	Yes
Has anyone said child should be evaluated since last interview? For what special condition?	Parent interview	√	√	√	Yes
Did child have IEP or IFSP in last 12 months?	Parent interview	√	--	--	No
Family Health Care					
Parent health status	Parent interview	√	√	√	Yes
Whether parent has had a need for a doctor or hospital in past year but could not go; If not, why not?	Parent interview	√	√	√	No
Parent health insurance	Parent interview	√	√	√	No
Whether impairment prevents work or limits work	Parent interview	√	√	√	Yes
R smokes, how much?	Parent interview	--	√	√	Yes
Anyone in household (other than respondent) who smoked in past 30 days? Including respondent, Whether anyone smokes in home; if yes, number that smoke in home	Parent interview	--	√	√	Yes
Number of days anyone smokes in the home	Parent interview	--	√	√	No
R frequency of alcohol use past month; number of drinks each time	Parent interview	--	√	√	Yes
Anyone in household who drinks alcohol? How many people?	Parent interview	--	√	√	Yes
Anyone in household who uses drugs? How many people?	Parent interview	--	√	√	Yes
Whether alcohol / drugs caused trouble with family / friends / police for you or anyone else in your household in last 12 months; missed work or school	Parent interview	--	√	--	Yes
Home and Neighborhood Characteristics					
Neighborhood crime (R witnessed violent or non-violent crime; was or know victim of violent crime)	Parent interview	√	N	--	Yes
R ever hurt by someone in past year? How related to that person?	Parent interview	√	--	--	Yes
Child witnessed violent crime?	Parent interview	√	--	--	Yes
child witnessed domestic violence?	Parent interview	√	--	--	Yes
child victim of violent crime?	Parent interview	√	--	--	Yes
child victim of domestic violence?	Parent interview	√	--	--	Yes

Table A.2 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
R, parent or household member ever arrested or charged? How related to that person? Time in jail?	Parent interview	√	--	--	Yes
Feel safe in current romantic relationship? Fear of previous partner? How related to that partner?	Parent interview	√	--	--	Yes
Social Support and Community Services					
How helpful various relatives, friends, social service, or other people including Head Start/Kindergarten staff have been in raising child?	Parent interview	--	√	√	Yes
Access to social support network (scenarios specified)	Parent interview	--	√	√	Yes
Head Start Needs Assessment	Parent interview	--	√	--	Yes
Receive help from specific community or government services	Parent interview	--	√	--	Yes ^b
Head Start make aware or help obtain any community or government services?	Parent interview	--	√	--	Yes ^b
Parent Mental Health					
Center for Epidemiologic Studies-Depression (CES-D) Short Form	Parent interview	√	√	√	Yes
Data Quality/Observer Ratings					
Interviewer ratings of understanding, truthfulness, accuracy, interest in interview, cooperation, language problems, interruptions, overall quality of data	Parent interview	√	√	√	Yes

Key:

HSF = Head Start fall wave

HSS = Head Start spring wave

KS = Kindergarten spring wave

√ = Present in protocol

-- = Absent in protocol

N = Only asked of new respondents

N/A = No protocol for R in time period

R = Respondent

^a FACES 2009 dropped some items addressed in FACES 2006.

^b FACES 2009 added items as compared to FACES 2006.

^c FACES 2009 added items asking parents of dual language learners about the number of children's books in the home language.

Table A.2 (*continued*)

^d FACES 2009 modified item wording.

^e FACES 2006 included items about children's developmental conditions and concerns in the fall Head Start data collection wave. The FACES 2009 parent interview includes these items in the spring data collections only.

Table B.3. Classroom Environments

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Classroom Environment					
Child/Adult counts	Teacher interview Classroom observation	--	√	N/A	Yes
Early Childhood Environment Rating Scale (ECERS-R; abbreviated form; 22 items)	Classroom observation	N/A	√	N/A	Yes ^a
Classroom Assessment Scoring System (CLASS; Pianta et al. 2008)	Classroom observation	N/A	√	N/A	Yes ^b
Interviewer ratings of teacher absence, typicality, observer presence affecting, quality	Classroom observation	N/A	√	N/A	Yes
Time spent in teacher vs. child directed activities; large vs. small group or individual activities	Teacher interview Classroom observation	√	√	--	Yes
Frequency of various language- and literacy-oriented activities	Teacher interview	√	√	√	Yes
Encouragement to conduct language- and literacy-oriented activities	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
Content of centers or interest areas in classroom	Teacher interview	--	--	√	Yes
	Classroom observation	N/A	√	N/A	Yes
Frequency of mathematics activities	Teacher interview	√	√	√	Yes
Encouragement to conduct mathematics activities	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
Frequency of social studies lessons	Teacher interview	--	--	√	Yes
Frequency of science lessons	Teacher interview	--	--	√	Yes
Encouragement to conduct activities related to social-emotional development	Education coord. interview	√	N/A	N/A	No
	Center director interview	√	N/A	N/A	No
Number of days and hours per week in school	Teacher interview	√	√	√	Yes ^c
Name(s) of curricula used in classroom/program	Teacher interview	√	√	--	Yes
	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Whether program uses parent support curriculum, which one, goals	Center director interview	√	N/A	N/A	No

Table A.3 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Time spent in outdoor play on typical day (Head Start), frequency of physical education and of recess (Kindergarten)	Teacher interview	--	√	√	Yes
Efforts to improve children's participation in physical activity, whether specific program and/or guidelines used and what those are	Education coord. interview	√	N/A	N/A	No
Efforts to improve children's knowledge of healthy nutritional choices, whether specific program and/or guidelines used and what those are	Education coord. interview	√	N/A	N/A	No
Use of 100% juice beverages for meals or snacks	Teacher interview	--	√	--	Yes
Number of children absent on typical day	Teacher interview	--	√	--	Yes
How many children consistently absent?	Teacher interview	--	√	--	Yes
Rate behavior of group of children in class	Teacher interview	√	√	√	Yes
Support or advice to address behavior concerns (and from who)	Teacher interview	--	√	-	No
Hours mental health professional is on-site to consult with staff	Education coord. interview	√	N/A	N/A	No
Behavior support approaches (social skills curriculum, consultant)	Teacher interview	√	√	-	No
	Education coord. interview	√	N/A	N/A	No
Beliefs about teaching practice	Teacher interview	√	N	--	Yes
	Education coord. interview	√	N/A	N/A	Yes
Availability of televisions or computers in the classroom	Teacher interview	√	--	--	Yes
Demographics of class	Teacher interview	--	--	√	Yes
Co-teachers and assistants	Teacher interview	--	--	√	Yes
Teacher Professional Development					
Whether teacher has been trained on curriculum	Teacher interview	√	√	--	Yes
Who provided curriculum training	Teacher interview	√	√	--	Yes
Whether ongoing support for curriculum and who provides	Teacher interview	--	√	--	Yes
Teacher view about curriculum	Teacher interview	--	√	--	Yes
Whether teachers have access to copy of curriculum	Teacher interview	√	√	--	Yes
Any mentor? Frequency?	Teacher interview	--	√	--	Yes
Do you observe mentor?	Teacher interview	--	√	--	Yes

Table A.3 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Are you a mentor?	Teacher interview	--	√	--	Yes
Satisfaction with teaching	Teacher interview	√	√	--	Yes
Likelihood of continuing with Head Start through next year	Teacher interview	√	√	--	Yes
Years teaching	Teacher interview	√	N	√	Yes
Years teaching/working in Head Start (this and any program)	Teacher interview	√	N	--	Yes
Years teaching this grade	Teacher interview	--	--	√	Yes
Years teaching at this school	Teacher interview	--	--	√	Yes
Highest grade completed / degrees	Teacher interview	√	N	√	Yes
Whether received degree, certificate, or license since last interview; type of degree, certificate, or license received	Teacher interview	--	√	--	Yes
Field of highest degree	Teacher interview	√	N	√	Yes
6+ college courses in early childhood education (ECE) or child development (CD)?	Teacher interview	√	N	--	Yes
Number of courses each in ECE, CD, elementary education, special education, English as a second language (ESL); methods of teaching reading, math, and science	Teacher interview	--	--	√	Yes
Name of college/university	Teacher interview	√	N	--	Yes
Have CDA?	Teacher interview	√	N	--	Yes
Have state preschool certificate?	Teacher interview	√	N	--	Yes
Have teaching certificate or license?	Teacher interview	√	N	√	Yes
Qualifications related to working with DLLs (for example, course on DLL children)	Teacher interview	√	√	--	No
Currently enrolled in teacher training or education, and type/	Teacher interview	√	N	--	Yes
Provision of CDA, family services credentials, and AA/BA support	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Salary and time period covered	Teacher interview	√	N	--	Yes
Nonwage benefits	Teacher interview	√	N	--	Yes
Whether education coordinator arranges or provides staff training / education	Education coord. interview	√	N/A	N/A	Yes

Table A.3 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Topics for in-service training? Which are most important?	Education coord. interview	√	N/A	N/A	Yes ^d
How many trainings or workshops attended	Teacher interview	--	√	--	No
How often provide training to staff?	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Intensity of training (length) for teachers and assistant teachers	Education coord. interview	√	N/A	N/A	No
	Program director interview	√	N/A	N/A	No
Training provided to Head Start teachers related to serving Dual Language Learners	Teacher interview	√	√	--	No
Who conducts training and technical assistance training?	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Links to Training and Technical Assistance (T/TA) network, TA plan, and provision of services	Teacher interview	--	√	--	Yes
	Education coord. interview	√	N/A	N/A	Yes ^e
	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Any mentor teachers	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
How often mentors come to classroom	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
How helpful is training?	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
Want more training for staff?	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
Training related to working with DLLs or parents of DLLs; whether program staff have participated in training and technical assistance focused on DLL children or working with parents of DLLs	Education coord. interview	√	N/A	N/A	No
Topics on which more training is desired	Center director interview	√	N/A	N/A	No
Planning and Assessment					
Who decides on daily instruction plans?	Teacher interview	√	√	--	Yes
	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes

Table A.3 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Whether daily written plan of activities	Teacher interview	√	√	--	Yes
How curriculum influences daily plan	Teacher interview	√	√	--	Yes
What is your main child assessment tool?	Teacher interview	√	√	--	Yes
	Education coord. interview	√	N/A	N/A	Yes ^d
	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Whether use this assessment in planning	Teacher interview	√	√	--	Yes
Methods used to assess and frequency of reporting of assessment results	Teacher interview ^f	√	√	--	Yes
	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Children with Identified Disabilities					
What you do when suspect child has special needs?	Teacher interview	--	√	--	Yes
What feedback the special education specialist provides	Teacher interview	--	√	--	Yes
Whether education coordinator arranges for IEPs and special services for children with disabilities	Education coord. interview	√	N/A	N/A	Yes
How often meet with parents to discuss progress of special needs child	Teacher interview	--	√	--	Yes
Dual Language Learners					
Number of DLLs in classroom	Teacher interview	√	√	--	No
Language spoken by DLLs in classroom	Teacher interview	√	√	--	No
Language(s) of instruction	Teacher interview	√	√	--	Yes
Staff member who speaks language(s) of instruction	Teacher interview	√	√	--	No
Language(s) used when reading books to children, talking to groups of children	Teacher interview	√	√	--	No
Language(s) of printed materials like children's books	Teacher interview	√	√	--	No

Table A.3 (continued)

Measure	Instrument	FACES 2009			Used in FACES 2006?
		HSF	HSS	KS	
Parent- Teacher Communication					
How often meet with parents to discuss progress of child	Teacher interview	--	√	--	No
Ways of communicating with parents who speak a language other than teacher	Teacher interview	√	√	--	No
Home visit frequency	Teacher interview	--	√	--	Yes
Parent involvement (barriers)	Teacher interview	--	√	--	No
Program Management					
How well program support teachers with challenges on managing behavior	Teacher interview	√	√	-	No
Views about program policies and procedures	Teacher interview	--	√	--	Yes
Views about program support for interactions between staff and parents	Teacher interview	--	√	--	No
What could improve services?	Teacher interview	--	√	--	Yes
What two things does your classroom do well for children and families?	Teacher interview	√	--	--	Yes
Teacher Characteristics					
Gender	Teacher interview	√	N	√	Yes
Birth year	Teacher interview	√	N	√	Yes
Race/ethnicity	Teacher interview	√	N	√	Yes
Languages other than English speak and proficiency	Teacher interview	√	N	--	No
Have children attending Head Start now/in the past	Teacher interview	√	√	--	Yes
CES-D—Short Form	Teacher interview	√	√	--	Yes

Key:

HSF = Head Start fall wave

HSS = Head Start spring wave

KS = Kindergarten spring wave

√ = Present in protocol

-- = Absent in protocol

Table A.3 (*continued*)

N = Only asked of new respondents
N/A = No protocol for R in time period
R = Respondent

^a In FACES 2006, the full ECERS-R was used. In FACES 2009, an abbreviated form is used.

^b In FACES 2006, the CLASS Instructional Support domain was used in the first Head Start spring wave and the full CLASS was piloted in the second Head Start spring wave. In FACES 2009, the full CLASS is used.

^c FACES 2009 collects this information from Head Start teachers as well as kindergarten teachers. FACES 2006 only collected this from kindergarten teachers.

^d FACES 2009 added items as compared to FACES 2006.

^e FACES 2009 dropped some items addressed in FACES 2006.

^f Teachers are not asked about the frequency of assessment.

Table B.4. Head Start Program and School Environments

Measure	Instrument	FACES 2009 Time Period			Used in FACES 2006?
		HSF	HSS	KS	
Parental Involvement					
Whether education coordinator arranges activities that involve parents or provides parent education or encourages parents to supplement classroom learning at home	Education coord. interview	√	N/A	N/A	Yes ^a
Sources of support available to parents with concerns about children's behavior (who provides, types of activities)	Education coord. interview	√	N/A	N/A	No
Goals of working with parents at center	Center director interview	√	N/A	N/A	Yes ^a
Types of roles parent volunteers fill at center	Center director interview	√	N/A	N/A	Yes ^a
Methods used to encourage parent involvement	Center director interview	√	N/A	N/A	Yes ^a
Limitations on ability to provide interpreters or translated materials for DLL families due to lack of staff that speak language	Center director interview	√	N/A	N/A	No
Ways center encourages parents to supplement classroom learning at home	Center director interview	√	N/A	N/A	No
Does center offer activities targeting fathers or father figures (FFs)?	Center director interview	√	N/A	N/A	Yes
Types of activities offered for fathers	Center director interview	√	N/A	N/A	Yes
Do fathers or FFs help regularly, and in what ways?	Center director interview	√	N/A	N/A	Yes
Type and level of Policy Council activity (number parents on Policy Council; number meetings; whether parents/Policy Council involved in staff hiring or in program self-assessment)	Center director interview	√	N/A	N/A	Yes
Whether any parents on Policy Council have limited English skills	Center director interview	√	N/A	N/A	No
Whether parents/Policy Council receive information regarding program-wide progress (e.g., assessment results)	Center director interview	√	N/A	N/A	Yes
How center obtains information from parents on their experiences with Head Start and suggestions	Center director interview	√	N/A	N/A	No

Table B.4 (continued)

Measure	Instrument	FACES 2009 Time Period			Used in FACES 2006?
		HSF	HSS	KS	
Dual Language Learners					
Whether DLLs in program/center; languages spoken by children and families in the program	Center director interview	√	N/A	N/A	No
	Program director interview	√	N/A	N/A	No
Services provided to DLLs and their families by programs	Teacher interview	√	√	--	No
	Program director interview	√	N/A	N/A	No
Strategies for assessing English language abilities of DLLs and frequency of use; whether DLLs abilities in home language are assessed	Education coord. Interview	√	N/A	N/A	No
	Center director interview	√	N/A	N/A	No
Program goals for families of DLLs	Center director interview	√	N/A	N/A	No
Homeless Children and Families					
Enrollment of homeless children	Program director interview	√	N/A	N/A	No
Procedures for ensuring homeless children are enrolled	Program director interview	√	N/A	N/A	No
Special services for homeless children and families	Program director interview	√	N/A	N/A	No
Home Visits					
Whether any center teachers also serve as family service workers	Center director interview	√	N/A	N/A	No
Minimum number of HV and by whom (teacher/assistant teacher; FSA/FSW/FA)	Center director interview	√	N/A	N/A	Yes
Does center include home-based option?	Center director interview	√	N/A	N/A	Yes
If yes, number of visits and by whom (teacher/assistant teacher; FSA/FSW/FA)	Center director interview	√	N/A	N/A	Yes
Average caseload for a family service worker	Center director interview	√	N/A	N/A	No
Activities that teachers spend the most time doing? Family service workers?	Center director interview	√	N/A	N/A	Yes ^b

Table B.4 (continued)

Measure	Instrument	FACES 2009 Time Period			Used in FACES 2006?
		HSF	HSS	KS	
Program Management					
Whether education coordinator assists director in program management activities; provides outreach recruitment and enrollment services; supervises home visitors; develops curriculum, schedules, and classroom plans; conducts child assessments; arranges or supports local child assessments; arranges for administration of the Mentor-Coach Initiative; provides supervision and mentoring for classroom staff	Education coord. Interview	√	N/A	N/A	Yes
Staffing and recruitment and turnover	Center director interview	√	N/A	N/A	Yes
Staffing and recruitment of bilingual teachers	Center director interview	√	N/A	N/A	No
	Program director interview	√	N/A	N/A	No
Views on ease in finding replacements	Center director interview	√	N/A	N/A	Yes
Views on ease in finding replacements for bilingual teachers	Program director interview	√	N/A	N/A	No
Efforts and strategies to reduce turnover	Center director interview	√	N/A	N/A	Yes
Whether current/former Head Start parents are employed; types of jobs	Center director interview	√	N/A	N/A	Yes
Have children on waiting list at start of year?	Program director interview	√	N/A	N/A	No ^c
Number on waiting list	Program director interview	√	N/A	N/A	No ^c
Number you think will enroll based on experience	Program director interview	√	N/A	N/A	No ^c
Procedure for selecting off waiting list	Program director interview	√	N/A	N/A	No ^c
Have you expanded in past two years?	Program director interview	√	N/A	N/A	No ^c
Number of children, classrooms, teachers added	Program director interview	√	N/A	N/A	No ^c
Whether added new program components, what type	Program director interview	√	N/A	N/A	No ^c

Table B.4 (continued)

Measure	Instrument	FACES 2009 Time Period			Used in FACES 2006?
		HSF	HSS	KS	
Whether program has applied for funds from the American Recovery and Reinvestment Act	Program director interview	√	N/A	N/A	No
Opinion on work climate for teachers	Education coord. interview	√	N/A	N/A	Yes
	Center director interview	√	N/A	N/A	Yes
Opinion on whether program promotes connections between parents and staff, encourages parents to supplement classroom learning at home, supports staff in efforts to engage parents	Center director interview	√	N/A	N/A	No
Opinion on whether FSWs work closely with teachers and other program specialists, understand goals for family literacy, and feel good about their jobs	Center director interview	√	N/A	N/A	No
Frequency family service workers have opportunity to reflect with their supervisors or peers on work with families	Center director interview	√	N/A	N/A	No
Transition to Kindergarten					
Whether education coordinator manages transition to school activities or arranges for community services for children	Education coord. interview	√	N/A	N/A	Yes
Transition activities (contact parents, preschool child spends time in K classroom, shortened school days at start of year, parents and children visit, teacher visits child's home, parent orientation)	Teacher interview	--	--	√	Yes
Whether program has a formal process in place for planning the transition; if so, when planning begins	Center director interview	√	N/A	N/A	No
What center does to assist with kindergarten transition	Center director interview	√	N/A	N/A	Yes
Ways center coordinates with schools students will attend	Center director interview	√	N/A	N/A	Yes ^a
Whether program tries to align its curriculum and goals with those of local, public prekindergarten programs	Program director interview	√	N/A	N/A	No
Services and Community Partnerships					
Services offered to families and how provided (directly by Head Start staff, community partner on-site, community partner off site)	Program director interview	√	N/A	N/A	No
Whether program has a written, official process for making referrals when children are identified as at-risk	Program director interview	√	N/A	N/A	No

Table B.4 (continued)

Measure	Instrument	FACES 2009 Time Period			Used in FACES 2006?
		HSF	HSS	KS	
Services for children with disabilities and how provided (directly, contract/arrange for it, both)	Program director interview	√	N/A	N/A	No
Whether program provides extended care or other services through formal partnership with center- or home-based child care programs	Program director interview	√	N/A	N/A	No
Factors used to determine how families are assigned to specific case managers/family service workers	Program director interview	√	N/A	N/A	No
Education Coordinator Characteristics					
Job satisfaction	Education coord. interview	√	N/A	N/A	Yes
What makes it hard to do job well	Education coord. interview	√	N/A	N/A	Yes
Start date for this Head Start program	Education coord. interview	√	N/A	N/A	Yes
Years working with Head Start	Education coord. interview	√	N/A	N/A	Yes
Hours per week paid to work with Head Start? Actual hours worked? Months per year?	Education coord. interview	√	N/A	N/A	Yes
Have children attending Head Start now / in the past	Education coord. interview	√	N/A	N/A	Yes
Highest grade completed / degrees	Education coord. interview	√	N/A	N/A	Yes
Field of highest degree	Education coord. interview	√	N/A	N/A	Yes
Field include 6+ college courses in ECE/CD	Education coord. interview	√	N/A	N/A	Yes
Have you completed 6+ college courses in ECE/CD?	Education coord. interview	√	N/A	N/A	Yes
Name and location of college/university	Education coord. interview	√	N/A	N/A	Yes
Have CDA?	Education coord. interview	√	N/A	N/A	Yes
Have state preschool certificate?	Education coord. interview	√	N/A	N/A	Yes
Have teaching certificate or license?	Education coord. interview	√	N/A	N/A	Yes
Currently enrolled in teacher training or education, and type	Education coord. interview	√	N/A	N/A	Yes
Member of professional EC association	Education coord. interview	√	N/A	N/A	Yes
Salary and time period covered	Education coord. interview	√	N/A	N/A	Yes

Table B.4 (continued)

Measure	Instrument	FACES 2009 Time Period			Used in FACES 2006?
		HSF	HSS	KS	
Nonwage benefits	Education coord. interview	√	N/A	N/A	Yes
Gender	Education coord. interview	√	N/A	N/A	Yes
Birth year	Education coord. interview	√	N/A	N/A	Yes
Race/ethnicity	Education coord. interview	√	N/A	N/A	Yes
Languages spoken	Education coord. interview	√	N/A	N/A	Yes
Whether completed entire course on DLL children	Education coord. interview	√	N/A	N/A	No
Director Characteristics					
Start date for this Head Start program	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Years working with Head Start	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Hours per week paid to work with Head Start? Actual hours worked? Months per year?	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
What issues make it hard to do job well?	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Nonwage benefits	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Job satisfaction	Center director interview	√	N/A	N/A	Yes
Have children attending Head Start now / in the past?	Center director interview	√	N/A	N/A	Yes
Highest grade completed / degrees	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Field of highest degree	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Field include 6+ college courses in ECE/CD	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes

Table B.4 (continued)

Measure	Instrument	FACES 2009 Time Period			Used in FACES 2006?
		HSF	HSS	KS	
Have you completed 6+ college courses in ECE/CD?	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Name and location of college/university	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Have CDA?	Center director interview	√	N/A	N/A	Yes
Have state preschool certificate?	Center director interview	√	N/A	N/A	Yes
Have teaching certificate or license?	Center director interview	√	N/A	N/A	Yes
Member of professional EC association	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Salary	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Gender	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Birth year	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Race/ethnicity	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	Yes
Speak a language other than English? What?	Center director interview	√	N/A	N/A	Yes
	Program director interview	√	N/A	N/A	No
Whether completed entire course on DLL children	Center director interview	√	N/A	N/A	No

Table B.4 (continued)

Measure	Instrument	FACES 2009 Time Period			Used in FACES 2006?
		HSF	HSS	KS	
School Characteristics at Kindergarten					
Private versus public (regular, magnet, school of choice, Bureau of Indian Affairs/tribal, special education)	Teacher interview	--	--	√	Yes
Highest grade taught at school	Teacher interview	--	--	√	Yes
Number of students at school, in kindergarten	Teacher interview	--	--	√	Yes

Key:

HSF = Head Start fall wave

HSS = Head Start spring wave

KS = Kindergarten spring wave

√ = Present in protocol

-- = Absent in protocol

N/A = No protocol for R in time period

R = Respondent

^a FACES 2009 added items as compared to FACES 2006.

^b FACES 2009 modified item wording.

^c FACES 2009 asked the program director whereas FACES 2006 asked these items in the center director interview.

APPENDIX C
QUESTIONNAIRES

OMB # : 0970-0151
Expiration Date: 6/30/2012

MATHEMATICA
Policy Research, Inc.



Head Start and Kindergarten Parent Interview

*Fall 2009, Spring 2010,
Spring 2011, Spring 2012*

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0151. The time required to complete this information collection is estimated to average 50 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

Parent Interview Routing Explanations

FACES draws samples of 3-and 4-year-old children who entered Head Start for the first time in fall 2009 and are expected to attend Head Start for one or two years before moving on to kindergarten. Therefore, references in this document to HEAD START CASES indicate items asked only while a child was attending Head Start. This includes the fall 2009, spring 2010, and spring 2011 waves for those children who entered Head Start as 3-year-olds and the fall 2009 and spring 2010 waves for those children who entered Head Start as 4-year-olds. Any reference in this document to KINDERGARTEN CASES indicates items asked only while a child was attending kindergarten, which would be the spring 2011 wave for entering 4-year-olds and the spring 2012 wave for entering 3-year-olds.

SCREENER

Sample Info: PRELOAD FROM SMS AS INTERVIEWER NOTES

IF FALL 2009 OR NO PREVIOUS INTERVIEW BUT CONSENT HAS BEEN OBTAINED, DISPLAY INFORMATION FOR INDIVIDUAL WHO GAVE CONSENT: Respondent is [RESPONDENT NAME], [RELATIONSHIP TO CHILD], to [CHILD], consent given [DATE CONSENT FORM WAS SIGNED OR WHEN INDIVIDUAL WAS LOADED INTO SMS]

IF FALL 2009 OR NO PREVIOUS INTERVIEW AND CONSENT HAS NOT BEEN OBTAINED, DISPLAY: Respondent information is not yet available; consent has not been obtained.

IF SPRING 2010, SPRING 2011, OR SPRING 2012 AND THERE IS A PREVIOUS INTERVIEW, DISPLAY RESPONDENT FOR MOST RECENT INTERVIEW: Respondent was [RESPONDENT NAME], [RELATIONSHIP TO CHILD] to [CHILD], conducted on [DATE OF MOST RECENT INTERVIEW].

MakeDialPhone

AUTO DIAL.....	01	}	→ FOLLOW CATI MODULE
MANUAL DIAL.....	02		
QUICK EXIT	03		
RESPONDENT CALLING IN/CAPI	04	→	GO TO Hello

NOTE: FOR FACES 2009 DISPLAY EITHER THE CATI TEXT OR THE CAPI TEXT DEPENDING ON MODE OF PROCESSING. DO NOT DISPLAY BOTH AT THE SAME TIME.

{IF CATI AND MakeDialPhone = 1,2,4 OR IF CAPI}

Hello.

My name is _____ at Mathematica Policy Research. [(IF CATI AND MakeDialPhone = 4) **Thank you for calling in to complete the survey.**]

[(IF CAPI AND RESPONDENT NAME IS AVAILABLE (PRELOADED)) **May I please speak with [NAME]/Are you [NAME]?**]

{PROGRAMMER NOTE: IF NO PRIOR INTERVIEW, FILL WITH NAME ON CONSENT FORM; IF PRIOR INTERVIEW, FILL WITH NAME OF MOST RECENT RESPONDENT.}

- [NAME] AVAILABLE 1 → GO TO SampMemb
- [NAME] COMES TO THE PHONE/DOOR 2 → GO TO SampMemb
- [NAME] ASKS WHAT THE CALL/VISIT IS ABOUT 3 → GO TO WHATABOUT
- [NAME] NOT AVAILABLE 4 → GO TO SampMemb
- [NAME] HAS MOVED 5 → GO TO KNOWWHERE
- [NAME] DOES NOT SPEAK ENGLISH..... 6 → GO TO LANG
- NEVER HEARD OF [NAME]/WRONG NUMBER/ DIFFERENT RESPONDENT 7 → GO TO THANKS
- HUNG UP DURING INTRODUCTION 8 → GO TO TERMINATE INTERVIEW

SampMemb. [(IF Hello=2 OR WhatAbout=2) **Hello, my name is _____.**][(IF MakeDialPhone≠4) **I'm calling about [CHILD] and her/his experiences with Head Start. We would like to interview you about [CHILD]'S experiences in Head Start and other things related to (his/her) Head Start experience. Is this [(If MakeDialPhone=4) still] a good time to talk?**]

- YES, CONTINUE 1 → GO TO RespondentConfirm
- NOT A GOOD TIME 2 → MAKE APPOINTMENT
- HUNG UP DURING INTRODUCTION 3 → TERMINATE INTERVIEW
- SUPERVISOR REVIEW 4 → TERMINATE INTERVIEW
- REFUSED..... r → GO TO EXIT TAB, THEN TERMINATE INTERVIEW

{IF Hello=3}

WhatAbout[(IF CATI AND MakeDialPhone≠4) I'm calling about a study we are conducting / (IF MakeDialPhone=4) **We are conducting a study**] to learn more about families in the **Head Start Program and how Head Start provides different kinds of services to children and families.** [(IF MakeDialPhone≠4) **May I speak with [NAME]?**]

- [NAME] AVAILABLE 1 → GO TO SampMemb
- [NAME] COMES TO THE [(CATI) PHONE/ (CAPI) DOOR] 2 → GO TO SampMemb
- [NAME] CURRENTLY UNAVAILABLE..... 3 → GO TO SampMemb
- [NAME] MOVED 4 → GO TO KnowWhere
- [NAME] DOES NOT SPEAK ENGLISH..... 5 → GO TO LANG
- NEVER HEARD OF [NAME]/WRONG NUMBER/ DIFFERENT RESPONDENT 6 → GO TO THANKS
- [(CATI) HUNG UP DURING INTRODUCTION].... 7 → TERMINATE INTERVIEW
- SUPERVISORY REVIEW 8 → TERMINATE INTERVIEW

{IF Hello=5 OR WhatAbout=3}

KnowWhere: **Do you or anyone there know how we can reach [NAME]?**

- YES 1 → GO TO NewPhone
- NO 0 → GO TO Thanks

{IF Hello=6 OR WhatAbout=4}

Lang. CODE LANGUAGE NEEDED TO COMPLETE INTERVIEW IF POSSIBLE THEN END INTERVIEW

- SPANISH..... 1 → GO TO THANKS
- FRENCH..... 2 → GO TO THANKS
- CHINESE..... 3 → GO TO THANKS
- RUSSIAN..... 4 → GO TO THANKS
- GERMAN..... 5 → GO TO THANKS
- OTHER LANGUAGE (SPECIFY)..... 6 → GO TO OtherLang

{IF LANG=6}

OtherLang IF POSSIBLE, RECORD LANGUAGE SPOKEN STRING[15] → GO TO THANKS

{IF Hello=5 OR WhatAbout=3 AND KnowWhere=1}
NewPhone. **May I please have (his/her) telephone number?**

YES 1 → GO TO pGETPHONE
NO 0 → GO TO NewAddr

{IF Hello=5 OR WhatAbout=3 AND KnowWhere=1}
NewAddr. **May I please have (his/her) address?**

YES 1 → GO TO pGETADDRESS
NO 0 → GO TO Thanks

{Hello=5,6,7 OR WhatAbout=3,4,5}
Thanks: **Thank you for your time.** TERMINATE INTERVIEW

{IF SampMemb=1}
RespondentConfirm. CONFIRM WHETHER THE PERSON WITH WHOM YOU ARE SPEAKING IS [NAME]. IF YOU ARE NOT CERTAIN, ASK "Are you [NAME]?"

YES, PERSON IS [NAME] 1 → GO TO PREVIOUS INTERVIEW BOX
NO, PERSON IS NOT [NAME] 0 → IF FALL 2009 OR NO PREVIOUS INTERVIEW GO TO Thanks. IF SPRING 2010, 2011, OR 2012 GO TO RespondentIdentify.

{IF RespondentConfirm=0}
RespondentIdentify. IDENTIFY THE PERSON WITH WHOM YOU ARE SPEAKING. IF YOU ARE NOT CERTAIN, SAY "Can you please tell me your name?"

PROGRAMMER – IF SPRING 2010, SPRING 2011, OR SPRING 2012 DISPLAY MOST RECENT PI R, PARENTS 2 AND 3 (FROM SMS) AND "OTHER."

PROGRAMMER – IF RespondentIdentify=4 (NOT LISTED), THEN CREATE AN ALERT MESSAGE AS FOLLOWS: "IN CASE ____ [FILL CASE ID NUMBER] ACTUAL RESPONDENT DOES NOT MATCH POTENTIAL RESPONDENTS IDENTIFIED IN SMS. NEW ID MUST BE ASSIGNED" SEND THIS MESSAGE TO IDENTIFIED STAFF.

[Parent1] 1 → GO TO PREVIOUS INTERVIEW BOX
[Parent2] 2 → GO TO PREVIOUS INTERVIEW BOX
[Parent3] 3 → GO TO PREVIOUS INTERVIEW BOX
NOT LISTED 4 → GO TO PREVIOUS INTERVIEW BOX

PREVIOUS INTERVIEW BOX
IF FALL 2009 CONTINUE AT SC1
IF SPRING 2010, SPRING 2011, OR SPRING 2012 AND NO
PREVIOUS INTERVIEW WITH THIS RESPONDENT:
CONTINUE AT SC1
IF SPRING 2010, SPRING 2011, OR SPRING 2012 AND
PREVIOUS INTERVIEW WITH RESPONDENT: CONTINUE AT
SC0.

{IF SPRING 2010, SPRING 2011, OR SPRING 2012)
SC0. **In (FALL 2009)/(SPRING 2010)/(SPRING 2011) we completed an interview with
[PRE-FILL WITH NAME OF LAST RESPONDENT]. Is that you?**

YES, SAME RESPONDENT 1 → GO TO SC2
NO, DIFFERENT RESPONDENT 0 → GO TO SC1

{IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT}

SC1. **I would like to talk with the person most responsible for [CHILD]’s care. Are you that person?**

YES	1	→ GO TO SC1a
NO	0	} → GO TO SC2a
DON'T KNOW	d	
REFUSED.....	r	

{IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT AND SC1=1}

SC1a. **Do you live in the same household as [CHILD]?**

YES	1	→ IF FALL 2009, GO TO INT2; ELSE GO TO SC2b_2
NO	0	} → GO TO SC2a
DON'T KNOW	d	
REFUSED.....	r	

{IF PREVIOUS INTERVIEW WITH THIS RESPONDENT AND SC0=1}

SC2. **In [(fall 2009)/(spring 2010)/(spring 2011)] we interviewed you as the person who is most responsible for [CHILD]’s care. Are you still the person who is most responsible for [CHILD]’s care?**

YES	1	→ GO TO SC2x
NO	0	} → GO TO SC2a
DON'T KNOW	d	
REFUSED.....	r	

{IF PREVIOUS INTERVIEW WITH THIS RESPONDENT AND SC0=1 AND SC2=1}

SC2x. **Do you live in the same household as [CHILD]?**

YES	1	→ GO TO SC2b_2
NO	0	} → GO TO SC2a
DON'T KNOW	d	
REFUSED.....	r	

{IF SC1, SC1a, SC2, OR SC2x = 0, d, r}

SC2a. **Among the people that live with [CHILD], who is most responsible for [CHILD]’s care?**

[Parent2]	2	→ GO TO SC2b
[Parent3]	3	→ GO TO SC2b
NOT LISTED.....	4	→ GO TO GetNameIntro

PROGRAMMER – IF SPRING 2010, SPRING 2011, OR SPRING 2012 DISPLAY MOST RECENT PIR, PARENTS 2 AND 3 (FROM SMS) AND “OTHER.”

PROGRAMMER – SC2a=4 (NOT LISTED), THEN CREATE AN ALERT MESSAGE AS FOLLOWS: “IN CASE ____ [FILL CASE ID NUMBER] INDIVIDUAL IDENTIFIED AS PERSON MOST RESPONSIBLE FOR CHLD’S CARE DOES NOT MATCH POTENTIAL RESPONDENTS IDENTIFIED IN SMS. NEW ID MUST BE ASSIGNED” SEND THIS MESSAGE TO IDENTIFIED STAFF.

[Parent1] 1 → GO TO SC2b
 [Parent2] 2 → GO TO SC2b
 [Parent3] 3 → GO TO SC2b
 NOT LISTED..... 4 → GO TO GetNameIntro

{IF OTHER}

GetNameIntro. “[IF SC1a OR SC2x=0, d, r) Among the people that live with [CHILD],] Please tell me the name of the person most responsible for [CHILD]’s care.”

ENTER 1 TO CONTINUE 1 → GO TO GETNAME
 (LABEL = Most responsible person)
 DON’T KNOW..... d → EXIT INTERVIEW
 REFUSE r

{PROGRAMMER NOTE: SC2b SHOULD NOT BE ASKED IF THE PERSON STATES HE/SHE DOES NOT LIVE WITH THE CHILD (I.E., IF SC1a OR SC2x ARE ASKED AND=0). IF SC1a OR SC2X ARE ASKED AND=0, THEN GO STRAIGHT TO SC2c}

{IF SC1 OR SC2 = 0, d, r}

SC2b. **Is [PERSON IDENTIFIED IN SC2a OR GETNAME] there and can I speak to (him/her)?**

[NAME] COMES TO PHONE 1 → GO TO SC2b_2
 NEED TO CALL BACK 2 → GO TO CallBack
 [NAME] DOES NOT LIVE HERE 3 → GO TO SC2c
 DON’T KNOW..... d → EXIT INTERVIEW
 REFUSED..... r

SC2c. **Can I have (his/her) address and telephone number?**

ENTER 1 TO CONTINUE 1 → GO TO GETADDRESS
 (LABEL = Most responsible address)
 DON’T KNOW..... d → EXIT INTERVIEW
 REFUSE r

GETADDRESS_____ → GO TO GETPHONE
(LABEL = Most responsible phone)

GETPHONE_____ → EXIT INTERVIEW

PRELOAD WHETHER CHILD IS A HEAD START CASE OR KINDERGARTEN CASE FROM SMS. IF SMS DESIGNATION FOR CHILD IS 'UNKNOWN', THEN GO TO SC2c_2/SC2c.

SC2b_2. **According to our records [CHILD] is [still attending (IF HEAD START CASE) Head Start / (IF KINDERGARTEN CASE) [CHILD] is now attending Kindergarten]. Is that correct?**

(IF KINDERGARTEN CASE): INTERVIEWER NOTE: KINDERGARTEN: TRADITIONAL YEAR OF SCHOOL PRIMARILY FOR 5 YEAR-OLDS PRIOR TO FIRST GRADE.

YES 1 → GO TO INT2
 NO 0
 DON'T KNOW d
 REFUSED r

{SC2b_2=0,d,r} {SMS DESIGNATION FOR CHILD=UNKNOWN}
 SC2c_2. **What grade or year of school is (CHILD) attending?**

HEAD START 1 → IF SPRING 2012 GO TO SC2c_2Exit to TERMINATE INTERVIEW, ELSE CHANGE PRELOAD VARIABLE TO HEAD START, THEN GO TO INT2

 KINDERGARTEN 2 → IF SPRING 2010, GO TO SC2c_2Exit TO TERMINATE INTERVIEW. IF SPRING 2011 OR 2012, CHANGE PRELOAD VARIABLE TO KINDERGARTEN, THEN GO TO INT2.
 TRANSITIONAL KINDERGARTEN (BEFORE K). 3 → CONTINUE WITH INTERVIEW
 PREFIRST GRADE (AFTER K) 4 →CONTINUE WITH INTERVIEW
 FIRST GRADE..... 5 →SC2c_2Exit TO TERMINATE INTERVIEW
 UNGRADED OR HOME SCHOOLED..... 6 →GO TO SC2C_2new
 SPECIAL EDUCATION..... 7 →CONTINUE WITH INTERVIEW
 NURSERY/PRESCHOOL 8 →SC2c_2Exit TO TERMINATE INTERVIEW
 PREKINDERGARTEN 9 →SC2c_2Exit TO TERMINATE INTERVIEW
 SOMETHING ELSE (SPECIFY)..... 10
 NOT ENROLLED IN SCHOOL..... 11
 DON'T KNOW d
 REFUSED..... r

} → TERMINATE INTERVIEW (GO TO SC2C_2EXIT)

PROGRAMMER: CREATE A HELP SCREEN WITH THE FOLLOWING DEFINITIONS:

NURSERY/PRESCHOOL/PRE-KINDERGARTEN: PROGRAMS THAT OFFER CLASSES PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN. THESE MAY BE OFFERED BY PUBLIC AND PRIVATE ORGANIZATIONS.

TRANSITIONAL (OR READINESS) KINDERGARTEN: EXTRA YEAR OF SCHOOL FOR KINDERGARTEN-AGE ELIGIBLE CHILDREN WHO ARE JUDGED NOT READY FOR KINDERGARTEN.

KINDERGARTEN: TRADITIONAL YEAR OF SCHOOL PRIMARILY FOR 5-YEAR-OLDS PRIOR TO FIRST GRADE.

PRE-FIRST (TRANSITIONAL FIRST) GRADE (AFTER K): EXTRA YEAR OF SCHOOL FOR CHILDREN WHO HAVE ATTENDED KINDERGARTEN BUT HAVE BEEN JUDGED NOT READY FOR FIRST GRADE.

UN-GRADED: A CLASSROOM CONTAINING KINDERGARTEN-AGED STUDENTS (POSSIBLY IN COMBINATION WITH OTHER AGES), NOT FORMALLY IDENTIFIED AS A "KINDERGARTEN" CLASS.

Wave Note:

The response options above were used in spring 2012. In spring 2010 and spring 2011, the response options were (1) Head Start, (2) Kindergarten, (3) Neither/Attending Universal Pre-K, or don't know/refused. If the child was not in Head Start or Kindergarten, the interview was terminated.

{IF SC2C_2=10}
SC2C_2Specify "Please tell me what grade your child is in"
STRING [50]

{IF SC2C_2=6}
SC2C_2new. **What grade would (CHILD) be in if (he/she) were attending a school with regular grades?**

HEAD START	1	→ IF SPRING 2012 GO TO SC2c_2Exit to TERMINATE INTERVIEW, ELSE CHANGE PRELOAD VARIABLE TO HEAD START, THEN GO TO INT2
.....		
.....		
KINDERGARTEN	2	→ IF SPRING 2010, GO TO SC2c_2Exit TO TERMINATE INTERVIEW. IF SPRING 2011 OR 2012, CHANGE PRELOAD VARIABLE TO KINDERGARTEN, THEN GO TO INT2.
TRANSITIONAL KINDERGARTEN (BEFORE K)	3	→ CONTINUE WITH INTERVIEW
PREFIRST GRADE (AFTER K)	4	→CONTINUE WITH INTERVIEW
FIRST GRADE.....	5	→SC2c_2Exit TO TERMINATE INTERVIEW

SPECIAL EDUCATION.....	6	→CONTINUE WITH INTERVIEW
NURSERY/PRESCHOOL.....	7	→SC2c_2Exit TO TERMINATE INTERVIEW
PREKINDERGARTEN	8	→SC2c_2Exit TO TERMINATE INTERVIEW
DON'T KNOW.....	d	} → TERMINATE INTERVIEW
REFUSED.....	r	

PROGRAMMER: IF SC2c_2=1,5,8,9,11.d,r/SC2c_2new=1,5,7,8,d,r IF SPRING 2012), THEN CREATE AN ALERT MESSAGE AS FOLLOWS: "IN CASE ____ [FILL CASE ID NUMBER] CHILD IS IN _____[FILL WITH RESPONSE FROM SC2c_2/SC2c_2new]." SEND THIS MESSAGE TO IDENTIFIED STAFF.

{IF SPRING 2012 AND SC2c_2=1 OR IF (SPRING 2010 OR SPRING 2011 AND SC2c_2=3, d, r)}
 SC2c_2Exit. **This spring we are only looking at children attending [(IF SPRING 2010) Head Start / (IF SPRING 2011) Head Start or Kindergarten / (IF SPRING 2012) Kindergarten]. I do not have any more questions for you now, but thank you for your time.**

{IF SPRING 2012 AND SC2c_2 =1 OR IF SPRING 2010 OR SPRING 2011 AND SC2c_2 =3, d, r}
 CAPI: GIVE PARENT INCENTIVE PAYMENT OF \$35.

{IF SPRING 2012 AND SC2c_2 =1 OR IF SPRING 2010 OR SPRING 2011 AND SC2c_2 =3, d, r}
 CATI: ASK FOR CONTACT INFORMATION TO SEND THE INCENTIVE PAYMENT OF \$35.

INT2. [(IF SC2b=1) **Hello, my name is _____. We would like to interview you about [CHILD]'S experiences in Head Start and other things related to (his/her) Head Start experience.] Thank you for agreeing to talk with me. [(IF PREVIOUS INTERVIEW WITH THIS RESPONDENT) As you may remember,] The purpose of this study is to learn more about families in the Head Start Program and how Head Start provides different kinds of services to children and families. [(IF SPRING 2010, SPRING 2011, OR SPRING 2012 AND NO PREVIOUS INTERVIEW) When we visited [CHILD]'s Head Start program [(IF SPRING 2010) last fall / (IF SPRING 2011 OR SPRING 2012) last spring] we were unable to interview you.] [(IF KINDERGARTEN CASE) At this point we want to learn more about how your child is doing after Head Start].**

IF PARENT ASKS FOR MORE INFORMATION: **We also want to learn more about the program [CHILD] attends. I want to talk with you so we can understand (Head Start/Kindergarten) from a parent's point of view, including some information about your child's home environment. Information from this study will be used to help Head Start better serve all children and their families.**

Everything we talk about today is private. Neither your name nor [CHILD]'s name will be attached to any of the information you give us. If I ask you something that you are uncomfortable answering, just tell me and I will move on to the next

question. And if you have any questions at any time during this interview, please feel free to ask them.

I will ask you questions and type in your answers. You may stop me at any time and you may ask me to go back to earlier questions to change your answers. There are no right or wrong answers to these questions. No one from the [(IF HEAD START CASE) Head Start / (IF KINDERGARTEN CASE) Kindergarten] Program will see or hear your answers. All of the study results will be reported for groups of parents; no results will be analyzed or reported for individuals.

Your participation is completely voluntary. If you choose not to complete this interview, it will not affect you or your child's participation in (Head Start/Kindergarten) Programs. The things you tell me are very important, so please be as accurate as possible. Occasionally, I may have to ask a question that does not apply to you or may seem sensitive in nature. If that happens, just tell me and I will move on to the next question.

Do you have any questions before we begin?

<p>IF HEAD START CASE AND FALL 2009: GO TO MODE-1 OR IN PERSON SCHEDULER</p> <p>IF HEAD START CASE AND SPRING 2010 OR SPRING 2011: GO TO C2</p> <p>KINDERGARTEN CASES: GO TO MODE-1 OR IN PERSON SCHEDULER</p>
<p>VER – 1</p> <p>VERIFY STATUS</p>

{VERIFY STATUS MODULE}{Head Start Cases}

C2. **Is [CHILD] still enrolled in the same Head Start program as of [MONTH AND YEAR OF LAST INTERVIEW]/(IF NO PREVIOUS INTERVIEW [SEPTEMBER], or has (he/she) stopped going to that program?**

STILL GOING TO THE SAME HEAD START PROGRAM.....	1		→ GO TO MODE-1 OR IN PERSON SCHEDULER
STOPPED GOING TO THAT HEAD START PROGRAM.....	2	}	→ GO TO C9A
DON'T KNOW.....	d		
REFUSED.....	r		

{Head Start Cases}{IF C2 = 2, d, r}

C9A. **As [CHILD] is not in [PROGRAM], I only have a few questions I would like to ask you. It will only take about 10 minutes, and after we complete the short interview we will send you \$35 to thank you for your help. As always, your participation is voluntary and private. No one from the Head Start program will know that you spoke with us.**

Do you have any questions before we start?

{Head Start Cases}{IF C2 = 2, d, r}

C9B. **When did [CHILD] stop going to [PROGRAM]?**

|_|_| / |_|_| / |_|_|_|_|
MONTH DAY YEAR

DON'T KNOW.....d

REFUSED.....r

{Head Start Cases}{IF C2 = 2, d, r}

C10. **Why did [CHILD] stop going to [PROGRAM]? What was the most important reason?**

CODE ONLY ONE

- FAMILY MOVED.....1
 - FAMILY LOST HOUSING11
 - ILLNESS (CHILD).....2
 - ILLNESS (FAMILY MEMBER)3
 - CONFLICT WITH PARENT'S WORK
OR SCHOOL SCHEDULE4
 - LACK OF TRANSPORTATION.....5
 - BAD WEATHER.....6
 - CHILD DID NOT WANT TO GO.....7
 - PARENT DECISION NOT TO SEND CHILD
OR TO SEND CHILD ELSEWHERE.....8
 - NEEDED FULL-DAY CHILD CARE9
 - OTHER (SPECIFY).....10
-
- DON'T KNOW.....d
 - REFUSED.....r

{Head Start Cases}{IF C2 = 2, d, r}

C11. **After [CHILD] stopped going to [PROGRAM], did you enroll [CHILD] in another preschool, child care center or child development program or Head Start program?**

- YES1
- NO0
- DON'T KNOW.....d
- REFUSED.....r



{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}
 C12. **Is [CHILD] still attending this program?**

- YES1
 - NO0
 - DON'T KNOW.....d
 - REFUSED.....r
- } → GO TO BOX C17

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1}
 C13. **What kind of program is it? Is it . . .**

NOTE: IF MORE THAN ONE PROGRAM, ASK ABOUT PRIMARY PROGRAM.

INTERVIEWER NOTE: PUBLIC SCHOOL PRE-KINDERGARTEN: PROGRAM THAT OFFERS CLASSES IN PUBLIC SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 4 YEAR-OLD CHILDREN.

INTERVIEWER NOTE: PRIVATE SCHOOL PRE-KINDERGARTEN/NURSERY: PROGRAM THAT OFFERS CLASSES IN PRIVATE SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN.

- a public school pre-kindergarten,.....1**
 - a private school pre-kindergarten or
nursery school,2**
 - a child care center or child
development program,3**
 - another Head Start program, or4**
 - some other program? (SPECIFY).....5**
 - _____
 - DON'T KNOW.....d
 - REFUSED.....r
- } → GO TO C15
- } → GO TO C14

{IF C13=5}
 C13Specify **“Please tell me about the program the child attends.”**
 STRING[50]

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1}{IF C13 = 4}

C14. **Please tell me the name of that Head Start program and the city it is in.**

NAME: _____

CITY: _____

DON'T KNOW.....d

REFUSED.....r

{DATA DEFINITION 1..7}

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1}

C15. **How many days each week does [CHILD] go to this program?**

____|____| NUMBER {SOFT EDIT: NUMBER<=7}

DON'T KNOW.....d

REFUSED.....r

{IF C15>7}

[SOFT C15] NUMBER OF DAYS A WEEK MIGHT BE TOO HIGH

I may have mistyped something. I have entered [C15] as the number of days a week that [CHILD] goes to this program.

Is that correct?

{DATA DEFINITION 1..168}

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1}

C16. **How many hours each week does [CHILD] go to [PROGRAM NAME]?**

____|____| NUMBER {SOFT EDIT: NUMBER<=56}

DON'T KNOW.....d

REFUSED.....r

{IF C16>56}

[SOFT C16] NUMBER OF HOURS A WEEK MIGHT BE TOO HIGH

I may have mistyped something. I have entered [C16] as the number of hours each week that [CHILD] goes to this program.

Is that correct?

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1} {IF C13 = 1, 2, 3, 5, d, r} {IF C13 = 4, GO TO BOX C17}

C17. **As far as helping [CHILD] learn and get ready for school, do you think the program is . . .**

- not as good as Head Start,.....1
- just as good as Head Start, or.....2
- better than Head Start?3
- DON'T KNOW.....d
- REFUSED.....r

BOX C17
 TERMINATE THE INTERVIEW (GO TO C17_exit) IF C2=2,d,r

C17_exit. This spring we are only looking at children attending the Head Start program [CHILD] attended as of [MONTH AND YEAR OF LAST INTERVIEW]. I do not have any more questions for you now, but thank you for your time.

CAPI: GIVE PARENT INCENTIVE PAYMENT OF \$35.

CATI: ASK FOR CONTACT INFORMATION TO SEND THE INCENTIVE PAYMENT OF \$35.

{IF CATI}

MODE-1. **After completing the interview by telephone you will receive \$35 to thank you for your help. Would you like to . . .**

- continue with the interview now?
(It will take about 45 minutes)1 → GO TO SC3
 - schedule an appointment for the
interview by telephone,2 → GO TO CATI SCHEDULER
 - (HEAD START CASES ONLY): **schedule an
appointment to complete the
interview at (CENTER),**3
 - (KINDERGARTEN CASES ONLY): **schedule an
appointment to complete the
interview in-person?**4
 - DON'T KNOW.....d
 - REFUSED.....r
- } → GO TO MODE 2A

{IF CATI}{MODE-1= 3, 4}

MODE – 2A. **What day of the week between Monday (WEEK START) and Sunday (END OF WEEK) would be best for you?**

- MONDAY 1
- TUESDAY 2
- WEDNESDAY 3
- THURSDAY 4
- FRIDAY 5
- SATURDAY 6
- SUNDAY 7
- DON'T KNOW d
- REFUSED r

{IF CATI}{MODE-1= 3, 4}

MODE – 2B. **And what time on (DAY) is the best for you? You can choose more than one time. Would you prefer . . .**

- 7 to 8 a.m., 1
- 11 to 12, 2
- 12 to 1, 3
- 3 to 4, 4
- 4 to 5, 5
- 5 to 6, or 6
- after 6 p.m.? 7
- DON'T KNOW d
- REFUSED r

{IF CATI}{MODE-1= 3, 4}

MODE – 3A. **And what other day during the week between Monday (WEEK START) and Sunday (END OF WEEK), would also be good for you?**

- MONDAY 1
- TUESDAY 2
- WEDNESDAY 3
- THURSDAY 4
- FRIDAY 5
- SATURDAY 6
- SUNDAY 7
- DON'T KNOW d
- REFUSED r

{IF CATI}{MODE-1= 3, 4}

MODE – 3B. **And what time on (DAY) is the best for you? You can choose more than one time. Would you prefer . . .**

- 7 to 8 a.m., 1
- 11 to 12, 2
- 12 to 1, 3
- 3 to 4, 4
- 4 to 5, 5
- 5 to 6, or 6
- after 6 p.m.? 7
- DON'T KNOW d
- REFUSED r

{IF CATI}{MODE-1= 3, 4}

MODE – 4. **A member of our team will call you to set a final time for the interview.**

Thank you for your help.

SC3. **Before we get started, I would like to make sure we have your name recorded correctly.**

BOX SC3a
 FOR FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT, GO TO SC3a.
 FOR SPRING 2010, 2011, AND 2012 PRELOAD RESPONDENT FIRST NAME, MIDDLE NAME/INITIAL, LAST NAME FROM DATABASE.

NOTE: READ NAME TO RESPONDENT AND VERIFY SPELLING

- NAME CORRECT 1 → GO TO SC4
- NAME INCORRECT 2

{IF SC3 = 2 OR FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT}

SC3a. **May I have the correct spelling of your name?**

FIRST NAME: _____

MIDDLE INITIAL: _____

LAST NAME: _____

DON'T KNOW..... d

REFUSED..... r

SC4. **Do you go by any other name besides [NAME OF RESPONDENT]?**

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r



{IF SC4 = 1}

SC5. **Can you give me that name?**

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

{IF SC4 = 1}{IF SC5 = 1}

SC6. **ENTER NAME**

FIRST NAME: _____

MIDDLE INITIAL: _____

LAST NAME: _____

{IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT OR BIRTH DATE IS MISSING}

SC7. **What is your birth date?**

|_|_| / |_|_| / |_|_|_|_|
MONTH DAY YEAR

DON'T KNOW..... d

REFUSED..... r

{IF PREVIOUS INTERVIEW WITH THIS RESPONDENT AND BIRTH DATE IS NOT MISSING}
SC7a. **Now, I would like to confirm we have your birth date recorded correctly.**

BOX SC7a
PRELOAD RESPONDENT'S BIRTH DATE
(MONTH/DAY/YEAR) FROM DATABASE

NOTE: READ BIRTH DATE TO THE RESPONDENT AND VERIFY WHETHER CORRECT

BIRTH DATE CORRECT 1 → CONTINUE
BIRTH DATE INCORRECT 2 → RECORD CORRECT BIRTH DATE

|_|_| / |_|_| / |_|_|_|_|
MONTH DAY YEAR

{SC8 THROUGH BOX SC11b ONLY IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT}

SC8. **Now, I would like to make sure we have [CHILD]'s name recorded correctly.**

NOTE: READ NAME TO RESPONDENT AND VERIFY SPELLING

FIRST NAME: [FILL]
MIDDLE NAME/INITIAL: [FILL]
LAST NAME: [FILL]

BOX SC8a
PRELOAD CHILD'S FIRST NAME, MIDDLE NAME/INITIAL,
LAST NAME FROM DATABASE

NAME CORRECT 1 → GO TO SC9
NAME INCORRECT 2

{IF SC8 = 2}

SC8a. **May I have the correct spelling of [CHILD]'s name?**

FIRST NAME: _____

MIDDLE INITIAL: _____

LAST NAME: _____

DON'T KNOW d

REFUSED r

SC9. **What is your relationship to [CHILD]?**

CODE ONLY ONE

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER.....	13
ADOPTIVE FATHER.....	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER.....	17
GRANDFATHER.....	18
GREAT GRANDMOTHER.....	19
GREAT GRANDFATHER.....	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE).....	23
OTHER RELATIVE OR IN-LAW (MALE).....	24
FOSTER PARENT (FEMALE).....	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE).....	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE).....	30
DON'T KNOW.....	d
REFUSED.....	r

{PROGRAMMER NOTE: HIDE SC9a and SC9b IF ANSWERED IN ANY PREVIOUS INTERVIEW}

{IF SC9 = 12, 14-30, d, r}

SC9a. **What is the first name of [CHILD]'s biological mother?**

{PROGRAMMER NOTE: IF THERE IS A PRIOR INTERVIEW WITH THIS FAMILY, DISPLAY LIST OF ADULT FEMALES FROM HOUSEHOLD ROSTER.}

FIRST NAME _____

DON'T KNOW.....	d
REFUSED.....	r

{IF SC9 = 11, 13, 15-30, d, r}

SC9b. **What is the first name of [CHILD]'s biological father?**

{PROGRAMMER NOTE: IF THERE IS A PRIOR INTERVIEW WITH THIS FAMILY, DISPLAY LIST OF ADULT MALES FROM HOUSEHOLD ROSTER.}

FIRST NAME _____

DON'T KNOW.....d

REFUSED.....r

{IF SC9 = 17-30, d, r}

SC10. **Are you [CHILD]'s legal guardian?**

YES 1 → GO TO BOX SC11b

NO 0

DON'T KNOW.....d

REFUSED.....r

{IF SC10 = 0, d, r}

SC11. **Who is [CHILD]'s legal guardian?**

NAME _____

ADDRESS _____

CITY _____

STATE: | | | |

| | | | - | | | | - | | | | | | TELEPHONE
(AREA CODE)

DON'T KNOW.....d

REFUSED.....r

BOX SC11b
HEAD START CASES: GO TO VERSION BOX A
KINDERGARTEN CASES: GO TO VERSION BOX AA1

AA. ABOUT HEAD START

Version Box AA1
KINDERGARTEN CASES ONLY
CONTINUE

{Kindergarten Cases}

AA1. **Now let's talk about [CHILD's] experience in Head Start last year.**

Last year, in {(IF SPRING 2011) 2009-2010/(IF SPRING 2012) 2010-2011), did [CHILD] keep going to Head Start until the end of the program year, or did (he/she) stop going before the program ended?

KEPT GOING TO END OF PROGRAM YEAR 1	→	GO TO VERSION BOX A
STOPPED GOING BEFORE END OF PROGRAM YEAR..... 2	}	→ GO TO AA2
OTHER (SPECIFY)..... 3		

DON'T KNOW..... d		
REFUSED..... r		

{IF AA1=3}

AA1Specify "Please tell me about the portion of the year [CHILD] spent in Head Start."
STRING[50]

{Kindergarten Cases}

{AA1=2, 3, d, OR r}

AA2. **When did [CHILD] stop going to Head Start?**

|_|_| MONTH |_|_|_|_| YEAR

DON'T KNOW..... d

REFUSED..... r

PROGRAMMER: DISPLAY SOFT EDIT IF VALUES OUT OF RANGE.

[SOFT AA2] THE DATE IS OUT OF RANGE

I may have mistyped something. I have entered [AA2] as the number date [CHILD] stopped going to head start.

Is that correct?

{Kindergarten Cases}

{AA1=2, 3, d, OR r}

AA3. **Why did [CHILD] stop going to Head Start?**

PROBE: **What was the most important reason?**

CIRCLE ONLY ONE

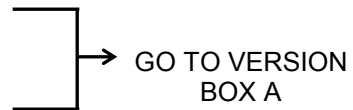
- FAMILY MOVED..... 1
 - FAMILY LOST HOUSING 11
 - ILLNESS OF CHILD 2
 - ILLNESS OF FAMILY MEMBER..... 3
 - CONFLICT WITH PARENT’S WORK
OR SCHOOL SCHEDULE 4
 - LACK OF TRANSPORTATION..... 5
 - BAD WEATHER..... 6
 - CHILD DID NOT WANT TO GO..... 7
 - PARENT DECISION NOT TO SEND CHILD
OR TO SEND CHILD ELSEWHERE..... 8
 - NEEDED FULL-DAY CHILD CARE 9
 - OTHER (PLEASE SPECIFY)..... 10
-
- DON’T KNOW..... d
 - REFUSED..... r

{Kindergarten Cases}

{AA1=2, 3, d, OR r}

AA4. **Not including any summer program, after (he/she) stopped going to Head Start (and before [he/she] started kindergarten), did you enroll [CHILD] in another preschool or child development program on a regular basis?**

- YES 1
- NO 0
- DON’T KNOW..... d
- REFUSED..... r



AA5. NO AA5 THIS VERSION.

{Kindergarten Cases}

{AA1=2, 3, d, OR r}{AA4=1}

AA6. **Let's talk about the program where [CHILD] spent the most time. Would you call it . . .**

INTERVIEWER NOTE: PUBLIC SCHOOL PRE-KINDERGARTEN: PROGRAM THAT OFFERS CLASSES IN PUBLIC SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 4 YEAR-OLD CHILDREN.

INTERVIEWER NOTE: PRIVATE SCHOOL PRE-KINDERGARTEN/NURSERY: PROGRAM THAT OFFERS CLASSES IN PRIVATE SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN.

- a public school pre-kindergarten,..... 1**
 - a private school pre-kindergarten or nursery school,2**
 - a child care center or child development program,3**
 - another Head Start program, or4**
 - somewhere else? (SPECIFY).....5**
-
- DON'T KNOW.....d
 - REFUSED.....r

{Kindergarten Cases}

{DATA DEFINITION 1..7}{AA1=2, 3, d, OR r}{AA4=1}

AA7. **For how many days a week did [CHILD] go to that program?**

NUMBER {SOFT EDIT: NUMBER<=5}

- DON'T KNOW.....d
- REFUSED.....r

{IF AA7>5}

[SOFT AA7] NUMBER OF DAYS A WEEK MIGHT BE TOO HIGH

I may have mistyped something. I have entered [AA7] as the number of days a week that [CHILD] went to that program.

Is that correct?

Kindergarten Cases}

{AA1=2, 3, d, OR r}{AA4=1}

AA8. **How many hours a week was [CHILD] at that program?**

|_|_| NUMBER {SOFT EDIT: NUMBER<=56}

DON'T KNOW.....d

REFUSED.....r

{IF AA8>56}

[SOFT AA8] NUMBER OF HOURS EACH WEEK MIGHT BE TOO HIGH

I may have mistyped something. I have entered [AA8] as the number of hours each week that [CHILD] was at that program.

Is that correct?

BOX AA8

IF AA6 NE 4, THEN GO TO AA9b AND TERMINATE INTERVIEW,
ELSE SWITCH TO HEAD START INTERVIEW STARTING AT
VERSION BOX A

GO TO VERSION BOX A

{Kindergarten Cases}{IF AA6 NE 4}

AA9b. **I do not have any more questions for you now, but thank you for your time.**

CAPI: GIVE PARENT INCENTIVE PAYMENT OF \$35.

CATI: ASK FOR CONTACT INFORMATION TO SEND THE INCENTIVE PAYMENT OF \$35.

A. ABOUT YOUR CHILD

VERSION BOX A
ASK A1-A10 THE FIRST TIME THE FAMILY IS INTERVIEWED (FALL 2009 OR NO PREVIOUS INTERVIEW). IF PREVIOUS INTERVIEW, CHECK MISSING FLAGS:

IF GENDER IS MISSING, ASK A1, THEN HEAD START CASES GO TO VERSION BOX B, KINDERGARTEN CASES GO TO VERSION BOX BB1.

IF BIRTH DATE IS MISSING OR CONFLICTS, ASK A2, THEN HEAD START CASES GO TO VERSION BOX B, AND KINDERGARTEN CASES GO TO VERSION BOX BB1

IF GENDER IS MISSING AND BIRTH DATE IS MISSING OR CONFLICTS, ASK A1 AND A2, THEN HEAD START CASES GO TO VERSION BOX B, KINDERGARTEN CASES GO TO VERSION BOX BB1.

{FALL 2009 OR NO PREVIOUS INTERVIEW OR GENDER = MISSING}
A1. CONFIRM OR ASK: **Is [CHILD] a boy or a girl?**

GIRL..... 1
BOY..... 2
DON'T KNOW..... d
REFUSED..... r

{FALL 2009 OR NO PREVIOUS INTERVIEW OR BIRTHDAY = MISSING}
A2. **What is [CHILD]'s birth date?**

|_|_| / |_|_| / |_|_|_|_|
MONTH DAY YEAR

DON'T KNOW..... d
REFUSED..... r

{FALL 2009 OR NO PREVIOUS INTERVIEW, CONTINUE, ELSE GO TO VERSION BOX B}

A3. **Is [CHILD] of Spanish, Hispanic, or Latino origin?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO A5

{IF A3 = 1}

A4. **Which one of these best describes [CHILD]'s Spanish, Hispanic, or Latino origin?
Would you say . . .**

NOTE: IF MORE THAN ONE, CODE AS OTHER

- Mexican, Mexican American, Chicano,..... 1**
 - Puerto Rican,..... 2**
 - Cuban, or 3**
 - Some other Spanish/Hispanic/
Latino group? (SPECIFY) 4**
-
- DON'T KNOW d
 - REFUSED r

A5. What is [CHILD]'s race? You may name more than one if you like.

CODE ALL THAT APPLY

- WHITE 11
- BLACK OR AFRICAN AMERICAN 12
- AMERICAN INDIAN OR ALASKA NATIVE 13
- ASIAN INDIAN 14
- CHINESE 15
- FILIPINO 16
- JAPANESE 17
- KOREAN 18
- VIETNAMESE 19
- ASIAN (NOT FURTHER SPECIFIED) 20
- NATIVE HAWAIIAN 21
- GUAMANIAN OR CHAMORRO 22
- SAMOAN 23
- OTHER PACIFIC ISLANDER (SPECIFY) 24

- ANOTHER RACE (SPECIFY) 25

- DON'T KNOW d
- REFUSED r

A6. Please tell me what country [CHILD] was born in.

- USA 059 → GO TO A8
- MEXICO 303
- ANOTHER COUNTRY (SPECIFY) 600

- DON'T KNOW d
- REFUSED r

{IF A6 = 303, 600, d, r}

A7. How many years has [CHILD] lived in the United States?

- |_| NUMBER
- DON'T KNOW d
- REFUSED r

A8. Did [CHILD] participate in Early Head Start?

PROBE: Early Head Start is a program designed to provide services to enhance development of children from birth to three years of age.

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO A10

{IF A8 = 1}

A9. How long was (he/she) in Early Head Start?

- |_|_| YEARS |_|_| MONTHS
- DON'T KNOW d
 - REFUSED r

A10. [(IF A8=1) Other than Early Head Start,] was [CHILD] in any other Head Start Program before this one?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

HEAD START CASES: GO TO VERSION BOX B
KINDERGARTEN CASES: GO TO VERSION BOX BB1

BB. CURRENT EXPERIENCES

VERSION BOX BB1
KINDERGARTEN CASES ONLY
CONTINUE

{Kindergarten Cases}

BB1. **Now I'd like to talk with you about [CHILD]'s current school experiences. Is [CHILD] attending or enrolled in school?**

INTERVIEWER NOTE: HOME SCHOOLED: THE EDUCATION OF CHILDREN AT HOME, TYPICALLY BY PARENTS OR GUARDIANS, RATHER THAN IN A PUBLIC OR PRIVATE SCHOOL.

YES 1 → GO TO BB2
NO 0 → GO TO BB4
HOME SCHOOLED 2 → GO TO BB3
HEAD START 3 → STOP. IF SPRING 2011, GO TO HEAD START VERSION BOX B/IF SPRING 2012, GO TO BB4
DON'T KNOW d
REFUSED r

{Kindergarten Cases}

BB2. **What grade or year is [CHILD] attending?**

HEAD START 1 → GO TO BB4
NURSERY/PRESCHOOL/
PRE-KINDERGARTEN 2 → GO TO BB4
TRANSITIONAL KINDERGARTEN 3 → GO TO VERSION BOX B
KINDERGARTEN 4 → GO TO VERSION BOX B
PRE-FIRST GRADE (AFTER K) 5 → GO TO VERSION BOX B
FIRST GRADE 6 → GO TO BB5
UN-GRADED 7
OTHER (SPECIFY) 8 → GO TO BB4

DON'T KNOW d
REFUSED r

PROGRAMMER: CREATE A HELP SCREEN WITH THE FOLLOWING DEFINITIONS:

NURSERY/PRESCHOOL/PRE-KINDERGARTEN: PROGRAMS THAT OFFER CLASSES PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN. THESE MAY BE OFFERED BY PUBLIC AND PRIVATE ORGANIZATIONS.

TRANSITIONAL (OR READINESS) KINDERGARTEN: EXTRA YEAR OF SCHOOL FOR KINDERGARTEN-AGE ELIGIBLE CHILDREN WHO ARE JUDGED NOT READY FOR KINDERGARTEN.

KINDERGARTEN: TRADITIONAL YEAR OF SCHOOL PRIMARILY FOR 5-YEAR-OLDS PRIOR TO FIRST GRADE.

PRE-FIRST (TRANSITIONAL FIRST) GRADE (AFTER K): EXTRA YEAR OF SCHOOL FOR CHILDREN WHO HAVE ATTENDED KINDERGARTEN BUT HAVE BEEN JUDGED NOT READY FOR FIRST GRADE.

UN-GRADED: A CLASSROOM CONTAINING KINDERGARTEN-AGED STUDENTS (POSSIBLY IN COMBINATION WITH OTHER AGES), NOT FORMALLY IDENTIFIED AS A "KINDERGARTEN" CLASS.

Wave Note:

In spring 2011, if the response was, "transitional K," the respondent was routed to item BB4, "do you expect child to be enrolled in kindergarten next year or the year after that?" and then routed out of the interview after item BB5, "this spring we are only looking for children attending kindergarten. I don't have any more questions for you at this time."

In spring 2012, the inclusion criteria was changed so that a response of "transitional K" was routed to version box B and continued with the interview.

{Kindergarten Cases}

BB3. **What grade would [CHILD] be in if (he/she) were attending a school with regular grades?**

HEAD START	1	
NURSERY/PRESCHOOL/ PRE-KINDERGARTEN	2	
TRANSITIONAL KINDERGARTEN.....	3	→GO TO VERSION BOX B
KINDERGARTEN	4	→ GO TO VERSION BOX B
PRE-FIRST GRADE (AFTER K)	5	→ GO TO VERSION BOX B
FIRST GRADE.....	6	→ GO TO BB5
UN-GRADED	7	
OTHER (SPECIFY).....	8	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

PROGRAMMER: CREATE A HELP SCREEN WITH THE FOLLOWING DEFINITIONS:

NURSERY/PRESCHOOL/PRE-KINDERGARTEN: PROGRAMS THAT OFFER CLASSES PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN. THESE MAY BE OFFERED BY PUBLIC AND PRIVATE ORGANIZATIONS.

TRANSITIONAL (OR READINESS) KINDERGARTEN: EXTRA YEAR OF SCHOOL FOR KINDERGARTEN-AGE ELIGIBLE CHILDREN WHO ARE JUDGED NOT READY FOR KINDERGARTEN.

KINDERGARTEN: TRADITIONAL YEAR OF SCHOOL PRIMARILY FOR 5-YEAR-OLDS PRIOR TO FIRST GRADE.

PRE-FIRST (TRANSITIONAL FIRST) GRADE (AFTER K): EXTRA YEAR OF SCHOOL FOR CHILDREN WHO HAVE ATTENDED KINDERGARTEN BUT HAVE BEEN JUDGED NOT READY FOR FIRST GRADE.

UN-GRADED: A CLASSROOM CONTAINING KINDERGARTEN-AGED STUDENTS (POSSIBLY IN COMBINATION WITH OTHER AGES), NOT FORMALLY IDENTIFIED AS A "KINDERGARTEN" CLASS.

Wave Note:

In spring 2011, if the response was, "transitional K," the respondent was routed to item BB4, "do you expect child to be enrolled in kindergarten next year or the year after that?" and then routed out of the interview after item BB5, "this spring we are only looking for children attending kindergarten. I don't have any more questions for you at this time."

In spring 2012, the inclusion criteria was changed so that a response of "transitional K" was routed to version box B and continued with the interview.

{Kindergarten Cases}

BB4. Do you expect [CHILD] to be enrolled in kindergarten next year or the year after that?

- NEXT YEAR 1
- YEAR AFTER THAT 2
- NEITHER, DON'T EXPECT CHILD
TO ATTEND KINDERGARTEN 3
- OTHER (SPECIFY)..... 4
- _____
- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}

BB5. **This spring we are only looking at children attending kindergarten. I do not have any more questions for you now, but thank you for your time.**

PROGRAMMER: IF BB1=0 or BB2=1,2,3,6 OR 8 AND/OR BB3=6 "IN CASE ____ [FILL CASE ID NUMBER] CHILD IS IN _____ [FILL WILL RESPONSE FROM BB2]." SEND THIS MESSAGE TO IDENTIFIED STAFF.

BOX B5a
UPDATE CONTACT INFORMATION ON THE TRACKING INFO SHEET.
GIVE PARENT INCENTIVE PAYMENT OF \$35.

GO TO VERSION BOX B

B. ABOUT HOUSEHOLD

VERSION BOX B
IF FALL 2009, SPRING 2010, SPRING 2011, OR
KINDERGARTEN SURVEY, CONTINUE.

{PROGRAMMER NOTE: B1, B2, and B3Confirm precede the household grid}

- B1. **My next questions are about the people who live in the same household as you and [CHILD].**

Including yourself, how many adults age 18 and older live in your household?

|_|_| NUMBER

DON'T KNOW..... d

REFUSED..... r

- B2. **Including [CHILD], how many children age 17 and younger live in your household?**

|_|_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{PROGRAMMER NOTE: THE FOLLOWING POINTS PROVIDE AN OVERVIEW OF HOW THE HOUSEHOLD GRID GENERALLY OPERATES:

1. THE GRID OPERATES DIFFERENTLY FOR FIRST AND LATER ADMINISTRATIONS. FOR LATER ADMINISTRATIONS, THE INTERVIEWER CONFIRMS WHETHER THE INFORMATION REPORTED IN AN EARLIER WAVE IS STILL CORRECT AND ADDS HOUSEHOLD MEMBERS AS NECESSARY OR NOTES IF ANYONE HAS LEFT THE HOUSEHOLD (AT THIS STAGE, THE QUESTIONS StillinHH and DateLeftHH ARE USED).
2. THE FIRST ROW IS ALWAYS FOR THE FOCUS CHILD. OTHER THAN THE QUESTION REGARDING EARLY HEAD START (B8), THE DATA ARE IMPUTED FROM THE SCREENER.
3. AT THE FIRST ADMINISTRATION, THE SECOND ROW IS FOR THE RESPONDENT. IN LATER ADMINISTRATIONS, THE SECOND ROW IS FOR THE RESPONDENT ONLY IF THE RESPONDENT DOESN'T CHANGE BETWEEN WAVES. IN OTHER WORDS, IF A DIFFERENT HOUSEHOLD MEMBER RESPONDS AT THE SECOND OR LATER ADMINISTRATION THAN RESPONDED AT THE FIRST ADMINISTRATION, THEIR INFORMATION IS NOT MOVED UP TO THE SECOND ROW.
4. AT THE FIRST ADMINISTRATION, INTERVIEWERS WILL ASK FOR AND ENTER INFORMATION ABOUT ALL HOUSEHOLD MEMBERS OTHER THAN A FEW PIECES OF PRELOADED INFORMATION ABOUT THE CHILD AND RESPONDENT. AT SECOND OR LATER ADMINISTRATIONS, A NUMBER OF FIELDS WILL ONLY BE SHOWN FOR CONFIRMATION (I.E., CANNOT BE EDITED).}

{PROGRAMMER NOTE: IF FALL 2009 OR FIRST INTERVIEW WITH THIS FAMILY HIDE ALL QUESTIONS ABOUT CONFIRMING HOUSEHOLD MEMBERS. GO TO B3 AND ENTER HOUSEHOLD GRID}

{IF PRIOR INTERVIEW}

B3CONFIRM: **Here is the list of household members and their relationships to [CHILD] that were reported in [fall/spring]. Are the household members and the relationships still the same?**

INTERVIEWER NOTE:

NOTE: BE SURE THAT THE RESPONDENT IS INCLUDED IN THE LIST OF HOUSEHOLD MEMBERS.

NOTE: CONFIRM LIST OF HOUSEHOLD MEMBERS AND THEIR RELATIONSHIPS TO [CHILD] WITH RESPONDENT.

NOTE: IF ANY CHANGE IS NEEDED TO THE HOUSEHOLD MEMBERS OR THEIR RELATIONSHIPS TO [CHILD], PRESS 0 TO ENTER THE HH ROSTER.

NOTE: CORRECT RELATIONSHIP CODES OR ADD OR DELETE HH MEMBERS ON THE NEXT SCREENS.

{HOUSEHOLD GRID BEGINS HERE}

{PROGRAMMER NOTE: WHEN CONFIRMING HOUSEHOLD ROSTER, ALLOW INTERVIEWER TO CORRECT RELATIONSHIP CODES. DO NOT ALLOW CHANGES TO NAME OR AGE FIELDS.}

{LOAD NAMES, RELATIONSHIPS, AND AGES OF PERSONS LISTED IN ROSTER.}

{PROGRAMMER NOTE: StillInHH, DateLeftHH, B3, B4, B5, B6, B7, B8, AND MoreHH ARE COLUMNS IN THE HOUSEHOLD GRID.}

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR StillInHH IS "IN HH"}
StillInHH. **(Are you/Is [NAME]) still in the household?**

- YES 1
- NO 0
- UPDATE THE ROW 2
- DON'T KNOW d
- REFUSED r

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR DateLeftHH IS "DATE LEFT HOUSEHOLD"}

{IF StillInHH = 0}

DateLeftHH. **When did (you/[NAME]) leave the household?**

____ MONTH ____ YEAR

- DON'T KNOW d
- REFUSED r

INTERVIEWER NOTE: ENTER DATE AS MM/DD/YYYY

{SOFT EDIT: YEAR THAT HOUSEHOLD MEMBER LEFT THE HOUSEHOLD SHOULD BE GREATER THAN OR EQUAL TO 2009 AND LESS THAN OR EQUAL TO [(CURRENT YEAR) 2009/2010/2011/2012]}.

{PROGRAMMER NOTE: ASK StillInHH FOR ALL MEMBERS IN HOUSEHOLD}

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B3 IS "FIRST NAME"}

B3. {{(IF THIS IS THE FIRST TIME THE INTERVIEWER HAS REACHED B3)} **Please tell me the first names and ages of all the other people who normally live in your household. Please do not include anyone staying there temporarily who usually lives somewhere else.**

PROBE: **Please tell me who else lives here.**

NOTE: RECORD ALL NAMES.

NOTE: REPORTED NUMBER OF ADULTS IN HOUSEHOLD INCLUDING YOU: [FILL FROM B1]

NOTE: REPORTED NUMBER OF CHILDREN IN HOUSEHOLD INCLUDING [CHILD]: [FILL FROM B2]

NOTE: IF YOU WOULD LIKE TO REMOVE THIS PERSON FROM THE TABLE TYPE "XXX" IN THIS FIELD.

{SOFT EDIT: IF NAME MATCHES RESPONDENT, CONFIRM WHO IS BEING DISCUSSED.}

[SOFT B3] NAME REPORTED MATCHES RESPONDENT'S NAME

Just to clarify, are we talking about you, or someone else?

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B4 IS "AGE"}

B4. **How old is [NAME FROM B3]?**

NOTE: IF CHILD IS LESS THAN ONE YEAR OLD, RECORD AS 0.

BOX B4a

IF B4 = CHILD, FILL CHILD'S NAME FROM SC8 (PRELOADED), CALCULATE AND FILL AGE FROM A2 IF FIRST TIME CHILD IS RECORDED IN HH GRID OR SHOW (PRELOADED) IF CHILD ALREADY IN GRID, FOR FALL 2009 SET B7 TO YES;

IF B4 = RESPONDENT, CALCULATE AND FILL AGE FROM SC7 IF FIRST TIME RESPONDENT IS RECORDED IN HH GRID OR SHOW (PRELOADED) IF RESPONDENT ALREADY IN GRID, FILL RELATIONSHIP FROM SC9

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B5 IS "RELATIONSHIP"}

B5. What is [NAME]'s relationship to [CHILD]?

BOX B5a RELATIONSHIP CODES:	
01=BIO/ADOPTIVE MOTHER	11=OTHER RELATIVE OR IN-LAW (FEMALE)
02=BIO/ADOPTIVE FATHER	12=OTHER RELATIVE OR IN-LAW (MALE)
03=STEPMOTHER	13=FOSTER PARENT (FEMALE)
04=STEPFATHER	14=FOSTER PARENT (MALE)
05=GRANDMOTHER	15=OTHER NON-RELATIVE (FEMALE)
06=GRANDFATHER	16=OTHER NON-RELATIVE (MALE)
07=GREAT GRANDMOTHER	17=PARENT'S PARTNER (FEMALE)
08=GREAT GRANDFATHER	18=PARENT'S PARTNER (MALE)
09=SISTER/STEPSISTER	d=DON'T KNOW/DIDN'T RESPOND
10=BROTHER/STEPBROTHER	r=REFUSED

{PROGRAMMER NOTE : THE FOLLOWING SOFT EDIT INDICATES THAT IF THE REPORTED AGE FOR ANY BIO/ADOPTIVE MOTHER OR FATHER, STEPMOTHER, OR STEPFATHER IS LESS THAN 18, WE SHOULD CONFIRM THE AGE}
{IF B5`X`=1, 2, 3, 4 AND B4`X`<18 FOR ALL X=1-15}

[SOFT B5a-k] AGE REPORTED FOR A BIOLOGICAL OR ADOPTIVE PARENT OR STEPPARENT MAY BE TOO LOW

I may have mistyped something. I have entered [B4`X`] as [(IF SC9=11,13 AND B5A-K=1 OR SC9=12, 14 AND B5A-K=2 OR SC9=15 AND B5A-K=3 OR IF SC9=16 AND B5A-K=4) your / (IF SC9≠11,13 AND B5`X`=1) [CHILD]'S mother's age / (IF SC9≠12, 14 AND B5`X`=2) [CHILD]'S father's age / (IF SC9≠15 AND B5`X`=3) [CHILD]'s stepmother's age / (IF SC9≠16 AND B5`X`=4) [CHILD]'s stepfather's age].

Is that correct?

{PROGRAMMER NOTE: THE FOLLOWING SOFT EDIT INDICATES THAT THERE CAN BE NO MORE THAN TWO PARENTS (BIO/ADOPTIVE, STEP) REGARDLESS OF GENDER IN ANY HOUSEHOLD. PLEASE LOAD NAMES AND RELATIONSHIPS FOR ALL B5a-k=1,2,3,4 TO SHOW TO RESPONDENT}
{IF MORE THAN 2 OF B5a-k=1, 2, 3, OR 4}

[SOFT B5a-k] CERTAIN RELATIONSHIP CODES MAY BE INCORRECT

I may have mistyped something. I have entered that [CHILD] has more than two parents living in the household.

NOTE: SHOW RESPONDENT LIST OF HOUSEHOLD MEMBERS THAT HAVE BEEN IDENTIFIED AS BIOLOGICAL OR ADOPTIVE PARENTS OR STEPPARENTS.

Are all of these people a biological, adoptive, or stepparent to [CHILD]?

NOTE : IF RESPONDENT INDICATES THAT ANY OF THESE PEOPLE ARE NOT A BIOLOGICAL, ADOPTIVE, OR STEPPARENT TO THE CHILD, CORRECT RELATIONSHIP CODES. ELSE CONTINUE.

{PROGRAMMER NOTE: THE FOLLOWING SOFT EDIT CONFIRMS RELATIONSHIP CODES IF A RESPONDENT REPORTS MORE THAN ONE MOTHER (BIO/ADOPTIVE, STEP) OR MORE THAN ONE FATHER (BIO/ADOPTIVE, STEP) IN ANY HOUSEHOLD. PLEASE LOAD NAMES AND RELATIONSHIPS FOR ALL B5a-k=1,2,3,4 TO SHOW TO RESPONDENT}
{IF MORE THAN 1 OF B5a-k=1,3 OR MORE THAN 1 OF B5a-k=2,4}

[SOFT B5a-k] CERTAIN RELATIONSHIP CODES MAY BE INCORRECT

I may have mistyped something. I have entered that [CHILD] has [(IF MORE THAN 1 OF B5a-k=1,3) more than one mother/ (MORE THAN 1 OF B5a-k=2,4) more than one father] living in the household.

NOTE: SHOW RESPONDENT LIST OF HOUSEHOLD MEMBERS THAT HAVE BEEN IDENTIFIED AS BIOLOGICAL, ADOPTIVE, OR STEPMOTHERS OR BIOLOGICAL, ADOPTIVE, OR STEPFATHERS.

Are all of these people [(IF MORE THAN 1 OF B5a-k=1,3) mothers/ (MORE THAN 1 OF B5a-k=2,4) fathers] to [CHILD]?

NOTE: IF RESPONDENT INDICATES THAT ANY OF THESE PEOPLE ARE NOT A BIOLOGICAL, ADOPTIVE, OR STEPPARENT TO THE CHILD, CORRECT RELATIONSHIP CODES. ELSE CONTINUE.

BOX B6

IF PERSON IN B3 IS NEW IN HOUSEHOLD OR NO PREVIOUS INTERVIEW, AND IF AGE (B4) OF PERSON IN B3 IS 3 OR MORE AND LESS THAN 48, ASK B6, ELSE GO TO BOX B6a.

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B6 IS "EVER HEAD START"}

B6. **Did (you/[FIRST NAME]) ever attend Head Start?**

BOX B6a

IF PERSON IN B3 IS NEW IN HOUSEHOLD OR NO PREVIOUS INTERVIEW, AND IF AGE (B4) OF PERSON IN B3 IS 3 OR MORE AND LESS THAN 6, AND B6 = 1, THEN CONTINUE.

OTHERWISE, GO TO BOX B7a.

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B7 IS "CURRENTLY HEAD START"}

B7. Is [FIRST NAME] currently in Head Start?

BOX B7a
 IF PERSON IN B3 IS NEW TO HOUSEHOLD OR NO PREVIOUS INTERVIEW, AND IF AGE (B4) OF PERSON IN B3 IS LESS THAN 15, THEN CONTINUE.
 OTHERWISE, GO TO B9.

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B8 IS "EARLY HEAD START"}

B8. Did [FIRST NAME] ever attend Early Head Start?

StillInHH IN HH	DateLeftHH DATE LEFT HOUSEHOLD	B3. FIRST NAME	B4. AGE	B5. RELATIONSHIP	B6. EVER HEAD START				B7. CURRENTLY IN HEAD START				B8. EARLY HEAD START			
					Y	N	D	R	Y	N	D	R	Y	N	D	R
		a. _____			1	0	d	r	1	0	d	r	1	0	d	r
		b. _____			1	0	d	r	1	0	d	r	1	0	d	r
		c. _____			1	0	d	r	1	0	d	r	1	0	d	r
		d. _____			1	0	d	r	1	0	d	r	1	0	d	r
		e. _____			1	0	d	r	1	0	d	r	1	0	d	r
		f. _____			1	0	d	r	1	0	d	r	1	0	d	r
		g. _____			1	0	d	r	1	0	d	r	1	0	d	r
		h. _____			1	0	d	r	1	0	d	r	1	0	d	r
		i. _____			1	0	d	r	1	0	d	r	1	0	d	r
		j. _____			1	0	d	r	1	0	d	r	1	0	d	r
		k. _____			1	0	d	r	1	0	d	r	1	0	d	r

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR MoreHH IS "MORE HH". ASK ONLY IF ROW NUMBER IS >=B1+B2}

MoreHH. Is there anyone else in your household?

- YES 1 → GO TO B3
 NO 0
 DON'T KNOW d
 REFUSED r

NOTE: IF THE RESPONDENT REPORTS THERE IS SOMEONE ELSE IN THE HOUSEHOLD (MoreHH=YES/1), OPEN ITEM B3 AT THE NEXT AVAILABLE ROW TO RECORD INFORMATION ABOUT HOUSEHOLD MEMBER.

{PROGRAMMER NOTE: NEED TO COMPARE NAMES IN B3a-k TO PRELOADED NAME IF SC3=1, TO NAME REPORTED IN SC3a IF SC3=2, AND IN BOTH CASES TO ANY ALTERNATIVE NAME REPORTED IN SC6. NameCheck SHOULD BE ASKED IF B3a-k IS NOT EQUAL TO ANY OF THESE RESPONSES.}

NameCheck. **None of the names you just told me about match the spelling of the name you gave me for yourself at the start of our interview. Can you confirm that one of the people in this list is you?**

{PROGRAMMER NOTE: LOAD NAMES OF ALL ADULTS IN THE HOUSEHOLD}

YES 1 → GO TO B9
NO 0 → GO TO B3 AND ENTER
RESPONDENT'S
INFORMATION INTO
HOUSEHOLD ROSTER,
THEN GO TO B9
DON'T KNOW..... d
REFUSED..... r

{IF PRE-LOADED RELATIONSHIP TO CHILD IS ONE OF THESE: BIO/ADOPTIVE MOTHER, BIO/ADOPTIVE FATHER, STEP-MOTHER/FATHER OR IF SC9= 11, 12, 13, 14, 15, 16 AND B5a-k CONTAINS (01 AND [02 AND/OR 04]), OR (03 AND [02 AND/OR 04])}

B9. **Are you and [INSERT (FATHER/MOTHER/YOUR SIGNIFICANT OTHER) NAME] . . .**

CODE ONE ONLY

married, 1 → HEAD START CASES: GO TO
VERSION BOX C1.
KINDERGARTEN CASES: GO TO
VERSION BOX CC1
divorced,..... 2
separated, or 3
not married? 4
DON'T KNOW..... d
REFUSED..... r

{IF SC9 = 11, 12, 13, 14, 15, 16 AND B5a-k CONTAINS 01, 02, 03, 04}

{IF B9 = 2, 3, 4, d, r}

B10. Which of the following statements best describes your current relationship with [INSERT (FATHER/MOTHER) NAME]? Would you say . . .

- we are romantically involved on a steady basis, 1
- we are involved in an on-again and off-again relationship,..... 2
- we are just friends, or 3
- we are not in any kind of relationship? 4
- DON'T KNOW d
- REFUSED r

VERSION BOX B10
 HEAD START CASES: GO TO VERSION BOX C1
 KINDERGARTEN CASES: GO TO VERSION BOX CC1

{NUMBER OF ADULTS AND CHILDREN FROM B1 AND B2 NE B3 OR B3 CONFIRM}

{NUMBER OF ADULTS FROM B1 NE B3: DISPLAY SOFT EDIT THAT COMPARES THE TWO NUMBERS AND ALLOWS INTERVIEWER TO UPDATE COUNT.}

{NUMBER OF CHILDREN FROM B2 NE B3: DISPLAY SOFT EDIT THAT COMPARES THE TWO NUMBERS AND ALLOWS INTERVIEWER TO UPDATE COUNT.}

PROGRAMMER: HIDE TEXT BELOW

B11. The number of adults and children does not match the number from the previous question, which was [FILL FROM B1 AND B2], did I enter the correct number?

INTERVIEWER: TO CORRECT PRESS THE UP ARROW AND RETURN TO THE PREVIOUS QUESTIONS, OTHERWISE CONTINUE.

CC. KINDERGARTEN SCHOOL CHARACTERISTICS

VERSION BOX CC1
KINDERGARTEN CASES ONLY
CONTINUE

{Kindergarten Cases}

CC1. Now, I'd like to talk with you about [CHILD]'s school experiences. Does [CHILD] go to a full-day or part-day kindergarten?

- FULL DAY..... 1
- PART DAY..... 2
- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}

CC2. How many hours each day does (he/she) spend in kindergarten?

- HOURS EACH DAY {SOFT EDIT: HOURS EACH DAY<= 10}
 {ACCEPT 1 DECIMAL}
- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}

CC3. How many days each week does (he/she) spend in kindergarten?

- DAYS EACH WEEK {SOFT EDIT: DAYS EACH WEEK<=7}
- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}

CC4. Approximately how many days has [CHILD] been absent since the beginning of the school year, that is, since last September?

- DAYS {SOFT EDIT: DAYS<=300}
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO CC4a

PROGRAMMER: IF "NONE" or "ZERO," GO TO CC6

{CC4 not equal to 0} {Kindergarten Cases}
 CC4a. **I just need a range. Would you say . . .**

never,	1	→ GO TO CC6
15 or less,	2	
or 16 or more?	3	→ GO TO CC4c
DON'T KNOW	d	} → GO TO CC5
REFUSED	r	

{CC4 not equal to 0} {CC4a=2} {Kindergarten Cases}
 CC4b. **Would you say . . .**

1 to 5,	1	→ GO TO CC6
6 to 10, or	2	} → GO TO CC5
11 to 15?	3	
DON'T KNOW	d	
REFUSED	r	

{CC4 not equal to 0} {CC4a=3} {Kindergarten Cases}
 CC4c. **Would you say . . .**

16 to 20,	1
21 to 30,	2
31 to 40,	3
41 to 50, or	4
more than 50?	5
DON'T KNOW	d
REFUSED	r

{CC4 not equal to 0} {Kindergarten Cases}

CC5. **What is the most frequent reason for [CHILD]’s missing school?**

PROBE IF MORE THAN ONE: **What is the most frequent reason?**

CIRCLE ONLY ONE

- ILLNESS OF CHILD 1
- ILLNESS OF FAMILY MEMBER 2
- CONFLICT WITH PARENT’S WORK
OR SCHOOL SCHEDULE 3
- LACK OF TRANSPORTATION 4
- BAD WEATHER 5
- CHILD DID NOT WANT TO GO 6
- PARENT DECISION NOT TO SEND CHILD
OR TO SEND CHILD ELSEWHERE 7
- FAMILY (IS/WAS) HOMELESS 9
- OTHER (PLEASE SPECIFY) 8
-
- DOCTOR OR DENTIST APPOINTMENT 10
- DON’T KNOW d
- REFUSED r

{Kindergarten Cases}

CC6. **Now, let’s talk about the school [CHILD] goes to now. Does [CHILD] go to a public or private school?**

- PUBLIC 1
- PRIVATE 2
- HOME SCHOOLED 3 → GO TO D1
- DON’T KNOW d
- REFUSED r

{Kindergarten Cases} {CC6=1,2,d,r} {SCHOOL NAME NE BLANK IN SMS}
CC6a_1. (IF SCHOOL NAME IN SMS, THEN READ) **According to our records, [CHILD] is now attending (PRELOAD FROM SMS). Is that correct?**

PROBE: **We need this information to contact [CHILD]’s teacher.**

INTERVIEWER NOTE: USE DROP DOWN LIST TO SEARCH FOR THE SCHOOL. IF SCHOOL IS NOT LISTED ENTER “99” AND RECORD THE SCHOOL NAME AND ADDRESS IN THE SUBSEQUENT FIELDS.

PROGRAMMER: PRELOAD KINDERGARTEN SCHOOL NAMES. UPLOAD CCD AND PSS. USE THE SAME DB MODEL AS USED IN EHS, WHERE INTERVIEWER OPENS BLAISE DB FOR STATE/REGION. IF SCHOOL NAME IN SMS IS BLANK, THEN GO TO CC6a. IF CC6a_1=99,d,r, THEN CREATE AN ALERT MESSAGE AS FOLLOWS “THE UPDATED KINDERGARTEN SCHOOL NAME IS _____ [FILL FROM CC6a] AND THE ADDRESS IS _____ [FILL FROM CC6b AND CC6c].” SEND THIS MESSAGE TO IDENTIFIED STAFF.

YES 1 → GO TO CC7
NO 0
DON’T KNOW..... d
REFUSED..... r

{Kindergarten Cases} {CC6a_1=99, 0,d,r} { SCHOOL NAME IN SMS IS BLANK}

CC6a. **What is the name of the school that [CHILD] is attending or enrolled in now?**

PROBE: **We need this information to contact [CHILD]’s teacher.**

INTERVIEWER NOTE: USE DROP DOWN LIST TO SEARCH FOR THE SCHOOL. IF SCHOOL IS NOT LISTED ENTER “99” THEN RECORD THE SCHOOL NAME AND ADDRESS IN THE SUBSEQUENT FIELDS.

PROGRAMMER: CREATE AN ALERT MESSAGE AS FOLLOWS “KINDERGARTEN SCHOOL NAME HAS BEEN UPDATED FOR CASE _____ [FILL CASE ID NUMBER]. THE UPDATED KINDERGARTEN SCHOOL NAME IS _____ [FILL FROM CC6a.]” SEND THIS MESSAGE TO IDENTIFIED STAFF.

{Kindergarten Cases} {CC6a=99,0,d,r}
CC6b. **What city and state is the elementary school in?**

CITY

|_|_| STATE

DON’T KNOW..... d
REFUSED..... r

{Kindergarten Cases} {CC6a=99,0,d,r}
CC6c. **What is the street address?**

STREET

DON'T KNOW.....d
REFUSED.....r

{Kindergarten Cases} {CC6=2, d, r}
CC7. **Is the school faith-based?**

YES 1
NO 0
DON'T KNOW.....d
REFUSED.....r

→ GO TO CC9

{Kindergarten Cases} {CC6=2, d, r}
CC8. **What faith is the school connected with?**

CATHOLIC..... 1
PROTESTANT..... 2
CHRISTIAN 3
JEWISH..... 4
ISLAM..... 5
OTHER (SPECIFY)..... 6

NON-DENOMINATIONAL..... 7
DON'T KNOW.....d
REFUSED.....r

{Kindergarten Cases}
CC9. **Approximately how many students are in [CHILD]'s class?**

|_|_| STUDENTS

DON'T KNOW.....d
REFUSED.....r

{Kindergarten Cases}

CC10. **How many teachers are in [CHILD]’s class?**

|_|_| TEACHERS

DON’T KNOW.....d

REFUSED.....r

{Kindergarten Cases}

CC10a. **According to our records, [CHILD]’s lead teacher is _____
(PRELOAD FROM SMS). Is that correct?**

PROGRAMMER: IF CC10a=0,d,r, THEN CREATE AN ALERT MESSAGE AS FOLLOWS
“KINDERGARTEN TEACHER NAME HAS CHANGED FOR CASE _____ [FILL CASE ID
NUMBER].” SEND THIS MESSAGE TO IDENTIFIED STAFF.

YES 1

NO 0

DON’T KNOW.....d

REFUSED.....r

{Kindergarten Cases}{CC10a=0,d,r, }{LEAD TEACHER NAME IS BLANK IN SMS}

CC10b. **Please give me the correct name of the lead teacher.**

PROGRAMMER: CREATE FIELDS FOR FIRST AND LAST NAMES FOR 1 LEAD TEACHER
ONLY. CREATE AN ALERT MESSAGE AS FOLLOWS “KINDERGARTEN TEACHER NAME
HAS BEEN UPDATED FOR CASE _____ [FILL CASE ID NUMBER]. THE UPDATED
KINDERGARTEN TEACHER NAME IS _____ [FILL FROM CC10b.” SEND THIS MESSAGE
TO IDENTIFIED STAFF.

DON’T KNOW.....d

REFUSED.....r

{Kindergarten Cases}

CC11. **Since the beginning of this school year, has [CHILD] been in the same school?**

YES 1

NO 0

DON’T KNOW.....d

REFUSED.....r

{Kindergarten Cases}

CC12. For each statement that I read you, please tell me how well [CHILD]’s school has been doing the following things (during this school year):

[IF NECESSARY, READ AFTER EACH STATEMENT]: Would you say [CHILD]’s school does this very well, just okay, or doesn’t do it at all?

	DOES IT VERY WELL	JUST OKAY	DOESN'T DO IT AT ALL	DON'T KNOW	REFUSED
a. Lets you know (between report cards) how [CHILD] is doing in school.	1	2	3	d	r
b. Helps you understand what children at [CHILD]’s age are like.	1	2	3	d	r
c. Makes you aware of chances to volunteer at the school.	1	2	3	d	r
d. Provides workshops, materials, or advice about how to help [CHILD] learn at home.	1	2	3	d	r
e. Provides information on community services to help [CHILD] or your family.	1	2	3	d	r
f. Understands the needs of families who don’t speak English.	1	2	3	d	r
g. Provides information to you about what your child is studying in school.	1	2	3	d	r
h. Is open to your ideas and participation.	1	2	3	d	r

GO TO D1

C. HEAD START ENROLLMENT

VERSION BOX C1
HEAD START CASES ONLY: IF FIRST TIME AN INTERVIEW IS
CONDUCTED, ASK C1.
ELSE GO TO C3

My next questions are about [PROGRAM NAME].

{Head Start Cases}

C1. **How did you first find out about [PROGRAM NAME]?**

PROBE, IF MORE THAN ONE NAMED: **How did you first find out?**

CODE ONE ONLY

- FAMILY/FRIEND..... 1
 - REFERRAL FROM ANOTHER AGENCY 2
 - WORD OF MOUTH 3
 - HEAD START CAME TO VISIT AT OUR HOME . 4
 - PREVIOUS CHILDREN IN HEAD START 5
 - FLYER/MAILING/SAW SIGN 6
 - OTHER (SPECIFY)..... 7
-
- WENT TO HEAD START AS CHILD..... 8
 - DON'T KNOW..... d
 - REFUSED..... r

{Head Start Cases}

C3. **How many days each week does [CHILD] go to [PROGRAM NAME]?**

|_|_| NUMBER

- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

C4. **How many hours each week does [CHILD] go to [PROGRAM NAME]?**

PROBE: **Your best estimate is fine.**

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

VERSION BOX C3
IF FALL 2009, GO TO D1, ELSE CONTINUE

{Head Start Cases}

C5. **Approximately how many days has [CHILD] been absent since the beginning of the program year, that is, since last September?**

|_|_| DAYS

DON'T KNOW.....d } → GO TO C5a

REFUSED.....r } → GO TO C5a

{Head Start Cases}

{IF C5 = d, r}

C5a. **Would you say it was . . .**

never,0 → GO TO C9

15 days or less, or.....1

16 days or more?2 → GO TO C7

DON'T KNOW.....d } → GO TO C8

REFUSED.....r } → GO TO C8

{Head Start Cases}

{IF C5a = 1}

C6. **Would you say . . .**

1 to 5 days,1

6 to 10 days, or.....2

11 to 15 days?3

DON'T KNOW.....d

REFUSED.....r

{Head Start Cases}

{IF C5a = 2}

C7. **Would you say it was . . .**

16 - 20 days,	4
21 - 30 days,	5
31 - 40 days,	6
41 - 50 days, or	7
more than 50 days?	8
DON'T KNOW.....	d
REFUSED.....	r

{Head Start Cases}

{IF C5 ≠ 0, C6 = 1, 2, 3, d, r OR C7 = 4, 5, 6, 7, 8, d, r}

C8. **What is the most frequent reason for [CHILD]'s missing Head Start classes during the year?**

CODE ONLY ONE

ILLNESS (CHILD).....	1
ILLNESS (FAMILY MEMBER)	2
CONFLICT WITH PARENT'S WORK OR SCHOOL SCHEDULE	3
LACK OF TRANSPORTATION.....	4
BAD WEATHER.....	5
CHILD DID NOT WANT TO GO.....	6
PARENT DECISION NOT TO SEND CHILD OR TO SEND CHILD ELSEWHERE.....	7
FAMILY (IS/WAS) HOMELESS	8
DOCTOR OR DENTIST APPOINTMENT	10
OTHER (SPECIFY).....	9
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{Head Start Cases}

C9. **How many teachers are in [CHILD]'s class?**

|_|_| TEACHERS

DON'T KNOW.....d

REFUSED.....r

{Head Start Cases}

C9a. **According to our records, [CHILD]'s lead teacher is _____ (PRELOAD FROM SMS). Is that correct?**

YES1

NO0

DON'T KNOW.....d

REFUSED.....r

{Head Start Cases}{C9a=0 }

C9b. **Please give me the correct name of the lead teacher.**

PROGRAMMER: CREATE FIELDS FOR FIRST AND LAST NAMES FOR 1 LEAD TEACHER ONLY

DON'T KNOW.....d

REFUSED.....r

GO TO D1

D. ACTIVITIES WITH YOUR CHILD

VERSION BOX D
IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

D1. **Now I have some questions about you and [CHILD] at home.**

How many times have you or someone in your family read to [CHILD] in the past week? Would you say . . .

CODE ONLY ONE

- not at all, 1
- once or twice, 2
- three or more times, but not every day, or 3
- every day? 4
- DON'T KNOW d
- REFUSED r

D2. **On the days someone reads to [CHILD], about how many minutes per day is (she/he) read to?**

NOTE: IF VARIES, PROBE: **“On average, about how many minutes?”**

NOTE: ENTER “0” IF NEVER READS TO CHILD.

|_|_| MINUTES

- DO NOT READ TO CHILD 0
- DON'T KNOW d
- REFUSED r

{ALL}

D3. **In the past week**, have you or someone in your family done the following things with [CHILD]?

(READ EACH ITEM BELOW)

	YES	NO	DON'T KNOW	REFUSED
a. told (him/her) a story?	1	0	d	r
b. taught (him/her) letters, words, or numbers?.....	1	0	d	r
c. taught (him/her) songs or music?.....	1	0	d	r
d. worked on arts and crafts with (him/her)?..	1	0	d	r
e. played with toys or games indoors?.....	1	0	d	r
f. played a game, sport, or exercised together?	1	0	d	r
g. took (him/her) along while doing errands like going to the post office, the bank, or the store?.....	1	0	d	r
h. involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets?	1	0	d	r
i. talked about what happened in (Head Start/Kindergarten)?	1	0	d	r
j. talked about TV programs or videos?	1	0	d	r
k. played counting games like singing songs with numbers or reading books with numbers with (him/her)?.....	1	0	d	r
l. played a board game or a card game with (him/her)?	1	0	d	r
m. played with blocks with (him/her)?	1	0	d	r
n. counted different things with (him/her)?	1	0	d	r

D4. The next questions are about activities people in your family may have done with [CHILD] in the past month. In the past month, that is since [(MONTH)/(DAY)], has anyone in your family done the following things with [CHILD]?

	YES	NO	DON'T KNOW	REFUSED
a. Visited a library?	1	0	d	r
b. Gone to a movie?	1	0	d	r
c. Gone to a play, concert, or other live show?.....	1	0	d	r
d. Gone to a mall?	1	0	d	r
e. Visited an art gallery, museum, or historical site?.....	1	0	d	r
f. Visited a playground, park, or gone on a picnic?	1	0	d	r
g. Visited a zoo or aquarium?.....	1	0	d	r
h. Talked with [CHILD] about (his/her) family history or ethnic heritage?	1	0	d	r
i. Attended an event sponsored by a community, ethnic, or religious group? ...	1	0	d	r
j. Attended an athletic or sporting event in which [CHILD] was not a player?	1	0	d	r
k. Attended a church activity or church school?	1	0	d	r

D5. About how many children's books does [CHILD] have in your home now, including library books? Please only include books that are for children.

PROBE: Your best estimate is fine.

|_|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

D6. **Now I have a question about your own reading habits. How often have you read books, magazines, or the newspaper during the past week? Was it . . .**

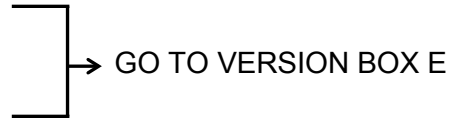
- not at all,..... 1
- once or twice,.....2
- three or more times, but not every day, or 3
- every day?4
- DON'T KNOW.....d
- REFUSED.....r

VERSION BOX D1
KINDERGARTEN CASES: GO TO VERSION BOX FF1
HEAD START CASES: IF FALL 2009 OR NO PREVIOUS INTERVIEW
WITH THIS RESPONDENT CONTINUE, ELSE GO TO VERSION BOX E

{Head Start Cases}

D7. **Is any language other than English spoken in your home?**

- YES 1
- NO 0
- DON'T KNOW.....d
- REFUSED.....r



{IF D7 = 1}{Head Start Cases}

D8. **What other languages are spoken in your home?**

PROBE: **Any other languages?**

CODE ALL THAT APPLY

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE (E.G., SOMALI, SWAHILI, HAUSA, YORUBA, LAAL, SHABO, AFRIKAANS, AWING, BARGU, TUMBUKU, TESO, AND DAHALO).....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1}{Head Start Cases}

D8a. **Of the adults living in your household including yourself, how many speak a language other than English to [CHILD]?**

PROBE: **Please consider anyone in your household that is 18 years old or older as an adult.**

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{IF D7 = 1}{Head Start Cases}

D8b. **Of the children living in your household, how many speak a language other than English to [CHILD]?**

PROBE: **Please consider anyone in your household that is 17 years old or younger as a child.**

____ NUMBER

DON'T KNOW.....d

REFUSED..... r

{IF D7 = 1} {Head Start Cases}

D9. **What is your first language?**

CODE ONLY ONE

FRENCH..... 11

SPANISH..... 12

CAMBODIAN (KHMER)..... 13

CHINESE..... 14

HAITIAN CREOLE 15

HMONG..... 16

JAPANESE 17

KOREAN 18

VIETNAMESE..... 19

ARABIC 20

AFRICAN (E.G., SOMALI, SWAHILI, HAUSA,
YORUBA, LAAL, SHABO, AFRIKAANS, AWING,
BARGU, TUMBUKU, TESO, AND DAHALO)..... 30

NATIVE AMERICAN OR ALASKAN
LANGUAGE..... 31

OTHER (SPECIFY)..... 21

ENGLISH..... 25

DON'T KNOW..... d

REFUSED..... r

{IF D7 = 1} {Head Start Cases}

D10. **What language do you usually speak to [CHILD] at home?**

CODE ONLY ONE

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE (E.G., SOMALI, SWAHILI, HAUSA, YORUBA, LAAL, SHABO, AFRIKAANS, AWING, BARGU, TUMBUKU, TESO, AND DAHALO).....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
ENGLISH.....	25 → GO TO VERSION BOX E
DON'T KNOW.....	d
REFUSED.....	r

{Head Start Cases}

{IF D7 = 1 AND D10 = 11-21,30, 31, d, r}

D12. **What was the first language [CHILD] learned to speak?**

CODE ONLY ONE

ENGLISH.....	1
SPANISH.....	2
ENGLISH AND SPANISH EQUALLY.....	3
ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	4
ANOTHER LANGUAGE (SPECIFY).....	5
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30, 31, d, r}{Head Start Cases}
 {IF D12 = 4 OR 5 AND D8 = ONE OF THE FOLLOWING (11,13-21, 30, 31), FILL OTHER SPECIFY IN D12a W/ CODE INDICATED AT D8.}
 {IF D12 = 4 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21, 30, 31), ASK:
 D12a. **Which of the languages you told me about did [CHILD] first learn to speak along with English? Was it . . .**

{DISPLAY CODES (TO BE READ) FROM D8}

	<u>CODE ALL THAT APPLY</u>
FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE.....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30, 31 , d, r}{Head Start Cases}
 {IF D12 = 5 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21, 30, 31), ASK:
 D12b. **Which of the languages you told me about did [CHILD] first learn to speak?**
Was it . . .

{DISPLAY CODES (TO BE READ) FROM D8}

	<u>CODE ONLY ONE</u>
FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE.....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30, 31, d, r}{Head Start Cases}
 D13. **What language does (he/she) speak most at home now?**

	<u>CODE ONLY ONE</u>
ENGLISH.....	1
SPANISH.....	2
ENGLISH AND SPANISH EQUALLY.....	3
ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	4
ANOTHER LANGUAGE (SPECIFY).....	5
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30, 31, d, r} {Head Start Cases}
 {IF D13 = 4 OR 5 AND D8 = ONE OF THE FOLLOWING (11,13-21, 30, 31), FILL OTHER
 SPECIFY
 W/ CODE INDICATED AT D8}

{IF D13 = 4 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21, 30, 31), ASK:
 D13a. **Which of the languages you told me about does [CHILD] speak most at home
 along with English? Is it . . .**

{DISPLAY CODES (TO BE READ) FROM D8}

	<u>CODE ONLY ONE</u>
FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE.....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30, 31,d, r} {Head Start Cases}
 {IF D13 = 5 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21, 30, 31), ASK:
 D13b. **Which of the languages you told me about does [CHILD] speak most at home?**
Is it . . .

{DISPLAY CODES (TO BE READ) FROM D8}

CODE ONLY ONE

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE.....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30, 31} {Head Start Cases}
 D14. **If you read to your children, what language do you usually use now?**

CODE ONLY ONE

ENGLISH.....	1
{FILL FROM D10}.....	2
BOTH ENGLISH AND {FILL FROM D10}.....	3
DOESN'T READ TO CHILD.....	0
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30, 31 ,d, r}{IF D5>0}{Head Start Cases}

D14a. **About how many of the children’s books that you have in your home now including library books are written in a language other than English? Please only include books that are for children.**

PROBE: **Your best estimate is fine.** {SOFT EDIT: NUMBER<=200}{SOFT EDIT: NUMBER<=D5}

|_|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{IF D14a>200}

[SOFT D14a] NUMBER OF BOOKS MIGHT BE TOO HIGH

I may have mistyped something. I have entered [D14a] as the number of children’s books [CHILD] has in your home in a language other than English.

Is that correct?

{IF D14a>D5}

[SOFT D14a2] NUMBER OF BOOKS MIGHT BE TOO HIGH

I may have mistyped something. I have entered [D5] as the number of children’s books [CHILD] has in your home but [D14a] as the number of children’s books in your home in a language other than English?

Is that correct?

{PROGRAMMER NOTE: PLEASE ALLOW INTERVIEWER TO UPDATE D5 AND/OR D14a}

{IF D7 = 1 AND D10 = 11-21, 30, 31 ,d, r}{Head Start Cases}

D14b. **Now we'd like to ask about materials other than children's books that you might have. Right now, do you have any of the following in your home?**

NOTE: READ EACH ITEM BELOW

	YES	NO	DON'T KNOW	REFUSED
1. Comic books or magazines for children written in English?	1	0	d	r
2. Comic books or magazines for children written in [(IF D10=11-21, 30, 31) <u>[FILL FROM D10]</u> / (IF D10=d, r) a language other than English]?	1	0	d	r
3. Computer programs or games in English for children?	1	0	d	r
4. Computer programs or games in [(IF D10=11-21, 30, 31) <u>[FILL FROM D10]</u> / (IF D10=d, r) a language other than English] for children?	1	0	d	r
5. Books or magazines for adults written in English?	1	0	d	r
{IF D9=11-21, d, r}				
6. Books or magazines for adults written in [(IF D9=11-21) <u>[FILL FROM D9]</u> / (IF D9=d, r) a language other than English]?	1	0	d	r
7. CDs or tapes with songs sung in English?	1	0	d	r
8. CDs or tapes with songs sung in [(IF D10=11-21, 30, 31) <u>[FILL FROM D10]</u> / (IF D10=d, r) a language other than English]?	1	0	d	r

{IF D7 = 1 AND D10 = 11-21, 30, 31 , d, r}{IF D9 = 11-21, 30, 31} {Head Start Cases}

D15. **How well do you [INSERT ITEM]? Would you say . . .**

	Not at All	Not Well	Well	Very Well	DON'T KNOW	REFUSED
a. understand English?	1	2	3	4	d	r
b. speak English?	1	2	3	4	d	r
c. read English?	1	2	3	4	d	r

{IF D7 = 1 AND D10 = 11-21, 30, 31 ,d, r}{IF D9 = 11-21, 30, 31} {Head Start Cases}

D16. How well do you [INSERT ITEM]? Would you say . . .

	Not at All	Not Well	Well	Very Well	DON'T KNOW	REFUSED
c. understand your first language?	1	2	3	4	d	r
d. speak your first language?	1	2	3	4	d	r
a. read your first language?	1	2	3	4	d	r
b. write your first language?	1	2	3	4	d	r

{IF D7 = 1 AND IF D10 = 11-21, 30, 31 ,d, r}{Head Start Cases}

D16e. How important is it to you that [INSERT ITEM]? Would you say it is essential, very important, somewhat important, or not at all important?

	SHOW CARD					
	ESSENTIAL	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT AT ALL IMPORTANT	DON'T KNOW	REFUSED
1. [CHILD] knows the English language	1	2	3	4	d	r
2. [CHILD] communicates needs, wants, and thoughts verbally in (his/her) primary language	1	2	3	4	d	r
{IF D9 = 11-21, 30, 31} 3. you improve your English speaking, reading, and/or writing skills	1	2	3	4	d	r

{IF D7 = 1 AND D10 = 11-21, 30, 31 ,d, r}{IF D9 = 11-21, 30, 31} {Head Start Cases}

D17. How often is someone from Head Start available to speak to you in [FILL FROM D9]? Would you say it is . . .

- always, 1
 - sometimes, or 2
 - never? 3
 - DON'T KNOW d
 - REFUSED r
- } → GO TO D18

{IF D7 = 1 AND D10 = 11-21, 30, 31 , d, r}{IF D9 = 11-21, 30, 31}{IF D17=1, 2}{Head Start Cases}

D17a. **Who is that person?**

PROBE: **Anyone else?**

CODE ALL THAT APPLY

- [CHILD]'S TEACHER OR ASSISTANT TEACHER . 1
 - FAMILY SERVICE WORKER 2
 - ANOTHER STAFF MEMBER..... 3
 - A VOLUNTEER 4
 - SOMEONE ELSE (SPECIFY)..... 5
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF D17a=5}
D17aSpecify **"Please tell me who that person is."**
STRING[50]

{IF D7 = 1 AND D10 = 11-21, d, r} {Head Start Cases}
{IF D13 = 2, 5 OR D13a = 11-21, 30, 31 OR D13b = 11-21, 30, 31}

D18. **Does [CHILD] ever need or want a member of the Head Start teaching staff to speak in [FILL FROM D13a OR D13b]?**

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO VERSION BOX E

{IF D7 = 1 AND D10 = 11-21, 30, 31, d, r}{Head Start Cases}
{IF D18 = 1}

D19. **How often is there someone in [CHILD]'s Head Start classroom available to talk to (him/her) in [FILL FROM D13a OR D13b]? Would you say it is . . .**

- always,**..... 1
- sometimes, or** 2
- never?**..... 3
- DON'T KNOW..... d
- REFUSED..... r

HEAD START CASES: GO TO VERSION BOX E
KINDERGARTEN CASES: GO TO VERSION BOX FF1

E. CHILD'S ACTIVITIES

VERSION BOX E
HEAD START CASES ONLY
CONTINUE

My next questions are about some of [CHILD]'s activities.

{Head Start Cases}

E1. Is there a TV in your household?

YES 1
NO 0
DON'T KNOW d
REFUSED r

{Head Start Cases}

E2. Is there a computer in the household that [CHILD] can use?

YES 1
NO 0
DON'T KNOW d
REFUSED r

{Head Start Cases}

E3. We're interested in what kinds of things [CHILD] did on the last day you followed your regular routine. Did [CHILD] spend any time . . .

	YES	NO	DON'T KNOW	REFUSED
{IF E1 = 1}				
a. watching TV?	1	0	d	r
{IF E1 = 1 OR E2=1}				
b. watching a video or DVD?	1	0	d	r
c. playing outside?	1	0	d	r
d. reading or being read to?	1	0	d	r
e. playing video games like X-Box, PlayStation, or GameBoy?	1	0	d	r
f. playing inside with toys?	1	0	d	r
{IF E2 = 1}				
g. playing computer games?	1	0	d	r
{IF E2 = 1}				
h. using a computer for something other than games?.	1	0	d	r

{Head Start Cases}

E4. We are interested in how much time [CHILD] spends doing these activities. About how much time does [CHILD] spend [INSERT ITEM] on a typical weekday? Would you say more than 2 hours, 1 to 2 hours or less than one hour?

	MORE THAN TWO HOURS	ONE TO TWO HOURS	LESS THAN ONE HOUR	DON'T KNOW	REFUSED
{IF E3a=1} a. Watching TV?	1	2	3	d	r
{IF E3b=1} b. Watching a video or DVD?.....	1	2	3	d	r
{IF E3c=1} c. Playing outside?	1	2	3	d	r
{IF E3d=1} d. Reading or being read to?	1	2	3	d	r
{IF E3e=1} e. Playing video games like X-Box, PlayStation, or GameBoy?	1	2	3	d	r
{IF E3f=1} f. Playing inside with toys?.....	1	2	3	d	r
{IF E3g=1} g. Playing computer games?.....	1	2	3	d	r
{IF E3h=1} h. Using a computer for something other than games?	1	2	3	d	r

{Head Start Cases}

{IF E1 = 1 OR E2=1}

E5a. Does [CHILD] watch TV, videos, or DVDs while eating meals?

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

{Head Start Cases}

{IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT}

{IF E1 = 1}{IF D7=1}

E5b. **What languages are spoken in the television programs [CHILD] watches?**

CODE ALL THAT APPLY

- ENGLISH..... 1
 - SPANISH..... 2
 - ANOTHER LANGUAGE (SPECIFY) 3
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF E5b=3}

E5bSpecify

“Please tell me what languages are spoken in the television programs [CHILD] watches.”

STRING[50]

VERSION BOX E1
 IF SPRING 2010 OR SPRING 2011, CONTINUE. ELSE GO TO
 VERSION BOX F

{Head Start Cases}

E6. **Is there a yard, park, or playground near your home where [CHILD] can safely play?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

{DATA DEFINITION 0..7}

E8. **About how many days each week (Sunday to Saturday) does [CHILD] get any physical activity like running around, playing sports, climbing on a jungle gym, or swimming when not in Head Start or child care?**

- NUMBER
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

{E8=>0}

E9. About how much time would you say [CHILD] spends getting physical activity on each of those days? Would you say it is . . .

less than half an hour,1

a half an hour to an hour, or.....2

more than an hour?3

DON'T KNOW.....d

REFUSED.....r

GO TO VERSION BOX F

FF. FAMILY/SCHOOL INVOLVEMENT

VERSION BOX FF1
KINDERGARTEN CASES ONLY
CONTINUE

{Kindergarten Cases}

FF1. Now I'd like to ask you about (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: your/IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: [CHILD]'S mother's) involvement with [CHILD]'s current school. Since the beginning of this school year, (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: have you/IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: has [CHILD]'s mother) . . .

	YES	NO	DON'T KNOW	REFUSED
a. attended a general school meeting, for example, an open house, a back-to-school night or a meeting of a parent-teacher organization?	1	0	d	r
b. gone to a regularly-scheduled parent-teacher conference with [CHILD]'s teacher?	1	0	d	r
c. attended a school or class event, such as a play, (or) sports event because of [CHILD]?	1	0	d	r
d. acted as a volunteer at the school or served on a committee?	1	0	d	r

BOX FF1a
IF FF1 a - d ARE ALL NO, GO TO FF3.

{Kindergarten Cases}

FF2. During this school year, about how many times have (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: have you/IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: has [CHILD]'s mother) gone to meetings or participated in activities at [CHILD]'s school?

||| NUMBER

DON'T KNOW.....d

REFUSED.....r

{Kindergarten Cases}
 {If 'FatherDeceased'=0}

FF3. Since the beginning of this school year, (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: have you/IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: has [CHILD]'s father) . . .

	YES	NO	DON'T KNOW	REFUSED
a. attended a general school meeting, for example an open house, a back-to-school night, or a meeting of a parent teacher organization?	1	0	d	r
b. gone to a regularly scheduled parent-teacher conference with [CHILD]'s teacher?	1	0	d	r
c. attended a school or class event, such as a sports event because of [CHILD]? ..	1	0	d	r
d. acted as a volunteer at the school or served on a committee?	1	0	d	r

BOX FF3 a-d
 IF FF3 a - d ARE ALL NO, GO TO FF5

{Kindergarten Cases}

FF4. During this school year, about how many times have (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: have you/IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: has [CHILD]'s father) gone to meetings or participated in activities at [CHILD]'s school?

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{Kindergarten Cases}

FF5. As far as you know, is [CHILD] going to be promoted to first grade this coming fall, will (he/she) spend another year in kindergarten, or will (he/she) go into a transitional class?

PROMOTED TO FIRST GRADE 1

SPEND ANOTHER YEAR IN KINDERGARTEN..2

WILL GO INTO A TRANSITIONAL CLASS..... 3

DON'T KNOW.....d

REFUSED.....r

{Kindergarten Cases}

FF6. **Now that [CHILD] has been in kindergarten for most of a school year, how satisfied are you with what Head Start did to help [CHILD] and your family be prepared for school? Are you . . .**

- very dissatisfied,..... 1**
- somewhat dissatisfied,.....2**
- somewhat satisfied, or3**
- very satisfied?.....4**
- DON'T KNOW.....d**
- REFUSED.....r**

GO TO VERSION BOX G

F. YOUR CHILD'S ACCOMPLISHMENTS

VERSION BOX F
HEAD START CASES ONLY
CONTINUE

{Head Start Cases}

F1. **These next questions are about things that different children do at different ages. These things may or may not be true for [CHILD].**

Can [CHILD] recognize . . .

- all of the letters of the alphabet, 1**
- most of them, 2**
- some of them, or 3**
- none of them? 4**
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F2. **How high can [CHILD] count? Would you say . . .**

- not at all, 1**
- up to five, 2**
- up to ten, 3**
- up to twenty, 4**
- up to fifty, or 5**
- up to 100 or more? 6**
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F3. **How often does [CHILD] like to write or pretend to write? Would you say . . .**

- never, 1 → GO TO F6**
- has done it once or twice, 2**
- sometimes, or 3**
- often? 4**
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

{IF F3 = 2, 3, 4, d, r}

F4. Does [CHILD] mostly write and draw rather than scribble?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

{IF F3 = 2, 3, 4, d, r}

F5. Can [CHILD] write (his/her) first name even if some of the letters are backward?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F6. Can [CHILD] identify the colors red, yellow, blue, and green by name? Would you say . . .

- all of them, 1
- some of them, or 2
- none of them? 3
- CHILD IS COLOR BLIND 4
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F7. When [CHILD] speaks, is (he/she) understandable to a stranger?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F8. **Did [CHILD] start speaking later than other children you know?**

NOTE: REFERS TO PRIMARY LANGUAGE

YES 1
NO 0
DON'T KNOW d
REFUSED r

{Head Start Cases}

F9. **Does [CHILD] stutter or stammer?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

NOTE: A HELP SCREEN IS AVAILABLE WITH A DEFINITION FOR 'STUTTER OR STAMMER.'

HELP SCREEN:

Stuttering or stammering when speaking is a speech disorder involving hesitations and involuntary repetitions of certain sounds.

G. YOUR CHILD'S BEHAVIOR

All instruments used in FACES 2009 are available on the web site with the exception of instruments that include items that are copyrighted.

Part of the social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between Mathematica and NCS Pearson, Inc. prohibit us from distributing the actual rating scales used in FACES 2009 to the public such that those items have been deleted in this section. Permission to use or adapt the SSRS for your specific needs must be obtained from NCS Pearson, Inc.

Part of the social rating scale used in the study is an adaptation of the Preschool Learning Behaviors Scale (PLBS) by McDermott, Green, Francis, and Stott 2000, published by Edumetric and Clinical Science. Permission to adapt the scale was obtained from Edumetric and Clinical Science. The agreement reached between Mathematica and Edumetric Clinical Science prohibits us from distributing the actual rating scales used in FACES 2009 to the public. Permission to use or adapt the PLBS for your specific needs must be obtained from Edumetric Clinical Science.

VERSION BOX G
IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

G1. In general, thinking about [CHILD] now or over the past month, tell me how well the following statements describe [CHILD]'s usual behavior. For each one, tell me if it is very true, somewhat true, or not true.

	VERY TRUE	SOMEWHAT TRUE	NOT TRUE	DON'T KNOW	REFUSED
c. Can't concentrate, can't pay attention for long?	1	2	3	d	r
d. Is very restless, and fidgets a lot?	1	2	3	d	r
e. Is unhappy, sad, or depressed?	1	2	3	d	r
f. Comforts or helps others?	1	2	3	d	r
h. Worries about things for a long time?	1	2	3	d	r
k. Feels worthless or inferior?	1	2	3	d	r
m. Is nervous, high-strung, or tense?	1	2	3	d	r
o. Is disobedient at home?	1	2	3	d	r



H. HOUSEHOLD ROUTINES

VERSION BOX H
IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

My next questions are about some of the typical routines in your household.

H1. In a typical week, please tell me the number of days at least some of the family eats the evening meal together.

PROBE: IF VARIES, 'On average, how many days'?

NUMBER

DON'T KNOW.....d

REFUSED.....r

H2. Now, I'd like to ask you about [CHILD]'s eating habits. I want to know about the food [CHILD] ate or drank during the past 7 days. Think about all the meals and snacks [CHILD] had from the time (he/she) got up until (he/she) went to bed. Be sure to include food [CHILD] ate at home, (Head Start/Kindergarten), restaurants, play dates, anywhere else, and over the weekend.

[PRESS 1 to continue]

H2a. Let's start with the kinds of milk [CHILD] drinks. Include all types of milk, including cow's milk, soy milk, or any other kind of milk. Include the milk (he/she) drank in a glass or cup, from a carton, or with cereal.

During the past 7 days, how many times did [CHILD] drink milk? Was it . . .

{USE SHOW CARD IF IN PERSON INTERVIEW}

four or more times a day, 1

two to three times a day,2

once a day,3

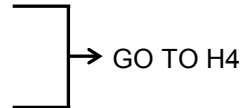
almost every day,4

1 to 3 times during the past 7 days, or5

(he/she) does not drink milk?6

DON'T KNOW.....d

REFUSED.....r



{IF H2 = 1, 2, 3, 4, 5}

H3. **What kind of milk did [CHILD] usually drink during the past 7 days?**

NOTE: IF RESPONDENT MENTIONS 'CHOCOLATE MILK', PROBE TO FIND OUT TYPE OF MILK USED.

READ CATEGORIES IF NECESSARY.

- WHOLE MILK 1
 - 2% MILK 2
 - SKIM MILK..... 3
 - LOW FAT OR 1% MILK 4
 - SOY MILK..... 5
 - BOTH REGULAR COW'S MILK AND SOY MILK... 6
 - SOME OTHER KIND OF MILK (SPECIFY)..... 7
-
- LACTAID 8
 - DON'T KNOW..... d
 - REFUSED..... r

H4. **During the past 7 days, how many times did [CHILD] drink Soda pop (for example, Coke, Pepsi, or Mountain Dew), sports drinks (for example, Gatorade), or fruit drinks that are not 100% fruit juice (for example, Kool-Aid, Sunny Delight, Hi-C, Fruitopia, or Fruitworks)? Was it?**

{USE SHOW CARD IF IN PERSON INTERVIEW}

READ CATEGORIES IF NECESSARY

- four or more times a day, 1**
- two to three times a day, 2**
- once a day, 3**
- almost every day, 4**
- 1 to 3 times during the past 7 days, or 5**
- (he/she) did not drink these beverages? 6**
- DON'T KNOW..... d
- REFUSED..... r

H5. **During the past 7 days, how many times did [CHILD] eat a meal or snack from a fast food restaurant with no wait service such as McDonald's, Pizza Hut, Burger King, Kentucky Fried Chicken, Taco Bell, Wendy's and so on? Consider eating in, carry out, and delivery of meals to your residence. Was it?**

{USE SHOW CARD IF IN PERSON INTERVIEW}

READ CATEGORIES IF NECESSARY

- four or more times a day, 1**
- two to three times a day,2**
- once a day,3**
- almost every day,4**
- 1 to 3 times during the past 7 days, or5**
- (he/she) did not eat fast food?6**
- DON'T KNOWd
- REFUSED.....r

H6. **During the past 7 days, how many times did [CHILD] eat candy (including Fruit Roll-Ups and similar items), ice cream, cookies, cakes, brownies, or other sweets? Was it?**

{USE SHOW CARD IF IN PERSON INTERVIEW}

READ CATEGORIES IF NECESSARY

- four or more times a day, 1**
- two to three times a day,2**
- once a day,3**
- almost every day,4**
- 1 to 3 times during the past 7 days, or5**
- (he/she) did not eat candy?6**
- DON'T KNOWd
- REFUSED.....r

H7. During the past 7 days, how many times did [CHILD] eat potato chips, corn chips such as Fritos or Doritos, Cheetos, pretzels, popcorn, crackers or other salty snack foods? Was it . . .

{USE SHOW CARD IF IN PERSON INTERVIEW}

READ CATEGORIES IF NECESSARY

- four or more times a day, 1
- two to three times a day, 2
- once a day, 3
- almost every day, 4
- 1 to 3 times during the past 7 days, or 5
- (he/she) did not eat salty snack foods? 6
- DON'T KNOW d
- REFUSED r

{ALL}

H7a. During the past 7 days, how many times did [CHILD] eat fresh, canned or frozen fruit like bananas, peaches, or apples? Was it . . .

{USE SHOW CARD IF IN PERSON INTERVIEW}

- four or more times a day, 1
- two to three times a day, 2
- once a day, 3
- almost every day, 4
- 1 to 3 times during the past 7 days, or 5
- (he/she) did not eat fruit? 6
- DON'T KNOW d
- REFUSED r

{ALL}

H7b. During the past 7 days, how many times did [CHILD] eat vegetables other than potatoes (for example, carrots, tomatoes, or green beans)? Please count fresh, frozen, or canned vegetables served raw or cooked. Was it . . .

{USE SHOW CARD IF IN PERSON INTERVIEW}

- four or more times a day, 1
- two to three times a day, 2
- once a day, 3
- almost every day, 4
- 1 to 3 times during the past 7 days, or 5
- (he/she) did not eat vegetables? 6
- DON'T KNOW d
- REFUSED r

VERSION BOX H1
 IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
 SURVEY, CONTINUE

H8. When is [CHILD]’s regular bedtime?

PROBE: We are interested in what time (he/she) goes to bed, not what time (he/she) actually falls asleep.

NOTE: ENTER “98” FOR NO USUAL TIME”

NOTE: IF VARIES, PROBE: On an average night?

NOTE: IF BEDTIME IS AFTER MIDNIGHT, TYPE IN 11:59

|_|_|:|_|_| P.M.

- NO USUAL TIME 98 → GO TO H10
- DON'T KNOW d
- REFUSED r

H9. **How many times in the last week, Monday through Friday, was [CHILD] put to bed at that time?**

|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

H10. **About what time does [CHILD] usually wake up on a weekday?**

NOTE: ENTER "98" FOR NO USUAL TIME

NOTE: IF VARIES, PROBE: **On average?**

|_|_|:|_|_| A.M.

NO USUAL TIME.....98

DON'T KNOW.....d

REFUSED.....r

H11. **During a typical night, about how many times does [CHILD] wake up and need someone to help (him/her) settle back to sleep?**

|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{ALL}

H11a. **Please tell me how much you strongly agree, agree, disagree, or strongly disagree with the following statements.**

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	REFUSED
1. My child has a safe place to sleep at night.....	1	2	3	4	d	r
2. My child sleeps soundly through the night.....	1	2	3	4	d	r
3. My child wakes up full of energy.	1	2	3	4	d	r

{ALL}

{DATA DEFINITION 0..7}

H11b. **About how many nights in the last week (Sunday to Saturday) would you say [CHILD] brushed (his/her) teeth before bed?**

|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

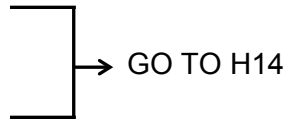
H12. **Sometimes children behave pretty well and sometimes they don't. In the past week, have you spanked [CHILD] for not behaving?**

YES 1

NO 0

DON'T KNOW.....d

REFUSED.....r



{IF H12 = 1}

H13. **About how many times did you do this in the past week?**

PROBE: **Your best estimate is fine.**

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

H14. **In the past week, have you used "time out" or sent [CHILD] to (his/her) room for not behaving?**

YES 1

NO 0

DON'T KNOW.....d

REFUSED.....r

{IF H14 = 1}

H15. **About how many times did you do this in the past week?**

PROBE: **Your best estimate is fine.**

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

BOX H16
HEAD START CASES: GO TO H16
KINDERGARTEN CASES: GO TO VERSION BOX J

{Head Start Cases}

H16. Here are some statements that parents of young children say about themselves. I'm going to read the statements, and after each one, please tell me how much like you that is: exactly, very much, somewhat, not much or not at all.

SHOW CARD	EXACTLY	VERY MUCH	SOMEWHAT	NOT MUCH	NOT AT ALL	DON'T KNOW	REFUSED
a. I control my child by warning (him/her) about the bad things that can happen to (him/her)	1	2	3	4	5	d	r
b. There are times I just don't have the energy to make my child behave as (he/ she) should.....	1	2	3	4	5	d	r
c. My child and I have warm intimate moments together	1	2	3	4	5	d	r
d. I teach my child that misbehavior or breaking the rules will always be punished one way or another	1	2	3	4	5	d	r
e. I encourage my child to be curious, to explore, and to question things	1	2	3	4	5	d	r
f. I do not allow my child to get angry with me.....	1	2	3	4	5	d	r
g. I am easygoing and relaxed with my child	1	2	3	4	5	d	r
h. I believe that a child should be seen and not heard.....	1	2	3	4	5	d	r
i. I make sure my child knows that I appreciate what (he/she) tries to accomplish.....	1	2	3	4	5	d	r
j. I have little or no difficulty sticking with my rules for my child even when close relatives (including grandparents) are there	1	2	3	4	5	d	r
k. I encourage my child to be independent of me.....	1	2	3	4	5	d	r
l. Once I decide how to deal with a misbehavior of my child, I follow through on it.....	1	2	3	4	5	d	r
m. I believe physical punishment to be the best way of disciplining .	1	2	3	4	5	d	r

BOX H16A
 HEAD START CASES: GO TO VERSION BOX I1
 KINDERGARTEN CASES: GO TO VERSION BOX J

I. PARENT INVOLVEMENT AND SATISFACTION WITH HEAD START

VERSION BOX I1
 HEAD START CASES ONLY: IF SPRING 2010 OR SPRING 2011
 CONTINUE,
 ELSE GO TO VERSION BOX J

11. Please indicate how often you have participated in the following activities at [CHILD]'s Head Start center since the beginning of this Head Start year.

For each one, tell me if that is not yet, once or twice, several times, about once a month, or at least once a week. How often have you . . .

SHOW CARD	NOT YET	ONCE OR TWICE	SEVERAL TIMES	ABOUT ONCE A MONTH	AT LEAST ONCE A WEEK	DON'T KNOW	REFUSED
a. volunteered or helped out in [CHILD]'s classroom?.....	1	2	3	4	5	d	r
b. observed in [CHILD]'s classroom for at least 30 minutes?	1	2	3	4	5	d	r
c. prepared food or materials for special events such as a holiday celebration or special cultural event?	1	2	3	4	5	d	r
d. helped with field trips or other special events?	1	2	3	4	5	d	r
e. attended Head Start social events such as bazaars or fairs for children and families?	1	2	3	4	5	d	r
f. attended parent education meetings or workshops focusing on topics such as job skills or child-rearing?	1	2	3	4	5	d	r
g. attended parent-teacher conferences?	1	2	3	4	5	d	r
h. visited with a Head Start staff member in your home?	1	2	3	4	5	d	r
k. participated in Policy Council?.....	1	2	3	4	5	d	r
q. participated in Parent Committee or other Head Start planning groups?	1	2	3	4	5	d	r
m. prepared or distributed newsletters, fliers, or Head Start materials?	1	2	3	4	5	d	r
n. participated in fundraising activities?	1	2	3	4	5	d	r
o. participated in any other Head Start activities?	1	2	3	4	5	d	r

{IF I1o = 2,3,4 OR 5}

11p. What other activities?

(SPECIFY) _____

12. **Some parents have a hard time participating in their child’s Head Start program. Please tell me if any of the following things have kept you from participating as much as you would like in [CHILD]’s Head Start program this past year?**

	YES	NO	N/A	DON'T KNOW	REFUSED
a. Your need for child care?	1	0	n/a	d	r
b. Your work schedule interferes?	1	0	n/a	d	r
c. Your school or training schedule interferes?	1	0	n/a	d	r
d. You need transportation?	1	0	n/a	d	r
e. You don’t know others at Head Start?	1	0	n/a	d	r
f. You feel uncomfortable at Head Start?	1	0	n/a	d	r
g. You have health problems that interfere?	1	0	n/a	d	r
h. [CHILD]’s teacher is uncomfortable with parents in the classroom?	1	0	n/a	d	r
i. Head Start doesn’t provide enough opportunities for you to participate?	1	0	n/a	d	r
j. You have had bad experiences with Head Start in the past?	1	0	n/a	d	r
k. You are uncomfortable because of language or cultural differences?	1	0	n/a	d	r
l. You have concern for your safety while getting to Head Start?	1	0	n/a	d	r
m. You need more support from your spouse or partner?	1	0	n/a	d	r
p. The opportunities Head Start provides are not of interest to you?	1	0	n/a	d	r
n. Has anything else kept you from participating in Head Start activities?	1	0	n/a	d	r

{IF I2n = 1}

12o. **What kept you from participating in Head Start activities?**

(SPECIFY) _____

J. ABOUT CHILD'S MOTHER

VERSION BOX J

IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY, CONTINUE

VERSION BOX J2

IF BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD {B5a-k = 1}, AND RESPONDENT IS BIOLOGICAL OR ADOPTIVE MOTHER (SC9 = 11 OR 13) AND FALL 2009, OR NO PREVIOUS INTERVIEW, GO TO BOX J9, ELSE GO TO BOX J16a

IF BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD {B5a-k = 1}, AND RESPONDENT IS NOT BIOLOGICAL OR ADOPTIVE MOTHER (SC9 = 12, 14...30) AND FALL 2009, OR NO PREVIOUS INTERVIEW, GO TO J8, ELSE GO TO BOX J16a

FALL 2009 OR NO PREVIOUS INTERVIEW: IF [CHILD]'s MOTHER NOT IN HOUSEHOLD AND {B5a_k =2_18,d,r}, ASK J1

SPRING 2010, SPRING 2011, AND SPRING 2012: IF MOTHER LEFT HOUSEHOLD SINCE LAST INTERVIEW OR CHILD IN DIFFERENT HOUSEHOLD, ASK J1

IF BIOLOGICAL OR ADOPTIVE MOTHER IS NOT IN HOUSEHOLD, AND WAS NOT IN HOUSEHOLD AT PREVIOUS INTERVIEW, GO TO J3

HEAD START CASES: IF ANY PREVIOUS INTERVIEW AND CONDITIONS ABOVE ARE NOT MET, GO TO BOX J14a.

KINDERGARTEN CASES: IF ANY PREVIOUS INTERVIEW AND CONDITIONS ABOVE ARE NOT MET, GO TO BOX J16a.

{IF B5a-k = 2-18, d, r}

J1. **My next questions are about (you/[CHILD]'s mother). There are many reasons for children not living with their parents. Please tell me why [CHILD] is not living with (her/his) mother.**

PROBE: **Are there any other reasons?**

CODE ALL THAT APPLY

- [CHILD]'S MOTHER IS DECEASED..... 11
- [CHILD]'S MOTHER DID NOT HAVE ENOUGH MONEY TO RAISE (HER/HIM) 12
- (HER/HIS) MOTHER GOT TOO SICK TO TAKE CARE OF [CHILD] 13
- (HER/HIS) MOTHER HAD A DRINKING PROBLEM AND COULD NOT TAKE CARE OF [CHILD] 14
- (HER/HIS) MOTHER HAD A DRUG PROBLEM AND COULD NOT TAKE CARE OF [CHILD]..... 15
- (HER/HIS) MOTHER IS IN A RESIDENTIAL TREATMENT PROGRAM FOR SUBSTANCE ABUSE AND COULD NOT BRING [CHILD]..... 24
- (HER/HIS) MOTHER HAD A MENTAL OR EMOTIONAL PROBLEM AND COULD NOT TAKE CARE OF [CHILD]. 16
- (HER/HIS) MOTHER WAS IN TROUBLE WITH THE LAW OR HAD TO GO TO JAIL..... 17
- [CHILD] WAS NEGLECTED OR ABUSED WHILE LIVING WITH (HER/HIS) MOTHER..... 18
- SOMEONE AT THE CHILD WELFARE OFFICE SAID [CHILD] COULD NOT LIVE WITH (HIS/HER) MOTHER ANY MORE. 19
- [CHILD]'S FAMILY IS HOMELESS..... 25
- NO EXPLANATION GIVEN 20
- SOMETHING ELSE (SPECIFY)..... 21

-
- DIVORCED/SEPARATED 22
 - MOTHER AND [CHILD] CURRENTLY LIVE TOGETHER..... 26

→ GO TO B3 AND ENTER RESPONDENT'S INFORMATION INTO HOUSEHOLD ROSTER, THEN GO TO VERSION BOX J2

- DON'T KNOW..... d
- REFUSED..... r

BOX J2A
 IF J1 = 11, GO TO J8
 ASK J2 ONLY IF MOTHER WAS NOT IN HH IN PREVIOUS
 ROUND AND MOTHER NOT IN HH THIS ROUND , ELSE GO
 TO J3

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J2. **Did [CHILD]'s mother ever live in the same household with [CHILD]?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J3. **Does [CHILD]'s mother currently live in the same city or county as [CHILD]?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J4. **[(IF FALL 2009)In the past year/(ELSE)Since [MONTH AND YEAR OF PREVIOUS INTERVIEW]], about how many days has [CHILD] seen (his/her) mother?**

- |_|_| NUMBER
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J5. **How long has it been since [CHILD] last had contact with (his/her) mother?**

- CHILD NEVER HAD CONTACT 0
- DON'T KNOW..... d
- REFUSED..... r

- |_|_| NUMBER |_|_| CODE

- DAYS AGO 1
- WEEKS AGO 2
- MONTHS AGO 3
- YEARS AGO..... 4

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J6. **[(IF FALL 2009)In the past year/(ELSE)Since [MONTH AND YEAR MOTHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], (have you/has your family) received any child support payments for [CHILD] from (his/her) mother?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J7. **[(IF FALL 2009)In the past year/(ELSE)Since [MONTH AND YEAR MOTHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], (have you/has your family) received any other financial support for [CHILD] from (his/her) mother?**

PROBE: **Other than child support payments.**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J7a. **Is there anyone else who is like a mother to [CHILD]?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO BOX J3

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

{IF J7a = 1}

J7b. **Who is this person? Is she . . .**

- [IF R IS FEMALE, READ] **you**, 1
 - your spouse or partner**, 2
 - a relative of [CHILD], or** 3
 - a friend of the family?** 4
 - DON'T KNOW d
 - REFUSED r
- } → GO TO VERSION BOX J3
- } → GO TO J7c
- } → GO TO J8

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

{IF J7b = 3, 4}

J7c. **Does this (relative/friend of the family) live in your household?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

VERSION BOX J3
 IF FIRST INTERVIEW, GO TO J8
 IF ANY PREVIOUS INTERVIEW AND J1 ≠ 11, SKIP TO J15,
 ELSE GO TO BOX J16a

{IF SC9 OR RESPONDENT FLAG =12, 14...30}

J8. [(IF J1 = 11) I am sorry to hear about [CHILD]'s mother passing.] Now I would like to ask you a few questions about [(IF J1 =11) her / (IF J1 ≠11) [CHILD]'s mother].

What (is/was) her birth date?

____/____/____
MONTH DAY YEAR

DON'T KNOW.....d

REFUSED.....r

BOX J9
IF THE RESPONDENT [CHILD]'s BIRTH MOTHER {SC9 = 11},
FILL "you."
IF SOMEONE ELSE {SC9 = 12-30, d, r}, FILL '[CHILD]'s mother."

{SOFT 11...49}

J9. How old (were you/was [CHILD]'s mother) when (you/she) gave birth for the first time?

PROBE: Your best estimate is fine.

____ NUMBER {SOFT EDIT: NUMBER>=12 AND <=49}

DON'T KNOW.....d

REFUSED.....r

{IF J9<11 OR >49}

[SOFT J9] MOTHER'S AGE AT HER FIRST BIRTH

I may have mistyped something. I have entered [J9] as (you/her) age when (you/she) gave birth for the first time.

Is that correct?

J10. **(Are you/Is she/Was she) of Spanish, Hispanic, or Latino origin?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO J12

{IF J10=1}

J11. **Which one of these best describe(s/d) (your/her) Spanish, Hispanic, or Latino origin? Would you say . . .**

NOTE: IF MORE THAN ONE, CODE AS OTHER

- Mexican, Mexican American, Chicano,..... 1**
 - Puerto Rican,.....2**
 - Cuban, or3**
 - another Spanish/Hispanic/
Latino group? (SPECIFY) 4**
-
- DON'T KNOW d
 - REFUSED r

J12. What (is/was) (your/her) race? You may name more than one if you like.

CODE ALL THAT APPLY

WHITE	11
BLACK OR AFRICAN AMERICAN	12
AMERICAN INDIAN OR ALASKA NATIVE	13
ASIAN INDIAN.....	14
CHINESE.....	15
FILIPINO.....	16
JAPANESE	17
KOREAN	18
VIETNAMESE.....	19
ASIAN (NOT FURTHER SPECIFIED).....	20
NATIVE HAWAIIAN	21
GUAMANIAN OR CHAMORRO.....	22
SAMOAN.....	23
OTHER PACIFIC ISLANDER (SPECIFY).....	24
<hr/>	
ANOTHER RACE (SPECIFY).....	25
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

J13. In what country (were you/was she) born?

CODE ONLY ONE

USA.....	059	→ GO TO BOX J14a
MEXICO	303	
GUATEMALA.....	313	
CUBA.....	327	
DOMINICAN REPUBLIC.....	329	
INDIA.....	210	
CHINA	207	
PHILIPPINES.....	233	
JAPAN.....	215	
KOREA	217	
VIETNAM.....	247	
GUAM.....	066	
SAMOA.....	527	
OTHER (SPECIFY).....	600	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

BOX J13a

IF RESPONDENT IS BIRTH OR ADOPTIVE MOTHER
{SC9 = 11, 13}, CONTINUE.

IF NOT BIRTH OR ADOPTIVE MOTHER AND BIRTH MOTHER IS
ALIVE {SC9 = 12, 14-30, d, r AND J1 = 12-25, d, r}, CONTINUE.

IF SOMEONE ELSE AND BIRTH MOTHER IS
DECEASED {J1 = 11},
GO TO VERSION BOX K

{J1 = 12-25, d, r AND J13 = 066-600, d, r}

J14. **How many years (have you/has she) live(d) in the United States?**

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

BOX J14a
 IF RESPONDENT IS NOT EQUAL TO 01 (NOT BIOLOGICAL MOTHER) AND
 02 (NOT BIOLOGICAL FATHER), CONTINUE.
 OTHERWISE, GO TO BOX J16a

{IF SC9 = 11, 12, 13, 14, 15, 16 and B5a-k CONTAINS 01, 02, 03,04}

{IF SC9 OR RESPONDENT FLAG = 13-30, d, r}

J15. **The next questions are about [CHILD]'s biological mother and biological father.**

Are they . . .

married, 1 → GO TO BOX J16a

divorced,.....2

separated, or3

not married?.....4

DON'T KNOW.....d

REFUSED.....r

{IF SC9 = 11, 12, 13, 14, 15, 16 and B5a-k CONTAINS 01, 02, 03,04}

{IF J15 = 2, 3, 4, d, r}

J16. **Which of the following statements best describes their current relationship?**

**they are romantically involved
on a steady basis,**..... 1

**they are involved in an on-again
and off-again relationship,**2

they are just friends, or3

they are not in any kind of relationship?..... 4

DON'T KNOW.....d

REFUSED.....r

BOX J16a

IF THE RESPONDENT IS [CHILD]'s MOTHER {SC9 = 11,13}, FILL 'you'.

IF SOMEONE ELSE {SC9 = 12, 14-30} AND MOTHER IS LIVING IN HOUSEHOLD {B5a-k = 1}, FILL [CHILD]'s mother.

IF MOTHER IS NOT LIVING IN HOUSEHOLD {B5a-k =2-18,d, r}, GO TO VERSION BOX K

{IF B5a-k = 1}

J16a. [(IF NO PREVIOUS INTERVIEW) **In the last 12 months / (ELSE) Since (MONTH AND YEAR OF LAST INTERVIEW)**], **how many times have (you/[CHILD]'s mother) and [CHILD] been separated for a week or more?**

|_|_| TIMES {SOFT EDIT: NUMBER<=5}

DON'T KNOW.....d

REFUSED.....r

{IF J16a>5}

[SOFT J16a] NUMBER OF SEPARATIONS MIGHT BE TOO HIGH

I may have mistyped something. I have entered [J16a] as the number of times (you/[CHILD's mother) have been separated for a week or more.

Is that correct?

{IF B5a-k = 1}{IF J16a>0}

J16b. **There are many reasons for children not living with their parents. Please tell me why [CHILD] and (you/(his/her) mother) have been separated.**

PROBE: Why did [CHILD] stay with someone else?

PROBE: Are there any other reasons?

NOTE: IF THE RESPONDENT SAYS ONLY THAT CHILD STAYED WITH ANOTHER FAMILY MEMBER/RELATIVE OR SOMEONE ELSE, PROBE AS TO WHY. IF RESPONDENT DOES NOT GIVE ANOTHER REASON, CODE AS "CHILD WENT TO VISIT RELATIVES.

CODE ALL THAT APPLY

CHILD WENT TO VISIT RELATIVES	27
MOTHER TRAVELED/WENT ON VACATION.....	28
[CHILD]'S MOTHER DID NOT HAVE ENOUGH MONEY TO RAISE (HER/HIM)	12
(HER/HIS) MOTHER GOT TOO SICK TO TAKE CARE OF [CHILD]	13
(HER/HIS) MOTHER HAD A DRINKING PROBLEM AND COULD NOT TAKE CARE OF [CHILD]	14
(HER/HIS) MOTHER HAD A DRUG PROBLEM AND COULD NOT TAKE CARE OF [CHILD].....	15
(HER/HIS) MOTHER IS IN A RESIDENTIAL TREATMENT PROGRAM FOR SUBSTANCE ABUSE AND COULD NOT BRING [CHILD].....	24
(HER/HIS) MOTHER HAD A MENTAL OR EMOTIONAL PROBLEM AND COULD NOT TAKE CARE OF [CHILD].	16
(HER/HIS) MOTHER WAS IN TROUBLE WITH THE LAW OR HAD TO GO TO JAIL.....	17
[CHILD] WAS NEGLECTED OR ABUSED WHILE LIVING WITH (HER/HIS) MOTHER.....	18
SOMEONE AT THE CHILD WELFARE OFFICE SAID [CHILD] COULD NOT LIVE WITH (HIS/HER) MOTHER ANY MORE.	19
[CHILD]'S FAMILY IS HOMELESS.	25
NO EXPLANATION GIVEN	20
SOMETHING ELSE (SPECIFY).....	21
<hr/>	
DIVORCED/SEPARATED	22
DON'T KNOW.....	d
REFUSED.....	r

{IF J16b=21}

S5Specify **“Please tell me why [CHILD] and (you/(his/her) mother) have been separated.”**

STRING[75]

{IF B5a-k = 1}

J17. **During the past week, did (you/[CHILD]’s mother) work at a job for pay or income, including self employment?**

- YES 1 → GO TO J21
 - NO 0
 - RETIRED 2
 - DISABLED/UNABLE TO WORK 3
 - DON’T KNOW d
 - REFUSED r
- } → GO TO J24

{IF B5a-k = 1}

{IF J17 = 0}

J18. **(Were you/Was she) on leave or vacation from a job for the past week?**

NOTE: PAST WEEK: PAST 7 DAYS.

- YES 1
- NO 0
- DON’T KNOW d
- REFUSED r

{IF B5a-k = 1}

{IF J17 = 0}

J19. **(Have you/Has she) actively been looking for work in the past four weeks?**

- YES 1
- NO 0
- DON’T KNOW d
- REFUSED r

{IF B5a-k = 1}

{IF J17 = 0}

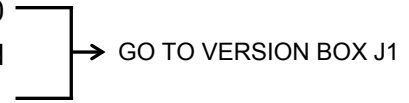
J20. **Did (you/[CHILD]'s mother) work at a job for pay or income, including self-employment, {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

YES 1

NO 0

DON'T KNOW d

REFUSED r



{IF B5a-k = 1}

{IF J17 = 1 OR J20 = 1}

J21. **About how many total hours per week (do you/did you/does she/did she) usually work for pay or income, counting all jobs?**

IF HOURS VARY, AVERAGE HOURS PER WEEK.

PROBE: **Your best estimate is fine.**

|_|_| NUMBER

DON'T KNOW d

REFUSED r

{IF B5a-k = 1}

{IF J17 = 1 OR J20 = 1}

J22. **Where (did you/did she) work for the most hours {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

PROBE, IF MORE THAN ONE JOB: **The job where you worked the most hours.**

PROBE: **What is the name of the company?**

NOTE: IF SELF-EMPLOYED AND NO COMPANY NAME, ENTER 'SELF-EMPLOYED'.

NAME OF COMPANY _____

DID NOT WORK IN PAST 12 MONTHS 0

DON'T KNOW d

REFUSED r

{IF B5a-k = 1}
{J22 < > 0, d, r}

J22a. **What type of business is that? What do they do or make?**

TYPE OF BUSINESS _____

DON'T KNOW.....d

REFUSED.....r

{IF B5a-k = 1}
{IF J17 = 1 OR J20 = 1}

NOTE: CODING WILL BE DONE IN THE OFFICE NOT BY INTERVIEWER

J23. **What kind of work ((J17=1: are you/is she/(J17=0: were you/was she)) doing?**

PROBE: **What is your job title?**

|_|_| CODE

DON'T KNOW.....d

REFUSED.....r

{IF B5a-k = 1}

{IF J17 = 1 OR J20 = 1}

J23a. **What [J17 = 1: are/(J17 = 0 were) (your/her)] most important activities or duties?**

PROBE: **What are (your/her) main duties, for example, typing, keeping account books, filing, waiting on tables?**

IMPORTANT DUTIES _____

DON'T KNOW..... d

REFUSED..... r

BOX J23a

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS.....	01
ENGINEERS, SURVEYORS, AND ARCHITECTS.....	02
NATURAL SCIENTISTS AND MATHEMATICIANS.....	03
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS	04
TEACHERS	05
HEALTH DIAGNOSING AND TREATING PRACTITIONERS	06
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN'S ASSISTANTS	07
WRITERS, ARTISTS, ENTERTAINERS AND ATHLETES.....	08
HEALTH TECHNOLOGISTS AND TECHNICIANS	09
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH.....	10
MARKETING AND SALES OCCUPATIONS	11
ADMINISTRATIVE SUPPORT OCCUPATION, INCLUDING CLERICAL	12
SERVICE OCCUPATIONS	13
AGRICULTURAL, FORESTRY, AND FISHING OCCUPATIONS	14
MECHANICS AND REPAIRERS.....	15
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS.....	16
PRECISION PRODUCTION OCCUPATIONS	17
TRANSPORTATION AND MATERIALS MOVING OCCUPATIONS	18
HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS.....	19
MISCELLANEOUS OCCUPATIONS.....	20
NEVER WORKED/HOMEMAKERS	21

VERSION BOX J1
 IF FIRST TIME FAMILY IS INTERVIEWED, ASK J24.
 ELSE GO TO J26.

{IF B5a-k = 1}

J24. **The next questions are about the kinds of educational activities (you/she) may take part in. We will talk about degree programs and classes in colleges and vocational schools, courses or training sessions related to work or personal interest, and other ways of learning new information or skills.**

What is the highest grade or year of school that (you/she) completed?

NOTE: If 'high school', PROBE: **What is the last grade you completed?**

NOTE: If 'college', PROBE: **Did you receive a degree? What type of degree?**

CODE ONLY ONE

- UP TO 8TH GRADE 1
- 9TH TO 11TH GRADE.....2
- 12TH GRADE BUT NO DIPLOMA.....3
- HIGH SCHOOL DIPLOMA/EQUIVALENT..... 4
- VOC/TECH PROGRAM AFTER HIGH SCHOOL
BUT NO VOC/TECH DIPLOMA..... 5
- VOC/TECH DIPLOMA AFTER HIGH SCHOOL ... 6
- SOME COLLEGE BUT NO DEGREE 7
- ASSOCIATE'S DEGREE 8
- BACHELOR'S DEGREE 9
- GRADUATE OR PROFESSIONAL
SCHOOL BUT NO DEGREE 10
- MASTER'S DEGREE (MA, MS)..... 11
- DOCTORATE DEGREE (PHD, EDD) 12
- PROFESSIONAL DEGREE AFTER
BACHELOR'S DEGREE (MEDICINE/MD;
DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 1}{IF J24 = 4, 5, 6, 7}

J25. Which (do you/does she) have, a high school diploma or a GED?

- HIGH SCHOOL DIPLOMA..... 1
- GED..... 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 1}

J26. (IF NO PREVIOUS INTERVIEW(Are you/Is she) now attending or enrolled)/ELSE(Since [MONTH AND YEAR OF LAST INTERVIEW] (did you/she) attend or enroll) in any courses, classes, or workshops for work-related reasons or personal interest? Some examples include college or university degree or certificate programs, computer courses, job training courses, basic reading or math classes, family literacy classes or GED preparation classes?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 1}{IF J26 = 1}

J27. (Are you/Is she) currently taking courses full-time or part-time?

- FULL-TIME 1
- PART-TIME 2
- NOT CURRENTLY TAKING 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 1}{J26=0,d,r}

J28. (Are you/Is she) currently participating in a job-training or on-the-job-training program?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

VERSION BOX J4
 HEAD START CASES: IF FALL 2009, GO TO J31, ELSE
 CONTINUE
 KINDERGARTEN CASES: CONTINUE

{IF B5a-k = 1}

J29. **(Have you/Has she) received a certificate, diploma, or degree {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1}{IF J29 = 1}

J30. **What kind of certificate, diploma, or degree (did you/did she) receive?**

CODE ONLY ONE

- TRADE LICENSE OR CERTIFICATE 1
 - GED CERTIFICATE OR EQUIVALENT 2
 - HIGH SCHOOL DIPLOMA 3
 - ASSOCIATE'S DEGREE 4
 - CHILD DEVELOPMENT ASSOCIATE (CDA) 5
 - BACHELOR'S DEGREE 6
 - GRADUATE DEGREE 7
 - CREDENTIAL FOR FAMILY
SERVICE WORKER 9
 - OTHER (SPECIFY) 8
-
- DON'T KNOW d
 - REFUSED r

{Head Start Cases}

{IF B5a-k = 1}{IF J26 = 1}

J31. **Did Head Start help (you/her) to take or locate the programs, courses, classes, or workshops that (you are/she is) taking?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

BOX J31A

IF J26 IS NOT EQUAL TO 1 (IS NOT TAKING COURSES) AND J28 IS NOT
EQUAL TO 1 (IS NOT PARTICIPATING IN JOB-TRAINING), ASK J32.

OTHERWISE, GO TO VERSION BOX K

{Head Start Cases}

{IF B5a-k = 1}{IF J26 = 0,d,r AND J28 = 0,d,r}

J32. **Adults sometimes find it hard to take part in educational activities, even if they want to. What was the main reason (you/she) did not take any programs, courses, classes, or workshops?**

PROBE: **Which was the main reason?**

CODE ONLY ONE

ADMISSION REQUIREMENT/QUALIFICATION..	1
TOO OLD TO TAKE ANY COURSES.....	2
HEALTH PROBLEM	3
MENTAL HEALTH PROBLEM.....	15
LEARNING DISABILITY	16
PHYSICAL DISABILITY	17
DON'T LIKE LEARNING.....	4
LANGUAGE BARRIER.....	5
LACK OF CONFIDENCE.....	18
NO INFORMATION ABOUT OFFERING.....	6
LACK OF CHILD CARE.....	7
TIME CONSTRAINTS (HOME OR WORK).....	8
COST.....	9
INCONVENIENT LOCATION/ TRANSPORTATION NOT AVAILABLE	10
DID NOT NEED MORE.....	11
OTHER (SPECIFY).....	12
<hr/>	
DID NOT WANT TO/NO INTEREST	13
CHILD RELATED REASONS (PREGNANT/ STAY AT HOME TO CARE FOR CHILD)	14
DON'T KNOW.....	d
REFUSED.....	r

K. ABOUT CHILD'S FATHER

VERSION BOX K

IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

VERSION BOX K1

IF BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD (B5a-k = 2}, AND
RESPONDENT IS BIOLOGICAL OR ADOPTIVE FATHER (SC9 = 12 OR 14) AND
FALL 2009 OR NO PREVIOUS INTERVIEW,
GO TO BOX K9, ELSE GO TO BOX K16a

IF BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD (B5a-k = 2}, AND
RESPONDENT IS NOT BIOLOGICAL OR ADOPTIVE FATHER
(SC9 = 11, 13, 15...30)) AND FALL 2009 OR NO PREVIOUS INTERVIEW, GO
TO K8, ELSE GO TO BOX K16a

FALL 2009 OR NO PREVIOUS INTERVIEW: IF [CHILD]'s BIRTH OR ADOPTIVE
FATHER NOT IN HOUSEHOLD {B5A-K = 1,3-18,d,r}, ASK K1.

SPRING 2010, SPRING 2011, AND SPRING 2012: IF FATHER LEFT
HOUSEHOLD SINCE LAST INTERVIEW OR CHILD LEFT HOUSEHOLD,
ASK K1

SPRING 2010, SPRING 2011, OR SPRING 2012: IF BIOLOGICAL OR
ADOPTIVE FATHER NOT IN HOUSEHOLD AND WAS NOT IN HOUSEHOLD AT
PREVIOUS INTERVIEW, GO TO K3

SPRING 2011 OR SPRING 2012: IF BIOLOGICAL OR ADOPTIVE FATHER
NOT IN HOUSEHOLD AND WAS IN HOUSEHOLD AT PREVIOUS INTERVIEW
GO TO K1

IF ANY PREVIOUS INTERVIEW AND 'NEEDFATHERDOB=1', GO TO
K8

IF ANY PREVIOUS INTERVIEW AND CONDITIONS ABOVE ARE NOT MET,
GO TO BOX K16a.

{IF B5a – k = 1, 3 – 18, d, r}

K1. My next questions are about [CHILD]’s father.

There are many reasons for children not living with their fathers. Please tell me why [CHILD] is not living with (her/his) father.

PROBE: Are there any other reasons?

CODE ALL THAT APPLY

- [CHILD]’S FATHER IS DECEASED 11
 - [CHILD]’S FATHER DID NOT HAVE ENOUGH MONEY TO RAISE (HER/HIM) 12
 - (HER/HIS) FATHER GOT TOO SICK TO TAKE CARE OF [CHILD]..... 13
 - (HER/HIS) FATHER HAD A DRINKING PROBLEM AND COULD NOT TAKE CARE OF [CHILD]..... 14
 - (HER/HIS) FATHER HAD A DRUG PROBLEM AND COULD NOT TAKE CARE OF [CHILD]..... 15
 - (HER/HIS) FATHER IS IN A RESIDENTIAL TREATMENT PROGRAM FOR SUBSTANCE ABUSE AND COULD NOT BRING [CHILD]..... 24
 - (HER/HIS) FATHER HAD A MENTAL OR EMOTIONAL PROBLEM AND COULD NOT TAKE CARE OF [CHILD]..... 16
 - (HER/HIS) FATHER WAS IN TROUBLE WITH THE LAW OR HAD TO GO TO JAIL 17
 - [CHILD] WAS NEGLECTED OR ABUSED WHILE LIVING WITH (HER/HIS) FATHER 18
 - SOMEONE AT THE CHILD WELFARE OFFICE SAID [CHILD] COULD NOT LIVE WITH (HIS/HER) FATHER ANY MORE. 19
 - [CHILD]’S FAMILY IS HOMELESS..... 25
 - NO EXPLANATION GIVEN 20
 - SOMETHING ELSE (SPECIFY) 21
-
- DIVORCED/SEPARATED 22
 - FATHER LEFT/DID NOT WANT CHILD..... 23
 - FATHER AND [CHILD] CURRENTLY LIVE TOGETHER 26
 - DON’T KNOW d
 - REFUSED r

→ GO TO B3 AND ENTER RESPONDENT’S INFORMATION INTO HOUSEHOLD ROSTER, THEN GO TO VERSION BOX K1

BOX K2a

IF FIRST INTERVIEW, GO TO K8
IF 'NeedFatherDOB'=1, GO TO K8

ASK K2 ONLY IF FATHER WAS NOT IN HH IN PREVIOUS
ROUND AND FATHER NOT IN HH THIS ROUND , ELSE GO
TO K3

{IF B5a-k = 1, 3-18, d, r AND K1 = 12-25, d, r}

K2. **Did [CHILD]'s father ever live in the same household with [CHILD]?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{IF B5a- k = 1, 3-18, d, r AND K1 = 12-25, d, r}

K3. **Does [CHILD]'s father currently live in the same city or county as [CHILD]?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{IF B5a-k = 1, 3-18, d, r AND K1 = 12-25, d, r}

K4. **[(IF FALL 2009) In the past year/(ELSE) Since [MONTH AND YEAR OF PREVIOUS INTERVIEW]], about how many days has [CHILD] seen (his/her) father?**

|_|_|_| NUMBER
DON'T KNOW d
REFUSED r

{IF B5a-k = 1, 3-18, d, r AND K1 = 12-25, d, r}

K5. **How long has it been since [CHILD] last had contact with (his/her) father?**

- CHILD NEVER HAD CONTACT 0
- DON'T KNOW..... d
- REFUSED..... r
- ____|____| NUMBER |____| CODE
- DAYS AGO 1
- WEEKS AGO 2
- MONTHS AGO 3
- YEARS AGO..... 4

{IF B5a-k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

K6. **[(IF FALL 2009) In the past year/(ELSE) Since [MONTH AND YEAR FATHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], (have you/has your family) received any child support payments for [CHILD] from (his/her) father?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

K7. **[(IF FALL 2009) In the past year/(ELSE) Since [MONTH AND YEAR FATHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], (have you/has your family) received any other financial support for [CHILD] from (his/her) father?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a- k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

K7a. **Is there anyone else who is like a father to [CHILD]?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a- k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

{IF K7a = 1}

K7b. **Who is this person? Is he . . .**

- [IF R IS MALE, READ] **you**, 1
- your spouse or partner**, 2
- a relative of [CHILD], or** 3
- a friend of the family?** 4
- DON'T KNOW d
- REFUSED r

{IF B5a- k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

{IF K7b = 3, 4}

K7c. **Does this (relative/friend of the family) live in your household?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

VERSION BOX K2
 IF ANY PREVIOUS INTERVIEW AND
 'NEEDFATHERDOB=1', GO TO K8

 IF ANY PREVIOUS INTERVIEW, SKIP TO BOX K16a, ELSE
 CONTINUE

K8. [(IF K1=11) I am sorry to hear about [CHILD]’s father passing. I would like to ask you a few questions about him / (IF SC9 OR RESPONDENT FLAG = 11, 13, 15 - 30, d, r AND K1 ≠11) Now I’m going to ask you some questions about [CHILD]’s father].

What (is/(IF ‘FatherDeceased’=1) was) his birth date?

_ _ _	/	_ _ _	/	_ _ _ _ _
MONTH		DAY		YEAR

DON'T KNOW.....d

REFUSED.....r

NO K9 THIS VERSION

BOX K9

IF PREVIOUS INTERVIEW, GO TO BOX K16A

IF THE RESPONDENT [CHILD]’s BIOLOGICAL OR ADOPTIVE FATHER {SC9 = 12,14}, FILL “you”.

IF SOMEONE ELSE {SC9 = 11, 13, 15-30, d, r}, FILL “[CHILD]’s FATHER”.

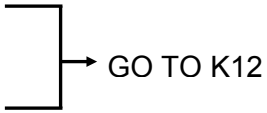
K10. (Are you/Is he/Was he) of Spanish, Hispanic, or Latino origin?

YES 1

NO 0

DON'T KNOW.....d

REFUSED.....r



{IF K10 = 1}

K11. Which one of these best describe(s/d) (your/his) Spanish, Hispanic, or Latino origin? Would you say . . .

NOTE: IF MORE THAN ONE, CODE AS OTHER

- Mexican, Mexican American, Chicano,..... 1
- Puerto Rican,.....2
- Cuban, or3
- another Spanish/Hispanic/Latino group? (SPECIFY)..... 4

- DON'T KNOW..... d
- REFUSED..... r

K12. What (is/was) (your/his) race? You may name more than one if you like.

CODE ALL THAT APPLY

- WHITE 11
- BLACK OR AFRICAN AMERICAN 12
- AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY) 13

- ASIAN INDIAN 14
- CHINESE 15
- FILIPINO 16
- JAPANESE 17
- KOREAN 18
- VIETNAMESE 19
- ASIAN (NOT FURTHER SPECIFIED)..... 20
- NATIVE HAWAIIAN 21
- GUAMANIAN OR CHAMORRO 22
- SAMOAN 23
- OTHER PACIFIC ISLANDER (SPECIFY) 24

- ANOTHER RACE (SPECIFY) 25

- DON'T KNOW..... d
- REFUSED..... r

K13. In what country (were you/was he) born?

CODE ONLY ONE

USA.....	059	→ GO TO BOX K13a
MEXICO	303	
GUATEMALA.....	313	
CUBA.....	327	
DOMINICAN REPUBLIC.....	329	
INDIA.....	210	
CHINA	207	
PHILIPPINES.....	233	
JAPAN.....	215	
KOREA	217	
VIETNAM.....	247	
GUAM.....	066	
SAMOA.....	527	
OTHER (SPECIFY).....	600	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

BOX K13a

IF RESPONDENT IS BIRTH OR ADOPTIVE FATHER {SC9 = 12, 14}, CONTINUE.

IF NOT BIRTH FATHER AND BIRTH FATHER IS ALIVE, {SC9 = 11, 13, 15 - 30, d, r AND K1 = 12-25, d, r} CONTINUE.

IF SOMEONE ELSE AND BIRTH FATHER IS DECEASED, {K1 = 11}, GO TO SECTION L.

{K1 = 12-25, d, r AND K13 = 066-600, d, r}

K14. **How many years (have you/has he/did he) live(d) in the United States?**

PROBE: **Your best estimate is fine.**

____|____| NUMBER

DON'T KNOW.....d

REFUSED.....r

<p>BOX K16a</p> <p>IF THE RESPONDENT IS [CHILD]'s FATHER {SC9 = 12, 14}, FILL 'you'.</p> <p>IF SOMEONE ELSE {SC9 = 11, 13, 15-30} AND FATHER IS LIVING IN HOUSEHOLD {B5a-k = 2}, FILL "[CHILD]'s father."</p> <p>IF FATHER IS NOT LIVING IN HOUSEHOLD {B5a-k = 1, 3-18, d, r}, GO TO VERSION BOX L.</p>

NO K15 AND K16

{IF B5a-k = 2}

K17. **During the past week, did (you/[CHILD]'s father) work at a job for pay or income, including self employment?**

NOTE: PAST WEEK = PAST 7 DAYS.

YES 1 → GO TO K21

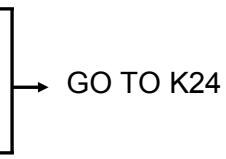
NO 0

RETIRED 2

DISABLED/UNABLE TO WORK 3

DON'T KNOW d

REFUSED r



{IF B5a-k = 2}{IF K17 = 0}

K18. **(Were you/Was he) on leave or vacation from a job for the past week?**

NOTE: PAST WEEK: PAST 7 DAYS

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

{IF B5a-k = 2}{IF K17 = 0}

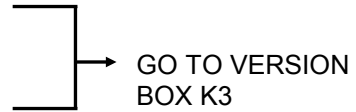
K19. **(Have you/Has he) actively been looking for work in the past four weeks?**

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

{IF B5a-k = 2}{IF K17 = 0}

K20. **Did (you/[CHILD]'s father) work at a job for pay or income, including self employment, {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r



{IF B5a-k = 2}{IF K17 = 1 OR K20 = 1}

K21. **About how many total hours per week (do you/did you/does he/did he) usually work for pay or income, counting all jobs?**

IF HOURS VARY, AVERAGE HOURS PER WEEK.

PROBE: **Your best estimate is fine.**

|_|_| NUMBER

DON'T KNOW d
 REFUSED r

{IF B5a-k = 2}{IF K17 = 1 OR K20 = 1}

K22. **Where (did you/did he) work the most hours {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

PROBE, IF MORE THAN ONE JOB: **The job where (you/he) worked the most hours.**

PROBE: **What is the name of the company?**

NOTE: IF SELF-EMPLOYED AND NO COMPANY NAME, ENTER "SELF-EMPLOYED".

NAME OF COMPANY _____

DID NOT WORK IN PAST 12 MONTHS 0

DON'T KNOW..... d

REFUSED..... r

{IF B5a-k = 2}{IF K17 = 1 OR K20 = 1}K22 < > 0, d, r}

K22a. **What type of business is that? What do they do or make?**

TYPE OF BUSINESS _____

DON'T KNOW..... d

REFUSED..... r

{IF B5 a-k = 2}{IF K17 = 1 OR K20 = 1}

K23. **What kind of work ((K17=1: (are you/is he))/(K17=0: (were you/was he)) doing?**

PROBE: **What is your job title?**

|_|_| CODE

DON'T KNOW..... d

REFUSED..... r

{IF B5a-k = 2}{IF K17 = 1 OR K20 = 1}

K23a. **What (K17=1: are/K17=0: were) (your/his) most important activities or duties?**

PROBE: **What are your main duties? For example, typing, keeping account books, filing, waiting on tables.**

IMPORTANT DUTIES _____

DON'T KNOW.....d

REFUSED.....r

BOX K23a

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS ..	01
ENGINEERS, SURVEYORS, AND ARCHITECTS	02
NATURAL SCIENTISTS AND MATHEMATICIANS	03
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS	04
TEACHERS.....	05
HEALTH DIAGNOSING AND TREATING PRACTITIONERS.....	06
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN'S ASSISTANTS.....	07
WRITERS, ARTISTS, ENTERTAINERS AND ATHLETES	08
HEALTH TECHNOLOGISTS AND TECHNICIANS	09
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH	10
MARKETING AND SALES OCCUPATIONS.....	11
ADMINISTRATIVE SUPPORT OCCUPATION, INCLUDING CLERICAL...	12
SERVICE OCCUPATIONS	13
AGRICULTURAL, FORESTRY, AND FISHING OCCUPATIONS.....	14
MECHANICS AND REPAIRERS	15
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS	16
PRECISION PRODUCTION OCCUPATIONS	17
TRANSPORTATION AND MATERIALS MOVING OCCUPATIONS	18
HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS	19
MISCELLANEOUS OCCUPATIONS	20
NEVER WORKED/HOMEMAKERS	21

VERSION BOX K3
 IF FIRST TIME FAMILY IS INTERVIEWED, ASK K24,
 ELSE GO TO K26.

{IF B5a-k = 2}

K24. **The next questions are about the kinds of educational activities (you/he) may take part in. We will talk about degree programs and classes in colleges and vocational schools, courses or training sessions related to work or personal interest and other ways of learning new information or skills.**

What is the highest grade or year of school that (you/he) completed?

NOTE: If 'high school', PROBE: **What is the last grade (you/he) completed?**

NOTE: If 'college', PROBE: **Did (you/he) receive a degree? If yes, what type of degree?**

CODE ONLY ONE

- UP TO 8TH GRADE 1
- 9TH TO 11TH GRADE..... 2
- 12TH GRADE BUT NO DIPLOMA..... 3
- HIGH SCHOOL DIPLOMA/
EQUIVALENT 4
- VOC/TECH PROGRAM AFTER HIGH
SCHOOL BUT NO VOC/TECH DIPLOMA 5
- VOC/TECH DIPLOMA AFTER
HIGH SCHOOL..... 6
- SOME COLLEGE BUT NO DEGREE 7
- ASSOCIATE'S DEGREE 8
- BACHELOR'S DEGREE..... 9
- GRADUATE OR PROFESSIONAL
SCHOOL BUT NO DEGREE 10
- MASTER'S DEGREE (MA, MS)..... 11
- DOCTORATE DEGREE (PHD, EDD) 12
- PROFESSIONAL DEGREE AFTER
BACHELOR'S DEGREE (MEDICINE/MD;
DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2}{IF K24 = 4, 5, 6, 7}

K25. Which (do you/does he) have, a high school diploma or a GED?

HIGH SCHOOL DIPLOMA..... 1
GED.....0
DON'T KNOW.....d
REFUSED.....r

{IF B5a-k = 2}

K26. (IF NO PREVIOUS INTERVIEW(Are you/Is he)now attending or enrolled)/ELSE(Since [MONTH OF LAST INTERVIEW] (did you/he)) attend or enroll) in any courses, classes, or workshops for work-related reasons or personal interest? Some examples include college or university degree or certificate programs, computer courses, job training courses, basic reading or math classes, family literacy classes or GED preparation classes?

YES 1
NO0
DON'T KNOW.....d
REFUSED.....r

{IF B5a-k = 2}{IF K26 = 1}

K27. (Are you/Is he) currently taking courses full-time or part-time?

FULL-TIME 1
PART-TIME2
NOT CURRENTLY TAKING0
DON'T KNOW.....d
REFUSED.....r

{IF B5a-k = 2}{K26=0,d,r}

K28. (Are you/Is he) currently participating in a job-training or on-the-job-training program?

YES 1
NO0
DON'T KNOW.....d
REFUSED.....r

VERSION BOX K4
 HEAD START CASES: IF FALL 2009, GO TO K31, ELSE
 CONTINUE
 KINDERGARTEN CASES: CONTINUE

{IF B5a-k = 2}

K29. **(Have you/Has he) received a certificate, diploma, or degree {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH OF LAST INTERVIEW]}?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 2}{IF K29 = 1}

K30. **What kind of certificate, diploma, or degree (did you/did he) receive?**

CODE ONLY ONE

- TRADE LICENSE OR CERTIFICATE 1
 - GED CERTIFICATE OR EQUIVALENT 2
 - HIGH SCHOOL DIPLOMA 3
 - ASSOCIATE'S DEGREE 4
 - CHILD DEVELOPMENT
ASSOCIATE (CDA) 5
 - BACHELOR'S DEGREE 6
 - GRADUATE DEGREE 7
 - CREDENTIAL FOR FAMILY
SERVICE WORKER 9
 - OTHER (SPECIFY) 8
-
- DON'T KNOW d
 - REFUSED r

{Head Start Cases}

{IF B5a-k = 2}{IF K26 = 1}

K31. **Did Head Start help (you/him) to take or locate the programs, courses, classes, or workshops that (you are/he is) taking?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

BOX K31a
IF K26 IS NOT EQUAL TO 1 (IS NOT TAKING COURSES)
AND K28 IS NOT EQUAL TO 1 (IS NOT PARTICIPATING
IN JOB-TRAINING) ASK K32.
OTHERWISE, GO TO SECTION L

{Head Start Cases}

{IF B5a-k = 2}{IF K26 = 0, d, r AND K28 = 0, d, r}

K32. **Adults sometimes find it hard to take part in educational activities, even if they want to. What was the main reason (you/he) did not take any programs, courses, classes, or workshops?**

PROBE: **Which was the main reason?**

CODE ONLY ONE

ADMISSION REQUIREMENT/QUALIFICATION..	1
TOO OLD TO TAKE ANY COURSES.....	2
HEALTH PROBLEM	3
MENTAL HEALTH PROBLEM.....	15
LEARNING DISABILITY	16
PHYSICAL DISABILITY	17
DON'T LIKE LEARNING.....	4
LANGUAGE BARRIER.....	5
LACK OF CONFIDENCE.....	18
NO INFORMATION ABOUT OFFERING.....	6
LACK OF CHILD CARE.....	7
TIME CONSTRAINTS (HOME OR WORK).....	8
COST.....	9
INCONVENIENT LOCATION/ TRANSPORTATION NOT AVAILABLE	10
DID NOT NEED MORE.....	11
OTHER (SPECIFY).....	12
<hr/>	
DID NOT WANT TO/NO INTEREST	13
CHILD RELATED REASONS (PREGNANT/ STAY AT HOME TO CARE FOR CHILD)	14
DON'T KNOW.....	d
REFUSED.....	r

L. ABOUT RESPONDENT

VERSION BOX L
 IF RESPONDENT IS [CHILD]'S BIOLOGICAL OR
 ADOPTIVE MOTHER OR FATHER {SC9 = 11-14},
 GO TO SECTION M.
 IF FALL 2009 OR NO PRIOR INTERVIEW WITH THIS
 RESPONDENT AND RESPONDENT IS NOT
 BIOLOGICAL OR ADOPTIVE MOTHER OR FATHER
 {SC9=15-30, d, r} CONTINUE, ELSE GO TO L17.

NO L1 TO L9

My next questions are about you.

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

L10. **Are you of Spanish, Hispanic, or Latino origin?**

- | | | | |
|-----------------|---|---|-----------|
| YES | 1 | } | GO TO L12 |
| NO | 0 | | |
| DON'T KNOW..... | d | | |
| REFUSED..... | r | | |

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

{IF L10 = 1}

L11. **Which one of these best describes your Spanish, Hispanic, or Latino origin?
 Would you say . . .**

NOTE: IF MORE THAN ONE, CODE AS OTHER

- Mexican, Mexican American, Chicano,**..... 1
- Puerto Rican,**.....2
- Cuban, or**3
- another Spanish/Hispanic/Latino group?** 4
- DON'T KNOW..... d
- REFUSED..... r

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

L12. **What is your race? You may name more than one if you like.**

CODE ALL THAT APPLY

WHITE	11
BLACK OR AFRICAN AMERICAN	12
AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY)	13
<hr/>	
ASIAN INDIAN	14
CHINESE	15
FILIPINO	16
JAPANESE	17
KOREAN	18
VIETNAMESE	19
ASIAN (NOT FURTHER SPECIFIED).....	20
NATIVE HAWAIIAN	21
GUAMANIAN OR CHAMORRO	22
SAMOAN	23
OTHER PACIFIC ISLANDER (SPECIFY)	24
<hr/>	
ANOTHER RACE (SPECIFY).....	25
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}
L13. **In what country were you born?**

CODE ONLY ONE

USA.....	059	→ GO TO L17
MEXICO	303	
GUATEMALA.....	313	
CUBA.....	327	
DOMINICAN REPUBLIC.....	329	
INDIA.....	210	
CHINA	207	
PHILIPPINES.....	233	
JAPAN.....	215	
KOREA.....	217	
VIETNAM.....	247	
GUAM.....	066	
SAMOA.....	527	
OTHER (SPECIFY).....	600	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}
{IF L13 = 066, 527 or 600, d, r}
L14. **How many years have you lived in the United States?**

|_|_| NUMBER

DON'T KNOW.....	d
REFUSED.....	r

NO L15 OR L16

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}
 IF RESPONDENT WAS PREVIOUSLY INTERVIEWED, SAY: **My next questions are about you.**

L17. **During the past week, did you work at a job for pay or income, including self-employment?**

- YES 1 → GO TO L21
 - NO 0
 - RETIRED 2
 - DISABLED/UNABLE TO WORK 3
 - DON'T KNOW d
 - REFUSED r
- } → GO TO L24

{IF L17 = 0}

L18. **Were you on leave or vacation from a job for the past week?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF L17 = 0}

L19. **Have you actively been looking for work in the past four weeks?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF L17 = 0}

L20. **Did you work at a job for pay or income, including self employment, {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO L24

{IF L17 = 1 OR L20 = 1}

L21. **About how many total hours per week (do you/did you) usually work for pay or income, counting all jobs?**

IF HOURS VARY, PROBE FOR AVERAGE HOURS PER WEEK.

PROBE: **Your best estimate is fine.**

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{IF L17 = 1 OR L20 = 1}

L22. **Where did you work the most hours {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

PROBE, IF MORE THAN ONE JOB: **The job where you worked the most hours.**

PROBE FOR: **Name of the company.**

NOTE: IF SELF-EMPLOYED AND NO COMPANY NAME, ENTER 'SELF-EMPLOYED'.

NAME OF COMPANY _____

DID NOT WORK IN PAST 12 MONTHS0

DON'T KNOW.....d

REFUSED.....r

{L22 < > 0, d, r}

L22a. **What type of business is that? What do they do or make?**

TYPE OF BUSINESS _____

DON'T KNOW.....d

REFUSED.....r

{IF L17 = 1 OR L20 = 1}

L23. What kind of work are you doing?

PROBE: **What is your job title?**

____ CODE

DON'T KNOW.....d

REFUSED.....r

L23a. What are your most important activities or duties?

PROBE: **What are your main duties, for example, typing, keeping account books, filing, waiting on tables?**

IMPORTANT DUTIES _____

DON'T KNOW.....d

REFUSED.....r

BOX L23a

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS	01
ENGINEERS, SURVEYORS, AND ARCHITECTS	02
NATURAL SCIENTISTS AND MATHEMATICIANS.....	03
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS	04
TEACHERS.....	05
HEALTH DIAGNOSING AND TREATING PRACTITIONERS.....	06
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN'S ASSISTANTS.....	07
WRITERS, ARTISTS, ENTERTAINERS AND ATHLETES	08
HEALTH TECHNOLOGISTS AND TECHNICIANS	09
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH	10
MARKETING AND SALES OCCUPATIONS	11
ADMINISTRATIVE SUPPORT OCCUPATION, INCLUDING CLERICAL.....	12
SERVICE OCCUPATIONS.....	13
AGRICULTURAL, FORESTRY, AND FISHING OCCUPATIONS.....	14
MECHANICS AND REPAIRERS	15
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS	16
PRECISION PRODUCTION OCCUPATIONS	17
TRANSPORTATION AND MATERIALS MOVING OCCUPATIONS	18
HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS	19
MISCELLANEOUS OCCUPATIONS	20
NEVER WORKED/HOMEMAKERS	21

VERSION BOX L3
 IF FIRST TIME THIS RESPONDENT IS INTERVIEWED, ASK L24,
 ELSE GO TO L26

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

L24. **The next questions are about the kinds of educational activities you may take part in. We will talk about degree programs and classes in colleges and vocational schools, courses or training sessions related to work or personal interest and other ways of learning new information or skills.**

What is the highest grade or year of school that you completed?

NOTE: If 'high school', PROBE: **What is the last grade you completed?**

NOTE: If 'college', PROBE: **Did you receive a degree? If yes, what type of degree?**

CODE ONLY ONE

- UP TO 8TH GRADE 1
- 9TH TO 11TH GRADE.....2
- 12TH GRADE BUT NO DIPLOMA 3
- HIGH SCHOOL DIPLOMA/EQUIVALENT..... 4
- VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA 5
- VOC/TECH DIPLOMA AFTER HIGH SCHOOL ... 6
- SOME COLLEGE BUT NO DEGREE 7
- ASSOCIATE'S DEGREE 8
- BACHELOR'S DEGREE 9
- GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE 10
- MASTER'S DEGREE (MA, MS)..... 11
- DOCTORATE DEGREE (PHD, EDD) 12
- PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13
- DON'T KNOW..... d
- REFUSED..... r

{IF L24 = 4, 5, 6, 7}

L25. Which do you have, a high school diploma or a GED?

- HIGH SCHOOL DIPLOMA..... 1
- GED..... 0
- DON'T KNOW..... d
- REFUSED..... r

{IF SC9 OR RESPONDENT FLAG = 13-30, d, r}

L26. ((IF NO PREVIOUS INTERVIEW (Are you now attending or enrolled)/ ELSE(Since [MONTH AND YEAR OF LAST INTERVIEW] did you) attend or enroll)) in any courses, classes, or workshops for work-related reasons or personal interest? Some examples include college or university degree or certificate programs, computer courses, job training courses, basic reading or math classes, family literacy classes or GED preparation classes?

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO L28

{IF L26 = 1}

L27. Are you currently taking courses full-time or part-time?

- FULL-TIME 1
- PART-TIME 2
- NOT CURRENTLY TAKING 0
- DON'T KNOW..... d
- REFUSED..... r

{IF SC9 = 13-30, d, r}

L28. Are you currently participating in a job-training or on-the-job-training program?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

VERSION BOX L4
 IF FALL 2009, GO TO L31, IF FOLLOW-UP INTERVIEW
 WITH RESPONDENT WHO HAS PREVIOUSLY BEEN
 INTERVIEWED, CONTINUE.

L29. **Have you received a certificate, diploma, or degree {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF L29 = 1}

L30. **What kind of certificate, diploma, or degree did you receive?**

CODE ONLY ONE

- TRADE LICENSE OR CERTIFICATE 1
- GED CERTIFICATE OR EQUIVALENT 2
- HIGH SCHOOL DIPLOMA 3
- ASSOCIATE'S DEGREE 4
- CHILD DEVELOPMENT ASSOCIATE (CDA) 5
- BACHELOR'S DEGREE 6
- GRADUATE DEGREE 7
- CREDENTIAL FOR FAMILY
SERVICE WORKER 9
- OTHER (SPECIFY) 8
- _____
- DON'T KNOW d
- REFUSED r

{IF L26 = 1} {Head Start Cases}

L31. **Did Head Start help you to take or locate the programs, courses, classes, or workshops that you are taking?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

BOX L31A
IF L26 IS NOT EQUAL TO 1 (IS NOT TAKING COURSES)
OR L28 IS NOT EQUAL TO 1 (IS NOT PARTICIPATING IN
JOB-TRAINING), ASK L32.
OTHERWISE, GO TO SECTION M

{IF L26 = 0, d, r OR L28 = 0, d, r}

L32. **Adults sometimes find it hard to take part in educational activities, even if they want to. What was the main reason you did not take any programs, courses, classes, or workshops?**

PROBE: **Which was the main reason?**

CODE ONLY ONE

ADMISSION REQUIREMENT/QUALIFICATION..	1
TOO OLD TO TAKE ANY COURSES.....	2
HEALTH PROBLEM	3
MENTAL HEALTH PROBLEM	15
LEARNING DISABILITY	16
PHYSICAL DISABILITY	17
DON'T LIKE LEARNING	4
LANGUAGE BARRIER.....	5
LACK OF CONFIDENCE	18
NO INFORMATION ABOUT OFFERING	6
LACK OF CHILD CARE	7
TIME CONSTRAINTS (HOME OR WORK).....	8
COST.....	9
INCONVENIENT LOCATION/ TRANSPORTATION NOT AVAILABLE	10
DID NOT NEED MORE.....	11
OTHER (SPECIFY).....	12
<hr/>	
DID NOT WANT TO/NO INTEREST	13
CHILD RELATED REASONS (PREGNANT/ STAY AT HOME TO CARE FOR CHILD)	14
DON'T KNOW.....	d
REFUSED.....	r

M. INCOME AND HOUSING

VERSION BOX M
 IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
 SURVEY, CONTINUE

M1. In the past six months, did you or anyone in your household receive any income or support from {INSERT a-h}

	YES	NO	DON'T KNOW	REFUSED
a. [State Welfare name from Box M1a] or welfare?	1	0	d	r
b. Unemployment insurance?.....	1	0	d	r
c. Food Stamps?.....	1	0	d	r
d. WIC - Special Supplemental Food Program for Women, Infants, and Children?.....	1	0	d	r
e. Child support?	1	0	d	r
f. SSI or Social Security Retirement, Disability, or Survivor's benefits? ..	1	0	d	r
g. Payments for providing foster care, guardianship subsidies, or adoption assistance?	1	0	d	r
h. Energy assistance?	1	0	d	r

**BOX M1a
STATE WELFARE AGENCIES**

Alabama	FA (Family Assistance Program)	Nebraska	Employment First
Alaska	ATAP (Alaska Temporary Assistance Program)	Nevada	TANF
Arizona	EMPOWER (Employing and Moving People Off Welfare and Encouraging Responsibility)	New Hampshire	FAP (Family Assistance Program), financial aid for work exempt families NHEP (New Hampshire Employment Program), financial aid for work-mandated families
Arkansas	TEA (Transitional Employment Assistance)	New Jersey	WFNJ (Work First New Jersey)
California	CALWORKS (California Work Opportunity and Responsibility for Kids)	New Mexico	NM Works
Colorado	Colorado Works	New York	FA (Family Assistance Program), SNA (Safety Net Assistance)
Connecticut	JOBS FIRST	North Carolina	Work First
Delaware	ABC (A Better Chance)	North Dakota	TEEM (Training, Employment, Education Management)
District of Columbia	TANF	Ohio	OWF (Ohio Works First)
Florida	Welfare Transition Program	Oklahoma	TANF
Georgia	TANF	Oregon	JOBS (Job Opportunities and Basic Skills)
Hawaii	TANF	Pennsylvania	Pennsylvania TANF
Idaho	Temporary Assistance For Families in Idaho	Rhode Island	FIP (Family Independence Program)
Illinois	TANF	South Carolina	Family Independence
Indiana	TANF, cash assistance, IMPACT (Indiana Manpower Placement and Comprehensive Training, TANF work program)	South Dakota	TANF
Iowa	FIP (Family Investment Program)	Tennessee	Families First
Kansas	Kansas Works	Texas	Texas Works (Department of Human Services), cash assistance Choices (Texas Workforce Commission, TANF work program)
Kentucky	K-TAP (Kentucky Transitional Assistance Program)	Utah	FEP (Family Employment Program)
Louisiana	FITAP (Family Independence Temporary Assistance Program) cash assistance STEP (Strategies to Empower People)	Vermont	ANFC (Aid to Families with Needy Children), cash assistance Reach Up, TANF work program
Massachusetts	TAFDC (Transitional Aid to Families with Dependent Children), cash assistance ESP (Employment Services Program), TANF work program	Virginia	VIEW (Virginia Initiative for Employment, Not Welfare)
Michigan	FIP (Family Independence Program)	Washington	WorkFirst
Minnesota	MFIP (Minnesota Family Investment Program)	West Virginia	West Virginia Works
Mississippi	TANF	Wisconsin	W-2 (Wisconsin Works)
Missouri	Beyond Welfare	Wyoming	POWER (Personal Opportunities With Employment Responsibility)
Montana	FAIM (Families Achieving Independence in Montana)		

{CHECK M2 < OR = B1}

M2. Including yourself, how many adults contribute to your household income?

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

M3_amt and M3_per.

In the last 12 months, what was the total income of all members of your household from all sources before taxes and other deductions? Please include your own income and the income of everyone living with you. Please include the money you have told me about from jobs and public assistance programs, as well as any sources we haven't discussed, such as rental income, interest, and dividends.

\$ |_|_|_|_|,|_|_|_|_| PER |_|_| CODE

per hour, 1

per day, 2

per week, 3

every two weeks, 4

month, or 5

year? 6

OTHER (SPECIFY)..... 7

_____ DON'T KNOW.....d

REFUSED.....r

→ GO TO M7

PROGRAMMER: DISPLAY SOFT EDIT IF VALUES OUT OF RANGE.

{IF M3=d, r}

M4. I just need a range. Was it . . .

- \$25,000 or less, or 1 → GO TO M5
 - more than \$25,000? 2 → GO TO M6
 - DON'T KNOW d
 - REFUSED r
- } → GO TO M7

{IF M4=1}

M5. Was it . . .

- \$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
- DON'T KNOW d
- REFUSED r

{IF M4=2}

M6. Was it . . .

- \$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
- more than \$75,000? 11
- DON'T KNOW d
- REFUSED r

M7. The next questions are about housing. Do you now live in . . .

- a house, apartment, or trailer
with your family only, 1
- a house, apartment, or trailer
you share with one or more families, 2
- transitional housing (apartment)
or a homeless shelter, or 3
- somewhere else? (SPECIFY)..... 4
- _____
- DON'T KNOW..... d
- REFUSED..... r

{IF M7 = 4}
M7Specify "Please tell me what type of housing you live in."
STRING[75]

M8. How many times have you moved [(IF FALL 2009)In the last 12 months/(ELSE)
since [MONTH AND YEAR OF LAST INTERVIEW]]?

- |_|_| NUMBER
- DON'T KNOW..... d
- REFUSED..... r

{IF M8>0}

M8a. **What was the main reason for your most recent move?**

CODE ONLY ONE

- FOR A JOB OR SCHOOLING 1
 - TO BE CLOSER TO FAMILY/FRIENDS 2
 - MOVED IN WITH PARTNER/SPOUSE 3
 - COULDN'T AFFORD PRIOR HOME 4
 - SAFER COMMUNITY 5
 - HOUSING WAS DESTROYED 6
 - ESCAPE DOMESTIC ABUSE..... 7
 - PRIOR LANDLORD SOLD HOUSING 8
 - FAMILY/FRIENDS NO LONGER WILLING TO HOUSE MY FAMILY 9
 - TIME LIMIT UP FOR TRANSITIONAL HOUSING/SHELTER..... 10
 - MORE SPACE 12
 - OTHER (SPECIFY)..... 11
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF M8a = 11}

M8aSpecify **“Please tell me the main reason for your most recent move.”**
STRING[75]

{IF M7 = 1, 2, 4, d, r}

M9. **Do you currently own your home or apartment, pay rent, or live in public or subsidized housing?**

PROBE IF RESPONDENT SAYS “RENTS”: Do you rent with or without public assistance?

- OWNS OR IS BUYING HOME OR APARTMENT 1
 - RENTS (WITHOUT PUBLIC ASSISTANCE)..... 2
 - PUBLIC OR SUBSIDIZED HOUSING..... 3
 - SOME OTHER ARRANGEMENT (SPECIFY)..... 4
-
- LIVES WITH SOMEONE ELSE, WHETHER PAYS RENT OR NOT..... 5
 - DON'T KNOW..... d

REFUSED.....r

VERSION BOX M2
 IF SPRING 2010 OR SPRING 2011 OR KINDERGARTEN
 SURVEY, GO TO VERSION BOX N
 IF FIRST TIME INTERVIEW, CONTINUE

M10. **People do different things when they are running out of money for food to make their food or food money go further.**

For each statement I read, tell me if it was often true, sometimes true, or never true for (you/your household) [(IF FALL 2009) In the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]] {INSERT a, b}

BOX M10a
 IF MORE THAN ONE ADULT IN HOUSEHOLD {B4 a - k > 17}, FILL “we”,
 OTHERWISE, FILL “I”

	OFTEN TRUE	SOMETIMES TRUE	NEVER TRUE	DON'T KNOW	REFUSED
a. The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more.....	1	2	3	d	r
b. (I/We) couldn't afford to eat balanced meals.....	1	2	3	d	r

M11. **In the last 12 months, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF M11=1}

M12. **How often did this happen? Would you say . . .**

- almost every month,..... 1
- some months, but not every month, or 2
- in only 1 or 2 months?..... 3
- DON'T KNOW..... d
- REFUSED..... r

M13. **In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

M14. **In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

N. CHILD CARE

VERSION BOX N
IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

NOTE: WE ARE ONLY INTERESTED IN ATTENDANCE AT A DAY CARE CENTER, (IF HEAD START CASE, DISPLAY: NURSERY SCHOOL, PRESCHOOL, OR PRE-KINDERGARTEN PROGRAM) ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N1. **Now I'd like to talk to you about all child care [CHILD] now receives on a regular basis in the morning before (Head Start/Kindergarten) and in the afternoon after (Head Start/Kindergarten).**

First, I want to ask you about child care centers, (IF HEAD START CASE, READ: nursery schools or pre-kindergarten programs) [CHILD] may attend, (IF HEAD START CASE, READ: not including Head Start programs), even if they are in the same building as [PROGRAM].

Is [CHILD] now attending a day care center, (IF HEAD START CASE, READ: nursery school, preschool, or pre-kindergarten program) on a regular basis before or after (Head Start/Kindergarten)?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO N6

{IF N1=1}

N2. **, how many different day care centers, (IF HEAD START CASE, READ: nursery schools, preschools, or pre-kindergarten programs) does [CHILD] currently go to before or after (Head Start/Kindergarten)?**

- ONE 1
- TWO 2
- THREE 3
- FOUR OR MORE 4
- DON'T KNOW d
- REFUSED r

{IF N2=1}

NOTE: WE ARE ONLY INTERESTED IN ATTENDANCE AT A DAY CARE CENTER, (IF HEAD START CASE, DISPLAY: NURSERY SCHOOL, PRESCHOOL, OR PRE-KINDERGARTEN PROGRAM) ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N3. How many days each week does [CHILD] go to that program?

{IF N2=2, 3, 4, d, r}

Thinking about the center that [CHILD] goes to the most, how many days each week does [CHILD] go to that program? Please do not include Head Start.

NOTE: IF VARIES, PROBE: On average?

|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{IF N1=1}

NOTE: WE ARE ONLY INTERESTED IN ATTENDANCE AT A DAY CARE CENTER, (IF HEAD START CASE, DISPLAY: NURSERY SCHOOL, PRESCHOOL, OR PRE-KINDERGARTEN PROGRAM) ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N4. How many hours each week does [CHILD] go to that program?

NOTE: IF VARIES, PROBE: On average?

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{IF N1=1}

N5. Is [CHILD] in that program before or after (Head Start/Kindergarten)?

BEFORE (HEAD START/KINDERGARTEN) 1

AFTER (HEAD START/KINDERGARTEN)2

BOTH BEFORE/AFTER (HEAD START/
KINDERGARTEN).....3

DON'T KNOW.....d

REFUSED.....r

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY A RELATIVE ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N6. **Next I would like to ask about childcare provided by a relative. Is [CHILD] now receiving care from a relative other than (IF SC9 OR RESPONDENT FLAG =11..16) a parent/(ELSE) you) on a regular basis, for example, from grandparents, brothers or sisters, or any other relative in the morning before or in the afternoon after (Head Start/Kindergarten)?**

NOTE: **Do not include care by the child's father, even if he does not live with the child.**

- | | | |
|------------------|---|---------------|
| YES | 1 | } → GO TO N13 |
| NO | 0 | |
| DON'T KNOW | d | |
| REFUSED..... | r | |

{IF N6=1}

N7. **How many different regular care arrangements do you currently have with relatives for [CHILD]?**

- | | |
|-------------------|---|
| ONE..... | 1 |
| TWO | 2 |
| THREE | 3 |
| FOUR OR MORE..... | 4 |
| DON'T KNOW | d |
| REFUSED..... | r |

{IF N6=1}

N8. {IF N7=2, 3, 4, d, r} **Let's talk about the relative who provides the most care for [CHILD] now. Is that relative...**

{IF N7 = 1} **Is that relative [CHILD]'s . . .**

- grandparent**,..... 1
 - aunt**,2
 - uncle**,3
 - brother**,4
 - sister, or**5
 - another relative? (SPECIFY)**.....6
-
- DON'T KNOW.....d
 - REFUSED.....r

{IF N8=6}

N8_Other. Please specify other relative.

{IF N6=1}

N9. **Is the care provided by ([CHILD]'s [FILL N8 RELATIVE]/(ELSE N8=6) that relative) in your home or another home?**

- OWN HOME 1
 - OTHER HOME2
 - BOTH/VARIES.....3
 - DON'T KNOW.....d
 - REFUSED.....r
- } → GO TO N10

{IF N9=1}

N9a. **Does this person who cares for [CHILD] live in your household?**

- YES 1
- NO0
- DON'T KNOW.....d
- REFUSED.....r

{IF N6=1}

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY A RELATIVE ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N10. **How many days each week does [CHILD] receive care from [(his/her) [FILL RESPONSE N8]/(ELSE IF N8=6) that relative)?**

NOTE: IF VARIES, PROBE: **On average?**

|__| NUMBER

DON'T KNOW.....d

REFUSED.....r

{IF N6=1}

NOTE11: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY A RELATIVE ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N11. **How many hours each week does [CHILD] receive care from [(his/her) [FILL RELATIVE N8]/(IF N8=6) that relative)?**

NOTE: IF VARIES, PROBE: **On average?**

|__|__| NUMBER

DON'T KNOW.....d

REFUSED.....r

{IF N6=1}

N12. **Is [CHILD] cared for by a relative before (Head Start/Kindergarten), after (Head Start/Kindergarten), or both before and after (Head Start/Kindergarten)?**

BEFORE HEAD START/KINDERGARTEN..... 1

AFTER HEAD START/KINDERGARTEN 2

BOTH BEFORE/AFTER HEAD START
KINDERGARTEN..... 3

DON'T KNOW.....d

REFUSED.....r

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY ANYONE ELSE IN A PRIVATE HOME ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N13. **Finally, I would like to ask about other child care you may use for [CHILD]. Is [CHILD] now receiving care on a regular basis from anyone else in a private home in the morning before (Head Start/Kindergarten) or in the afternoon after (Head Start/Kindergarten)?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO N20

{IF N13=1}

N14. **How many different regular care arrangements do you currently have with non-relatives for [CHILD]?**

- ONE 1
- TWO 2
- THREE 3
- FOUR OR MORE 4
- DON'T KNOW d
- REFUSED r

{IF N13=1}

N15. {IF N14=2, 3, 4, d, r} **Let's talk about the non-relative who provides the most care for [CHILD]. Is that care provided in your home or another home?**

{IF N14=1} **Is that care provided in your home or another home?**

- RESPONDENT'S HOME 1
- OTHER HOME 2
- BOTH/VARIES 3
- DON'T KNOW d
- REFUSED r

{IF N15=1}

N16. Does this person who cares for [CHILD] live in your household?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF N13=1}

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY ANYONE ELSE IN A PRIVATE HOME ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N17. How many days each week does [CHILD] receive care from that person?

NOTE: IF VARIES, PROBE: On average?

- NUMBER
- DON'T KNOW d
- REFUSED r

{IF N13=1}

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY ANYONE ELSE IN A PRIVATE HOME ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N18. How many hours each week does [CHILD] receive care from that person?

NOTE: IF VARIES, PROBE: On average?

- NUMBER
- DON'T KNOW d
- REFUSED r

{IF N13=1}

N19. **Is [CHILD] cared for by someone other than a relative before or after (Head Start/Kindergarten)?**

- BEFORE (HEAD START/KINDERGARTEN) 1
- AFTER (HEAD START/KINDERGARTEN) 2
- BOTH BEFORE/AFTER (HEAD START/
KINDERGARTEN) 3
- DON'T KNOW d
- REFUSED r

BOX N20a
IF N1, N6, OR N13 = 1 CONTINUE, ELSE GO TO
VERSION BOX P.

{IF MORE THAN ONE OF THE FOLLOWING: N1, N6, N13 = 1}

N20. **Thinking of all the child care you use for [CHILD] before or after (Head Start/Kindergarten), how many days a week is (he/she) in child care before or after (Head Start/Kindergarten)?**

NOTE: IF VARIES, PROBE: **On average?**

- NUMBER
- DON'T KNOW d
- REFUSED r

{ONLY ASKED IF MORE THAN ONE OF THE FOLLOWING: N1 = 1, N6 = 1, OR N13 = 1}

N21. **And, all together, how many hours a week is [CHILD] typically in child care before or after (Head Start/Kindergarten)?**

NOTE: IF VARIES, PROBE: **On average?**

- NUMBER
- DON'T KNOW d
- REFUSED r

{IF N1, N6 OR N13 = 1}

N22. **Is there any charge or fee for any of the care [CHILD] receives from [FILL IF N1=1 a center, IF N6 = 1 a relative, IF N13 = 1 or someone who is not a relative]?**

PROBE: **This can be paid either by you or someone else.**

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

} → GO TO VERSION BOX P

{IF N22=1}

N23. **Child care is paid for in different ways. Please tell me the ways [CHILD]'s child care is paid for.**

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF "GOVERNMENT AGENCY."

HELP SCREEN:

Government agencies that pay for child care most often include state or local human services, human resources, social services, or family services agencies or departments. In some states, help paying for child care may be available through agencies that deal with education or employment.

	YES	NO	DON'T KNOW	REFUSED
a. Do you pay for some or all of it yourself?	1	0	d	r
b. Does a government agency pay for some or all of it?	1	0	d	r
c. Does an employer pay for some or all of it?	1	0	d	r
d. Does someone else pay for some or all of it?...	1	0	d	r
e. Do you trade child care with someone else?	1	0	d	r
f. Any other way? (PLEASE SPECIFY)	1	0	d	r

{IF N22=1}

N24. **Thinking about the child care arrangements we just talked about that you have for [CHILD] both before and after (Head Start/Kindergarten), how much does your household pay for this child care?**

- \$ |__|__|__|__| NUMBER PER |__| UNIT
- PER HOUR..... 1
 - PER DAY..... 2
 - PER WEEK..... 3
 - BI-WEEKLY..... 4
 - PER MONTH..... 5
 - PER YEAR..... 6
 - OTHER (SPECIFY)..... 7
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF HH ROSTER =>1 CHILD AGE 17 AND YOUNGER AND N24>0000}

N25. **Is this amount for [CHILD] only, or does it include other children in the household?**

- CHILD ONLY..... 1
- CHILD AND OTHERS..... 2
- DON'T KNOW..... d
- REFUSED..... r

P. CHILD HEALTH

VERSION BOX P
IF FALL 2009, SPRING 2010, SPRING 2011, OR KINDERGARTEN
SURVEY, CONTINUE

P1. The next questions are about health and health related issues.

First, let's talk about [CHILD]'s health. Overall, would you say [CHILD]'s health is . . .

- excellent, 1
- very good,..... 2
- good,..... 3
- fair or, 4
- poor? 5
- DON'T KNOW..... d
- REFUSED..... r

VERSION BOX P1
IF NO PRIOR INTERVIEW, ASK P2, ELSE GO TO P4

{Head Start Cases}

P2. How much did [CHILD] weigh when (he/she) was born?

__|__| POUNDS __|__| OUNCES

__|.|__| KILOGRAMS

DON'T KNOW..... d

REFUSED..... r

{Head Start Cases}

{IF P2=d, r}

P3. Was [CHILD]'s birth weight . . .

- normal (5 1/2 lbs. [2.5 kilograms] or more), 1
- low (between 3 1/2 [1.5 kilograms and 5 1/2 lbs. [2.5 kilograms]), or 2
- very low (under 3 1/2 lbs. [1.5 kilograms])?..... 3
- DON'T KNOW..... d
- REFUSED..... r

P4. During the past 12 months, did [CHILD] take any vitamin or mineral supplements of any kind?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

P5. Where does [CHILD] go for routine medical care, like well-child care or regular check-ups?

CODE ONLY ONE

- A PRIVATE DOCTOR, PRIVATE CLINIC, OR HMO 1
- AN OUTPATIENT CLINIC RUN BY A HOSPITAL..... 2
- THE EMERGENCY ROOM AT A HOSPITAL 3
- PUBLIC HEALTH DEPARTMENT OR COMMUNITY HEALTH CENTER 4
- A MIGRANT HEALTH CLINIC 5
- THE INDIAN HEALTH SERVICE 6
- SOMEPLACE ELSE (SPECIFY) 7
- _____
- DON'T KNOW..... d
- REFUSED..... r

{ALL}

P5a. Does [CHILD] have a regular health care provider?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P6

{IF P5a=1}

P5b. Please tell me how much you agree with the following statement. [CHILD]'s regular care provider works with me as a partner to make sure all of (his/her) health needs are met. Do you . . .

- strongly agree, 1
- agree, 2
- disagree, or 3
- strongly disagree? 4
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

P6. [(IF SPRING 2010 OR SPRING 2011) Has Head Start helped/ (ELSE) Did Head Start help] you find a regular health care provider for [CHILD]?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

{IF P6=1}

P6a. **How did they help you?**

NOTE: IF MORE THAN ONE RESPONSE SAY: **What was the main way they helped you?**

CODE ONLY ONE

- PROVIDED INFORMATION, INCLUDING BROCHURES, MEETINGS, OR CONVERSATIONS..... 1
 - MADE REFERRALS, FOR EXAMPLE, PHONE CALLS.....2
 - PROVIDED HEALTH CARE DIRECTLY.....3
 - HELPED IN SOME OTHER WAY (SPECIFY)..... 4
-
- DON'T KNOW..... d
 - REFUSED..... r

{Head Start Cases}

{IF P6=0}

P6b. **Why is that?**

- HAD A HEALTH CARE PROVIDER PRIOR TO ENROLLMENT 1
 - FOUND A HEALTH CARE PROVIDER ON MY OWN.....2
 - OTHER (SPECIFY).....3
-
- DON'T KNOW..... d
 - REFUSED..... r

P7. When was the last time [CHILD] saw a doctor for a regular checkup? Was it . . .



- 6 months ago or less, 1
- more than 6 months ago, but
not more than 1 year ago, 2
- more than 1 year ago, but
not more than 2 years ago, 3
- more than 2 years ago, or 4
- never? 5
- DON'T KNOW d
- REFUSED r

P8. When was the last time [CHILD] saw a dentist for a regular check-up? Was it . . .



- 6 months ago or less, 1
- more than 6 months ago but
not more than 1 year ago, 2
- more than 1 year ago but
not more than 2 years ago, 3
- more than 2 years ago, or 4
- never? 5
- DON'T KNOW d
- REFUSED r

P9. The next questions are about the health insurance plans for [CHILD]. What kind of health insurance or health care coverage does [CHILD] have? Does (he/she) have coverage through any of the following?

	YES	NO	DON'T KNOW	REFUSED
a. A private health insurance plan (from employer, workplace, or purchased directly, or purchased through a state or local government program or community program?	1	0	d	r
b. A Medicaid plan such as [STATE PROGRAM NAME FROM BOX P9b]?	1	0	d	r
c. CHIP (Children's Health Insurance Program) or [NAME OF STATE PROGRAM FROM BOX P9c]?	1	0	d	r
d. Military health care/TRICARE/CHAMPUS/CHAMP-VA?	1	0	d	r
e. Indian Health Service?	1	0	d	r
f. Another government program such as Medicare? (SPECIFY)..... _____	1	0	d	r

STATE MEDICAID AGENCIES

Alabama	Alabama Medicaid	Nebraska	NE Medicaid
Alaska	Alaska Medicaid	Nevada	NV Medicaid
Arizona	Arizona Health Care Cost Containment System (AHCCCS)	New Hampshire	Medicaid plan such as New Hampshire Medicaid
Arkansas	Arkansas Connect Care	New Jersey	New Jersey Medicaid
California	Medi-Cal	New Mexico	SALUD/Molina/Presbyterian/Lovelace
Colorado	Colorado Medicaid	New York	New York Medicaid CHOICE/Family Health Plus
Connecticut	Connecticut Medicaid	North Carolina	Community Care of North Carolina /Carolina ACCESS
Delaware	Diamond State Health Plan	North Dakota	Medicaid plan such as North Dakota Medicaid
District of Columbia	Medical Assistance Administration (MAA)	Ohio	Healthy Families
Florida	MediPass	Oklahoma	SoonerCare
Georgia	Georgia Better Health Care	Oregon	Oregon Health Plan
Hawaii	Hawaii Medicaid: FFS (fee for Service) and QUEST	Pennsylvania	HealthChoices/ ACCESS Plus
Idaho	Idaho Medicaid	Rhode Island	Medicaid/Medical Assistance
Illinois	Family Care	South Carolina	Healthy Connections
Indiana	Hoosier Healthwise	South Dakota	Medicaid/Medical Assistance
Iowa	Medical Assistance	Tennessee	TennCare
Kansas	Kansas Medical Assistance Program	Texas	STAR/STAR+PLUS
Kentucky	KYHealthChoices/Kentucky Patient Access and Care System(KenPAC)	Utah	Utah Medical Assistance Program (UMAP)
Louisiana	CommunityCARE Program /Louisiana KIDMED	Vermont	Medicaid, VHAP(Health insurance for adults who are not covered by Medicaid)/Healthy Vermonters (prescription program)
Maine	MaineCare	Virginia	Medicaid/Medallion/Medallion II
Maryland	HealthChoice Program	Washington	Healthy Options/medical coupons
Massachusetts	MassHealth	West Virginia	West Virginia Physician Assured Access System (PAAS)/Mountain Health Trust-(MHT)
Michigan	Michigan Medicaid	Wisconsin	BadgerCare Plus/Medical Assistance
Minnesota	Medical Assistance (MA)	Wyoming	EqualityCare
Mississippi	Mississippi Health Benefits Program (Mississippi Medicaid)		
Missouri	MC+		
Montana	Montana Medicaid		

BOX P9c
CHIP - STATE AGENCIES

Alabama	ALLKids	Nebraska	Kids Connection
Alaska	DenaliKid Care	Nevada	Nevada Check UP
Arizona	KidsCare	New Hampshire	HealthyKids
Arkansas	ARKids First	New Jersey	New Jersey FamilyCare (formerly NJ KidCare)
California	Healthy Families	New Mexico	NewMexiKids
Colorado	CHP+ (Child Health Plan Plus)	New York	Child Health Plus (CHPlus)
Connecticut	HUSKY (Healthcare for Uninsured Kids and Youth)	North Carolina	NC Health Choice for Children
Delaware	Healthy Children	North Dakota	Healthy Steps
District of Columbia	Healthy DC Kids/Healthy Families	Ohio	Healthy Start
Florida	Florida KidCare	Oklahoma	The State Children's Health Insurance Program (SCHIP)/SoonerCare
Georgia	PeachCare for Kids	Oregon	Oregon SCHIP/Oregon Health Plan
Hawaii	Hawaii Covering Kids	Pennsylvania	Pennsylvania's Children's Health Insurance Program
Idaho	Idaho CHIP	Rhode Island	Rite Care
Illinois	All Kids	South Carolina	SC Healthy Connections Kids (SCHIP)
Indiana	CHIP	South Dakota	CHIP
Iowa	HAWK-I (Healthy and Well Kids in Iowa)	Tennessee	TennderCare
Kansas	Health Wave	Texas	CHIP
Kentucky	Kentucky Children's Health Insurance Program	Utah	CHIP
Louisiana	LaCHIP (Louisiana Children's Health Insurance)	Vermont	Dr. Dynasaur
Maine	MaineCare (formerly CubCare)	Virginia	FAMIS (Family Access to Medical Insurance Security), formerly Virginia Children's Medical Security Insurance Plan (VCMSIP)
Maryland	Maryland Children's Health Program (MCHP)	Washington	CHIP/Healthy Options
Massachusetts	MassHealth	West Virginia	West Virginia Children's Health Insurance Program (WV CHIP)
Michigan	MiChild/Healthy Kids	Wisconsin	BadgerCare Plus for Children and Families
Minnesota	MinnesotaCare/PMAP (Prepaid Medical Assistance Program)/General Assistance Medical Care Program (GAMC)	Wyoming	KidCare CHIP
Mississippi	CHIP		
Missouri	MC+ for Kids		
Montana	SCHIP		

P10. **Now, I want to ask you about any injuries [CHILD] may have had. [(IF FALL 2009)In the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]], how many times has (he/she) seen a doctor or other medical professional or visited a clinic or emergency room for an injury?**

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF PROFESSIONAL

HELP SCREEN:

Professional: This includes health professionals such as doctors, pediatricians and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, school or other psychologists, school or other psychiatric social workers, speech pathologists, etc. Do not include teachers or some other non-health professional.

NEVER 0
 ONCE 1
 TWICE..... 2
 THREE OR MORE TIMES 3
 DON'T KNOW d
 REFUSED..... r

{IF P10=1, 2, OR 3}

P11. **Were [CHILD]'s activities restricted as a result of this injury?**

YES 1
 NO 0
 DON'T KNOW d
 REFUSED..... r

{IF P10=1, 2, OR 3}

P12. **Did [CHILD] miss going to (Head Start/Kindergarten) as a result of this injury?**

YES 1
 NO 0
 DON'T KNOW d
 REFUSED..... r

{ALL}

P13. [(IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY) **Since [MONTH AND YEAR OF LAST INTERVIEW]]** Has a doctor, nurse, or other medical professional told you that [CHILD] has . . .

	YES	NO	DON'T KNOW	REFUSED
a. asthma?	1	0	d	r
b. a respiratory or breathing illness, such as bronchitis, pneumonia, or bronchiolitis?	1	0	d	r
c. a severe stomach or gastrointestinal illness, as indicated by frequent vomiting, diarrhea, or dehydration?	1	0	d	r
d. an ear infection?	1	0	d	r
e. a problem with muscles or with moving such as cerebral palsy?	1	0	d	r
f. a developmental delay?	1	0	d	r
g. epilepsy or seizures?	1	0	d	r
h. a heart defect?	1	0	d	r
i. mental retardation or cognitive impairment?	1	0	d	r
j. a lactose intolerance?	1	0	d	r
k. other food allergy or sensitivity such as to peanuts?	1	0	d	r
l. problem with allergies other than foods, such as to dust, animals, or medicine?	1	0	d	r
m. attention deficit, hyperactivity, ADD or ADHD?	1	0	d	r
n. diabetes?	1	0	d	r
o. a need to lose weight?	1	0	d	r

BOX P13a
 IF ANY P13 a – n = 1, AND NOT FALL 2009, GO TO P14.
 OTHERWISE, GO TO P15.

{IF P13 a-n = 1}

P14. **Did [CHILD] miss regular (Head Start/Kindergarten) activities as a result of [FILL P13 a – n]?**

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

P15. Are [CHILD]'s activities restricted as a result of any impairment or health problem?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

VERSION BOX P2
IF FALL 2009, GO TO P42, ELSE CONTINUE

P16. Has [CHILD] missed going to (Head Start/Kindergarten) as a result of any impairment or health problem?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

P17. Now I have some questions about different special needs [CHILD] might have.

((IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY) Since [MONTH OF LAST INTERVIEW]) Has [CHILD] been evaluated by a doctor, psychologist or other health professional because of a concern about (his/her) ability to pay attention or learn?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P20

{IF P17=1}

P18. **Did you obtain a diagnosis of a problem from a doctor, psychologist or other health professional?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P20

{IF P18=1}

P19. **What was the diagnosis?**

CODE ALL THAT APPLY

- MENTAL RETARDATION OR COGNITIVE IMPAIRMENT 1
 - EMOTIONAL/BEHAVIOR DISABILITY 2
 - AUTISM OR PERVASIVE DEVELOPMENTAL DELAY (PDD) 3
 - TRAUMATIC BRAIN INJURY 4
 - OPPOSITIONAL DEFIANT DISORDER 5
 - SPEECH OR LANGUAGE IMPAIRMENT OR DELAY 7
 - OTHER (SPECIFY) 6
-
- NO PROBLEM 9
 - ADD/ADHD 10
 - DON'T KNOW d
 - REFUSED r

{IF P18=1}

P19a. **Was medication suggested or prescribed?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P20

{IF P19a=1}

P19b. Is [CHILD] currently taking medication for this problem/diagnosis?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

P20. (IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY DISPLAY: **Since [MONTH OF LAST INTERVIEW]) Has [CHILD] been evaluated by a psychologist or health professional because of a concern about (his/her) overall activity level?**

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF ACTIVITY LEVEL.

HELP SCREEN:

By activity level we mean concern about excessive physical activity. Examples of excessive activity include fidgetiness, an inability to sit still, and hyperactivity.

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P23

{IF P20=1}

P21. **Did you obtain a diagnosis of a problem from a doctor, psychologist, or health professional?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P23

{IF P21=1}

P22. **What was the diagnosis?**

CODE ALL THAT APPLY

- ATTENTION DEFICIT DISORDER (ADD) 1
 - ATTENTION DEFICIT HYPERACTIVITY
DISORDER (ADHD) 2
 - OTHER (SPECIFY)..... 3
-
- NO PROBLEM..... 9
 - DON'T KNOW..... d
 - REFUSED..... r

{IF P21=1}

P22a. **Was medication suggested or prescribed?**

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P23

{IF P22a=1}

P22b. **Is [child] currently taking medication for this problem/diagnosis?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

P23. (IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY, DISPLAY **Since [MONTH AND YEAR OF LAST INTERVIEW] Has [CHILD] been evaluated by a doctor or other health professional because of a concern about the way (he/she) uses (his/her) arms or legs?**

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P30

{IF P23=1}

P24. **Did you obtain a diagnosis of a problem from a doctor or other health professional?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P30

{IF P24=1}

P25. **What was the diagnosis?**

CODE ALL THAT APPLY

- CEREBRAL PALSY 1
- EPILEPSY OR SEIZURES 2
- OTHER PHYSICAL IMPAIRMENT (SPECIFY) 3
- _____
- _____
- NO PROBLEM 9
- DON'T KNOW d
- REFUSED r

{IF P24=1}

P26. **Does [CHILD] use special equipment, such as a brace, a wheelchair, or corrective shoes?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

P30. **Does [CHILD] have difficulty hearing and understanding speech in a normal conversation?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P27

{IF P30=1}

P31. ((IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY) (Since MONTH AND YEAR OF LAST INTERVIEW) Has [CHILD] been evaluated by a doctor or other health professional because of a concern about (his/her) ability to hear and understand speech in a normal conversation?

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P27

{IF P31=1}

P32. Did you obtain a diagnosis of a problem from a doctor or other health professional?

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P27

{IF P32=1}

P33. What was the diagnosis?

CODE ALL THAT APPLY

- EAR INFECTION 1
 - HEARING IMPAIRMENT/HARD OF HEARING ... 2
 - DEAFNESS 3
 - LANGUAGE IMPAIRMENT..... 4
 - AUTISM OR PERVASIVE DEVELOPMENTAL DELAY (PDD) 5
 - MENTAL RETARDATION 6
 - EMOTIONAL/BEHAVIOR DISABILITY 7
 - OTHER (SPECIFY)..... 8
-
- NO PROBLEM..... 9
 - DON'T KNOW..... d
 - REFUSED..... r

{P33 = 2, 3}

P34. Does [CHILD] usually wear a hearing aid?

NOTE: Hearing Aids are small electronic sound amplifiers worn in or behind the ear that compensates for hearing loss.

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF P33 = 2, 3}

P35a. Does [CHILD] have cochlear implants?

NOTE: Cochlear Implants are electronic devices that are surgically placed in the inner ear which are designed to provide useful hearing and improved communication ability to individuals who are profoundly hearing impaired and unable to understand speech with hearing aids.

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P27

{P34 = 1} OR {P35a = 1}

P35b. What is the effect of the device on [CHILD]'s ability to hear and understand speech in normal conversations? Does it . . .

- greatly improve (his/her) hearing,..... 1
- somewhat improve (his/her) hearing,..... 2
- minimally improve (his/her) hearing, or 3
- does not improve (his/her) hearing? 4
- DON'T KNOW..... d
- REFUSED..... r

P27. (IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY, DISPLAY: **Since MONTH AND YEAR OF LAST INTERVIEW) Has [CHILD] been evaluated by a doctor or other health professional because of a concern about (his/her) ability to communicate?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P36

{IF P27=1}

P28. **Did you obtain a diagnosis of a problem from a doctor or other health professional?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P36

{IF P28=1}

P29. **What was the diagnosis?**

- CODE ALL THAT APPLY
- SPEECH IMPAIRMENT 1
 - LANGUAGE IMPAIRMENT 2
 - AUTISM OR PERVASIVE DEVELOPMENTAL DELAY (PDD) 3
 - MENTAL RETARDATION OR COGNITIVE IMPAIRMENT 4
 - EMOTIONAL/BEHAVIOR DISABILITY 5
 - OTHER (SPECIFY)..... 6
-
- HEARING IMPAIRMENT 8
 - NO PROBLEM 9
 - DON'T KNOW d
 - REFUSED r

P36. **Now I want to ask you about [CHILD]’s vision. Does [CHILD] have difficulty seeing objects in the distance or letters on paper?**

- YES 1
 - NO 0
 - DON’T KNOW d
 - REFUSED r
- } → GO TO BOX P39A

{IF P36=1}

P37. (IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY, DISPLAY: **Since MONTH AND YEAR OF LAST INTERVIEW**) **Has [CHILD]’s vision been evaluated by a doctor or other health professional?**

- YES 1
 - NO 0
 - DON’T KNOW d
 - REFUSED r
- } → GO TO BOX P39A

{IF P37=1}

P38. **Did you obtain a diagnosis of a problem from a doctor or other health professional?**

- YES 1
 - NO 0
 - DON’T KNOW d
 - REFUSED r
- } → GO TO BOX P39A

{IF P38=1}

P39. **What was the diagnosis?**

CODE ALL THAT APPLY

- NEARSIGHTED 1
- FARSIGHTED 2
- LEGALLY BLIND 3
- OTHER (SPECIFY) 4
- _____
- ASTIGMATISM 5
- LAZY EYE/AMBLYOPIA 6
- DON’T KNOW d
- REFUSED r

{IF P38=1}

P39a. **Does [CHILD] usually wear glasses or contact lenses?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{P39a = 1}

P39b. **Which of these best describes [CHILD]'s eyesight? Is it . . .**

correctable with glasses, 1
improvable with glasses, or 2
not correctable with glasses? 3
DON'T KNOW d
REFUSED r

BOX P39a
IF P18, P21, P24, P28, P32, OR P38= 1, ASK P40.
ELSE GO TO BOX P41a.

{IF P18, P21, P24, P28, P32, P38 = 1}

P40. I'm going to read a list of services. For each service, please tell me if [CHILD] or your family has received this service to help with [CHILD]'s special needs. Since (IF FALL 2009 ([CHILD] turned [IF 3 YEAR OLD SAMPLE "3," IF 4 YEAR OLD SAMPLE "4"] years old /(IF SPRING AND FIRST INTERVIEW) last spring (SPRING 2011)2010(SPRING 2012)2011/(ELSE)MONTH OF LAST INTERVIEW)], has [CHILD] or anyone in your household ever received (SERVICES a – m) to help with [CHILD]'s special needs?

	YES	NO	DON'T KNOW	REFUSED
a. speech or language therapy	1	0	d	r
b. occupational therapy or OT	1	0	d	r
c. physical therapy or PT	1	0	d	r
d. vision services	1	0	d	r
e. hearing or audiology services..... PROBE: This does not include a temporary loss of hearing due to a cold or congestion.	1	0	d	r
f. social work services	1	0	d	r
g. psychological services	1	0	d	r
h. parent support or training	1	0	d	r
i. special classes with other children, some or all of whom also had special needs	1	0	d	r
j. private tutoring or schooling for learning problems.....	1	0	d	r
k. {IF P39 = 3}. instruction in Braille.....	1	0	d	r
l. {IF P33 = 2,3}. instruction in sign language, cued speech, ASL, or TOCO	1	0	d	r
m. home visits	1	0	d	r

{IF P18, P21, P24, P28, P32, P38 = 1}

P41. Is [CHILD] currently participating in an early intervention program or regularly receiving any services for (his/her) condition(s) from . . .

	YES	NO	DON'T KNOW	REFUSED
a. your local school district?.....	1	0	d	r
b. a state or local health or social service agency?	1	0	d	r
c. a doctor, clinic, or other health care provider?	1	0	d	r
d. some other source? (SPECIFY)..... _____	1	0	d	r

BOX P41a
IF NO PROBLEM EVALUATED {P17, P20, P23, P27, P31, AND P37 ALL = 0, d, r} OR FALL 2009 THEN ASK P42. ELSE GO TO P43

{IF P17, P20, P23, P27, P31, P37 ALL = 0, d, r}

P42. [(IF PRIOR INTERVIEW Since [MONTH AND YEAR OF LAST INTERVIEW])] Has anyone [IF FALL OR NO PRIOR INTERVIEW(ever)] suggested that you get [CHILD] evaluated for a possible special condition or need?

YES	1	} → GO TO P42b
NO	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{P42=1}

P42a. **What special condition or need?**

CODE ALL THAT APPLY

- BEHAVIOR PROBLEM..... 1
 - EMOTIONAL PROBLEM2
 - ATTENTION PROBLEM3
 - DEVELOPMENTAL DELAY4
 - PROBLEM WITH USE OF ARMS OR LEGS 5
 - OPPOSITIONAL DEFIANT DISORDER 6
 - SPEECH PROBLEM.....7
 - HEARING PROBLEM8
 - VISION PROBLEM9
 - OTHER (SPECIFY)..... 10
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF FALL 2009 OR NO PRIOR INTERVIEW}

P42b. **Did [CHILD] have an Individual Family Service Plan (IFSP) in the last 12 months?**

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF INDIVIDUAL FAMILY SERVICE PLAN.

HELP SCREEN:

An Individual Family Service Plan (IFSP) describes services that will be provided to support the development of a child with a disability or special need and the child's family. It includes what the child will achieve and the specific early intervention services that will be provided to the family and child.

- YES 1
- NO0
- DON'T KNOW..... d
- REFUSED..... r

P43. Does [CHILD] currently have an Individualized Education Program or Plan (IEP) or an Individual Family Service Plan (IFSP)?

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF INDIVIDUAL EDUCATION PLAN AND INDIVIDUAL FAMILY SERVICE PLAN.

HELP SCREEN:

An Individual Education Plan (IEP) is developed for children with a disability and is geared toward children who are older than three years. The plan includes what the child will achieve and the specific services that will be provided to the child.

An Individual Family Service Plan (IFSP) describes services that will be provided to support the development of a child with a disability or special need and the child's family. It includes what the child will achieve and the specific early intervention services that will be provided to the family and child.

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO Q1

{IF P43=1}

P44. Did you or another family member participate in developing the current IEP or IFSP for [CHILD]?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF P43=1}

P45. Was this plan developed with (Head Start/Kindergarten) staff, or with some other person or agency?

- SCHOOL STAFF 1
- NOT SCHOOL STAFF 2
- DON'T KNOW d
- REFUSED r

{IF P43=1}

P46. Is [CHILD] receiving . . .

- none of the services identified in the IEP or IFSP, 1 → GO TO Q1
 - some of the services,..... 2
 - most of the services, or 3
 - all of the services identified in the IEP or IFSP? 4
 - DON'T KNOW d
 - REFUSED..... r
- } → GO TO Q1

{IF P46=2, 3, 4}

P47. How satisfied (are you/have you been) with those services? (Are you/Have you been) . . .

- very dissatisfied,..... 1
- somewhat dissatisfied,..... 2
- somewhat satisfied, or 3
- very satisfied?..... 4
- DON'T KNOW..... d
- REFUSED..... r

Q. FAMILY HEALTH

VERSION BOX Q
IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

Q1. **Now, let's talk about your health. Would you say your health in general is . . .**

- excellent,** 1
- very good,**..... 2
- good,**..... 3
- fair, or** 4
- poor?** 5
- DON'T KNOW..... d
- REFUSED..... r

{ALL}

Q1a. **In the past year, has there been a time when you needed to see a doctor or go to the hospital but couldn't go?**

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO Q2

{IF Q1a=1}

Q1b. **What were the reasons you couldn't go?**

CODE ALL THAT APPLY

- DIDN'T HAVE THE MONEY 1
- DIDN'T HAVE INSURANCE 2
- DIDN'T KNOW WHERE TO GO 3
- COULDN'T TAKE TIME OFF FROM WORK..... 4
- TRANSPORTATION PROBLEMS 5
- NEEDED CHILD CARE 7
- OTHER (SPECIFY)..... 6

- DON'T KNOW..... d
- REFUSED..... r

{IF Q1b=6}
 Q1bSpecify
 STRING[75]

“Please tell me why you couldn’t go to see a doctor or to the hospital.”

Q2. The next questions are about the health insurance coverage you have for yourself. What kind of health insurance care coverage do you have? Do you have coverage through any of the following?

	YES	NO	DON'T KNOW	REFUSED
a. A private health insurance plan from employer, workplace, or purchased directly, or purchased through a state of local government program or community program?	1	0	d	r
b. A Medicaid plan such as [STATE PROGRAM NAME FROM BOX P9b]?	1	0	d	r
c. Military health care / TRICARE / CHAMPUS / CHAMP-VA?	1	0	d	r
d. Indian Health Service?	1	0	d	r
e. Another government program such as Medicare? (SPECIFY).....	1	0	d	r

Q3. Does any impairment or health problem keep you from working at a job or business?

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

Q4. Are you limited in the kind or amount of work you can do because of any impairment or health problem?

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

VERSION BOX Q1
 IF FALL 2009, GO TO VERSION BOX R,
 ELSE CONTINUE.

Q5. In the last 30 days, did you smoke tobacco such as cigarettes or cigars?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO Q7

{IF Q5=1}

Q6. How many cigarettes or packs of cigarettes do you smoke on an average day?

- __|__| NUMBER PER __| CODE
- CIGARETTES 1
 - PACKS 2
- ENTER "1" IF RESPONDENT SMOKES LESS THAN 1 CIGARETTE A DAY
- DON'T KNOW d
 - REFUSED r

Q7. Is there anyone else in your household that smoked tobacco, like cigarettes or cigars, in the last 30 days?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO Q7a IF Q5=1
 GO TO Q9 IF Q5=0,
 d, r

{IF Q5=1 OR Q7=1}

Q7a. **Do [(IF Q5=1 AND Q7=0, d, r) you / (IF Q5=0, d, r AND Q7=1) household members / (IF Q5=1 AND Q7=1) / you or other household members] smoke anywhere inside the home?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO Q9

{IF Q7a=1}

Q7b. **[(IF Q5=1) Including yourself,] how many people currently smoke inside your home?**

- |_| |_| NUMBER
- DON'T KNOW d
- REFUSED r

{IF Q7b>=1}

Q7c. **On the average, about how many days per week do people who live there smoke anywhere inside your home?**

PROBE: **Would you say it is less the one day or rarely, one day, two days, three days, or four to seven days per week?**

- LESS THAN ONE DAY/RARELY 1
- 1 DAY 2
- 2 DAYS 3
- 3 DAYS 4
- 4-7 DAYS 5
- DON'T KNOW d
- REFUSED r

Q9. The next questions are about how frequently you drink alcoholic beverages. By a “drink” we mean either a bottle of beer, a wine cooler, a glass of wine, a shot of liquor, or a mixed drink.

During the last 30 days, how often, if ever, did you drink alcoholic beverages, including beer, wine or liquor? Would you say . . .

- less than once a week, 1
- 1 or 2 days per week, 2
- 3 or 4 days per week, 3
- 5 or 6 days per week, 4
- every day, or 5
- never? 0
- DON'T KNOW d
- REFUSED r

{IF Q9=1,2,3,4,5}

Q10. On the days that you drank alcoholic beverages (including beer, wine, and liquor) in the last 30 days, how many drinks did you usually have?

NOTE: A HELP SCREEN IS AVAILABLE WITH EQUIVALENCIES.

HELP SCREEN:			
ALCOHOL EQUIVALENTS:			
<u>Beer:</u>		<u>Hard Liquor:</u>	
1 12 oz. or 16 bottle	= 1 drink	1 highball	= 1 drink
1 case of beer	= 24 drinks	1 shot glass	= 1 drink
<u>Wine:</u>		1/2 pint of liquor	= 6 drinks
1 4 oz. glass of wine	= 1 drink	1 pint of liquor	= 12 drinks
1 liter of wine	= 6 drinks	1 fifth of liquor	= 20 drinks
1 wine cooler	= 1 drink	1 quart of liquor	= 24 drinks

____ NUMBER

DON'T KNOW d

REFUSED r

Q11. **Is there ((Q9=0)anyone/(ELSE)anyone else) in your household who drinks alcohol?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{IF Q11=1}

Q12. ((IF Q9=1, 2, 3, 4, 5) **Other than yourself**)/(ELSE)**How many people currently drink alcohol at home?**

|_|_| NUMBER

DON'T KNOW d
REFUSED r

Q13. **Is there anyone in your household who uses drugs?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{IF Q13=1}

Q14. **Altogether, how many people in your household currently use drugs?**

|_|_| NUMBER

DON'T KNOW d
REFUSED r

VERSION BOX Q15
HEAD START CASES: GO TO Q15
KINDERGARTEN CASES: GO TO VERSION BOX T

{IF Q9 = 1, 2, 3, 4, 5 OR Q11=1 OR Q13=1} {Head Start Cases}

Q15. **Now, I'd like you to think about any problems you or anyone in your household might have had in the last twelve months when using ((Q9=1,2,3,4,5 OR Q11=1) alcohol/ (Q13=1)drugs/ (Q9=1,2,3,4,5 OR Q11=1 AND Q13=1)alcohol and drugs).**

In the last twelve months {INSERT a1-c2}

	NEVER	ONCE OR TWICE	THREE OR FOUR TIMES	FIVE OR SIX TIMES	MORE THAN SIX TIMES	NEVER OR DON'T USE	DON'T KNOW	REFUSED
a. How many times have you or anyone in your household gotten into trouble with family or friends (including a husband/wife/partner) because of the use of ...								
{IF Q9=1,2,3,4,5 OR Q11=1}								
1. alcohol?	1	2	3	4	5	6	d	r
{IF Q13=1}								
2. drugs?.....	1	2	3	4	5	6	d	r
b. How many times have you or anyone in your household gotten in trouble with the police because of the use of ...								
{IF Q9=1,2,3,4,5 OR Q11=1}								
1. alcohol?	1	2	3	4	5	6	d	r
{IF Q13=1}								
2. drugs?.....	1	2	3	4	5	6	d	r
c. How many times have you or anyone in your household missed work or school or had to call in sick because of the use of								
{IF Q9=1,2,3,4,5 OR Q11=1}								
1. alcohol?	1	2	3	4	5	6	d	r
{IF Q13=1}								
2. drugs?.....	1	2	3	4	5	6	d	r

R. HOME AND NEIGHBORHOOD CHARACTERISTICS

VERSION BOX R
 HEAD START CASES ONLY: IF FALL 2009 OR FIRST INTERVIEW
 WITH FAMILY, CONTINUE ELSE GO TO VERSION BOX S

{Head Start Cases}

R1. **The next questions are about situations that can be difficult for families. I'm going to ask about things that may have happened to you or others in your household over the past year. Please remember, all of your answers are held in the strictest confidence. We will not tell anyone what you say, including Head Start.**

For each of the following items, please tell me how often each one happened to you during the past year.

{insert a-d} **Would you say never, once, or more than once?**

NOTE: A HELP SCREEN IS AVAILABLE WITH DEFINITIONS OF 'VIOLENT CRIME' AND 'NON-VIOLENT CRIME'.

HELP SCREEN:

Violent crime is composed of four offenses: murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault. According to the Uniform Crime Reporting (UCR) Program's definition, violent crimes involve force or threat of force.

Nonviolent Crime: Nonviolent crimes are defined as property, drug, and public order offenses that do not involve a threat of harm or an actual attack upon a victim.

	NEVER	ONCE	MORE THAN ONCE	DON'T KNOW	REFUSED
a. I saw non-violent crimes take place in my neighborhood – for example, selling drugs or stealing	1	2	3	d	r
b. I heard or saw violent crime take place in my neighborhood.....	1	2	3	d	r
c. I know someone who was a victim of a violent crime in my neighborhood.....	1	2	3	d	r
d. I was a victim of violent crime in my neighborhood.....	1	2	3	d	r

{Head Start Cases}

R2. **Have you ever been hit, kicked, punched, or otherwise hurt by someone within the past year?**

PROBE: **Please answer just yes or no.**

YES 1
NO 0
DON'T KNOW..... d
REFUSED..... r

{IF R2=1} {Head Start Cases}

R3. **How was this person related to you?**

CODE ALL THAT APPLY

CURRENT SPOUSE 11
FORMER SPOUSE 12
CURRENT PARTNER 13
FORMER PARTNER 14
FATHER 15
MOTHER..... 16
SISTER..... 17
BROTHER 18
GRANDMOTHER 19
GRANDFATHER..... 20
AUNT..... 21
UNCLE 22
COUSIN..... 23
OTHER RELATIVE 24
OTHER PERSON NOT RELATED
TO RESPONDENT 25
DON'T KNOW..... d
REFUSED..... r

{Head Start Cases}

The next questions are about situations that can be difficult for families. I'm going to ask about things that may have happened to you or others in your household over the past year. Please remember, all of your answers are held in the strictest confidence. We will not tell anyone what you say, including Head Start.

R4. In the past year, has [CHILD] ever been a witness to a violent crime?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

R5. In the past year, has [CHILD] ever been a witness to domestic violence?

NOTE: A HELP SCREEN IS AVAILABLE WITH A DEFINITION OF DOMESTIC VIOLENCE.

HELP SCREEN:

Domestic violence is any type of physical, mental or emotional abuse that happens between people who are married, in a romantic relationship, who are former partners or who are related by family. Examples of domestic violence include being beaten up, murder, kidnapping, rape, sexual assault and robbery.

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

R6. In the past year, has [CHILD] ever been the victim of a violent crime?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

R7. **In the past year, has [CHILD] ever been the victim of domestic violence?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{Head Start Cases}

R8. **Since [CHILD] was born, have you, another household member, [(IF SC9 OR RESPONDENT FLAG = 12, 14-30) or has [CHILD]'s mother (IF SC9 OR RESPONDENT FLAG = 11, 13, 15-30) or has [CHILD]'s father)] been arrested or charged with any crime by the police?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{Head Start Cases}

{IF R8=1}

R9. **How was this person related to [CHILD]?**

CODE ALL THAT APPLY

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER	13
ADOPTIVE FATHER	14
STEPMOTHER.....	15
STEPFATHER	16
GRANDMOTHER	17
GRANDFATHER.....	18
GREAT GRANDMOTHER	19
GREAT GRANDFATHER	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE)	23
OTHER RELATIVE OR IN-LAW (MALE)	24
FOSTER PARENT (FEMALE)	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE)	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE)	30
DON'T KNOW.....	d
REFUSED.....	r

{Head Start Cases}

{IF R8=1}

R10. **Did anyone spend time in jail because of this?**

YES	1
NO	0
DON'T KNOW.....	d
REFUSED.....	r

Next, I am going to ask you about your romantic relationships.

{Head Start Cases}

R11. Do you feel safe in your current relationship?

YES 1
NO 0
DO NOT HAVE RELATIONSHIP 3
DON'T KNOW d
REFUSED r

{Head Start Cases}

R12. Do you have a partner from a previous relationship who is making you feel unsafe now?

YES 1
NO 0
DON'T KNOW d
REFUSED r

{R12=1} {Head Start Cases}

R13. How was this person related to you?

SPOUSE 1
PARTNER 2
DON'T KNOW d
REFUSED r

S. COMMUNITY SERVICES

VERSION BOX S
HEAD START CASES ONLY: IF SPRING 2010 OR NO SPRING
2010 INTERVIEW CONTINUE,
ELSE GO TO VERSION BOX T

Families with young children sometimes need help of various kinds. Now I'd like to ask you some questions about ways in which Head Start may have helped your family.

{Head Start Cases}

S1. Did you or another family member complete a Head Start Family Needs Assessment or Family Partnership Agreement in which you were asked about your family's particular needs, interests, goals, strengths, and so on?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

Now I'm going to ask you about specific types of services anyone in your household may have received and whether Head Start made you aware of or helped you obtain the services.

{Head Start Cases}

S2. [(IF NO PREVIOUS INTERVIEW) In the last 12 months/(ELSE) Since (MONTH AND YEAR OF LAST INTERVIEW)] have you or anyone in your household received ... [INSERT ITEM a-n]

Note to programmer: S3 should be asked for any service for which respondent replies "YES" in question S2. Please program so that any of S3a-n is asked immediately following a "YES" response to any of S2a-n.

{Head Start Cases}

{IF RELEVANT PART OF S2=1}

S3. Did Head Start make you aware of or help you obtain this service?

	S2. ANYONE IN HOUSEHOLD RECEIVED SERVICE?				S3. HEAD START MAKE AWARE OF OR HELP OBTAIN SERVICE?			
	YES	NO	DON'T KNOW	REFUSED	YES	NO	DON'T KNOW	REFUSED
a. Help with housing?	1	0	d	r	1	0	d	r
b. Training for a job?	1	0	d	r	1	0	d	r
c. Help finding a job?	1	0	d	r	1	0	d	r
d. Help to go to school or college? ...	1	0	d	r	1	0	d	r
e. Classes in English as a Second Language?	1	0	d	r	1	0	d	r
f. Transportation to or from work or training?	1	0	d	r	1	0	d	r
g. Child care?	1	0	d	r	1	0	d	r
h. Alcohol or drug treatment or counseling?	1	0	d	r	1	0	d	r
i. Advice from a lawyer?	1	0	d	r	1	0	d	r
j. Mental health services or counseling?	1	0	d	r	1	0	d	r
k. Help dealing with family violence?	1	0	d	r	1	0	d	r
l. Help or counseling for other family problems?	1	0	d	r	1	0	d	r
m. Dental or Orthodontic care?	1	0	d	r	1	0	d	r
n. Medical care?	1	0	d	r	1	0	d	r

T. SOCIAL SUPPORT

VERSION BOX T
 IF SPRING 2010 OR NO SPRING 2010, OR KINDERGARTEN
 CASE CONTINUE, ELSE GO TO U1

T1. **Now I'm going to read some statements about other kinds of help you may get. Please tell me whether each statement is never true for you, sometimes true for you, or always true for you.**

PROBE: **Would you say it is never true for you, sometimes true for you, or always true for you?**

	NEVER TRUE	SOMETIMES TRUE	ALWAYS TRUE	DON'T KNOW	REFUSED
a. If I need to do an errand, I can easily find someone to watch [CHILD].....	1	2	3	d	r
b. If I need a ride to get [CHILD] to the doctor, friends or family will help me.....	1	2	3	d	r
c. If [CHILD] is sick, friends or family will call or come by to check on how things are going	1	2	3	d	r
d. If [CHILD] is having problems at (Head Start/Kindergarten), there is a friend, relative, or neighbor I can talk it over with.....	1	2	3	d	r
e. If I have an emergency and need cash, family or friends will loan it to me	1	2	3	d	r
f. If I have troubles or need advice, I have someone I can talk to	1	2	3	d	r

T2. **Many people and groups can be helpful to members of a family raising a young child. We want to know how helpful different people and groups are to your family.**

Please tell me how helpful each of the following have been to you in terms of raising (CHILD) over the past month. How helpful (have/has) {INSERT a – m} been? Would you say . . .

BOX T2a

IF RESPONDENT IS [CHILD]'S FATHER {IF SC9 OR RESPONDENT FLAG = 12, 14}, CODE T2a AS 4. IF RESPONDENT IS CHILD'S MOTHER {IF SC9 OR RESPONDENT FLAG = 11, 13}, CODE T2b AS 4. IF CURRENT SPOUSE OR PARTNER IS [CHILD]'S FATHER/MOTHER {IF B9 = 1 OR J15 = 1}, CODE T2c AS 4.

	not very helpful,	somewhat helpful,	very helpful.	NOT APPLICABLE	DON'T KNOW	REFUSED
a. [CHILD]'s <u>father</u>	1	2	3	4	d	r
b. [CHILD]'s <u>mother</u>	1	2	3	4	d	r
c. Your current spouse or partner	1	2	3	4	d	r
d. [CHILD]'s grandparents	1	2	3	4	d	r
e. Other relatives	1	2	3	4	d	r
f. Your friends	1	2	3	4	d	r
g. Co-workers	1	2	3	4	d	r
h. Professional help givers like counselors or social workers	1	2	3	4	d	r
i. (Head Start/Kindergarten) staff	1	2	3	4	d	r
j. Other parents you have met through (Head Start/Kindergarten)	1	2	3	4	d	r
k. Other child care providers	1	2	3	4	d	r
l. Religious or social group member	1	2	3	4	d	r
m. Were there other people who have been helpful, and how helpful were they? (SPECIFY) . _____	1	2	3	4	d	r

{IF T2m = 2 OR 3}

T2n. **Who was that?**

(SPECIFY) _____

U. YOUR FEELINGS

VERSION BOX U
 IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
 SURVEY, CONTINUE

U1. The next questions are about how you have felt about yourself and your life in the past week. There are no right or wrong answers.

I am going to read a list of ways you may have felt or behaved. Please tell me how often you have felt or behaved this way during the past week. First . . .
 (INSERT ITEM)

[ITEM]. Did you feel this way rarely or never, some or a little, occasionally or a moderate amount of time, or most or all of the time in the past week?

NOTE: A HELP SCREEN IS AVAILABLE WITH A DEFINITION FOR UC-1 “SHAKE OFF THE BLUES.”

HELP SCREEN:
 Not being able to “shake off the blues” refers to feeling sad, unhappy, miserable, or down in the dumps for short periods. True clinical depression is a mood disorder in which feelings of sadness, loss, anger, or frustration interfere with everyday life for an extended period of time.

	RARELY OR NEVER	SOME OR A LITTLE	OCCASIONALLY OR MODERATELY	MOST OR ALL	DON'T KNOW	REFUSED
USE SHOW CARD						
a. Bothered by things that usually don't bother you	1	2	3	4	d	r
b. You did not feel like eating, your appetite was poor	1	2	3	4	d	r
c. You could not shake off the blues, even with help from your family and friends	1	2	3	4	d	r
d. You had trouble keeping your mind on what you were doing	1	2	3	4	d	r
e. Depressed	1	2	3	4	d	r
f. That everything you did was an effort	1	2	3	4	d	r
g. Fearful	1	2	3	4	d	r
h. Your sleep was restless	1	2	3	4	d	r
i. You talked less than usual	1	2	3	4	d	r
j. Lonely	1	2	3	4	d	r
k. Sad	1	2	3	4	d	r
l. You could not get “going”	1	2	3	4	d	r

VERSION BOX U1
 HEAD START CASES: GO TO V1
 KINDERGARTEN CASES: GO TO BOX X1A

V. GETTING READY FOR KINDERGARTEN

VERSION BOX V
 HEAD START CASES ONLY: IF SPRING 2010 OR SPRING 2011 CONTINUE,
 ELSE GO TO VERSION BOX W

{Head Start Cases}

V1. **Where will [CHILD] attend school this coming fall? Will (he/she) be . . .**

- Returning to Head Start,..... 1
- Attending Pre-Kindergarten, 2 → GO TO W1
- Attending Kindergarten, 3
- Attending another preschool, 4
- Not attending any school, or 5 → GO TO W1
- Don't know yet? d
- REFUSED..... r

{Head Start Cases}

{IF V1=3}

NOTE: HIT THE SPACEBAR TO BRING UP THE SCHOOL LIST

NOTE: USE THE DROP DOWN LIST TO SEARCH FOR SCHOOL. IF SCHOOL IS NOT LISTED ENTER "99" AND RECORD THE SCHOOL NAME AND ADDRESS IN SUBSEQUENT FIELDS.

V2. **What is the name of the school [CHILD] will attend next year?**

SCHOOL NAME

- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

{IF V1=3}

V3. **What city and state is the elementary school in?**

CITY

|_|_| STATE

- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

{!F V1=3 AND V3<>d, r}

V4. **What is the street address?**

STREET

DON'T KNOW.....d

REFUSED.....r

W. HEAD START CONCLUDING QUESTIONS

VERSION BOX 2
 HEAD START CASES ONLY: IF SPRING 2010 OR SPRING 2011
 INTERVIEW CONTINUE, ELSE GO TO BOX X1a

Now I would like to ask you some questions about [CHILD]'s Head Start program.

{Head Start Cases}{IF C2 = 1}

W1. Based on what has happened at Head Start since [CHILD] started the Head Start program, how satisfied are you with how well Head Start is doing in each of the following areas:

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	DON'T KNOW	REFUSED	NEVER OFFERED
a. Helping [CHILD] to grow and develop	1	2	3	4	d	r	
b. Being open to your ideas and participation in the program	1	2	3	4	d	r	
c. Supporting and respecting your family's culture and background	1	2	3	4	d	r	
d. Identifying and providing services for [CHILD]—for example, health screening, help with speech and language development.....	1	2	3	4	d	r	<input type="checkbox"/>
e. Identifying and helping to provide services that help your family—for example, public assistance, transportation, or job training	1	2	3	4	d	r	<input type="checkbox"/>
f. Maintaining a safe program—for example, secure play-grounds, clean and tidy classrooms	1	2	3	4	d	r	
g. Preparing [CHILD] to enter kindergarten	1	2	3	4	d	r	

	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	DON'T KNOW	REFUSED	NEVER OFFERED
h. Helping you become more involved in groups that are active in your community	1	2	3	4	d	r	<input type="checkbox"/>
i. Supporting your relationship with [CHILD]	1	2	3	4	d	r	
{IF D10 = 11-21, 30, 31}							
j. Helping [CHILD] to develop English language skills	1	2	3	4	d	r	
{IF D10 = 11-21, 30, 31}							
k. Helping [CHILD]'s language development in [FILL LANGUAGE FROM D10]	1	2	3	4	d	r	

{Head Start Cases}

W2. Now I'm going to ask you about [CHILD]'s and your experience in Head Start. Please let me know which answer best describes [CHILD]'s and your Head Start experience.

PROBE: [IF NECESSARY, READ AFTER EACH STATEMENT]: Would you say never, sometimes, often, or always

	NEVER	SOMETIMES	OFTEN	ALWAYS	DON'T KNOW	REFUSED
a. [CHILD]((C2=1) feels/(C2=2)felt) safe and secure in Head Start	1	2	3	4	d	r
b. [CHILD] ((C2=1)gets/C2=2)got) lots of individual attention	1	2	3	4	d	r
c. [CHILD]'s teacher ((C2=1)is/(C2=2) was)) open to new information and learning..	1	2	3	4	d	r
d. [CHILD] ((C2=1)has been /(C2=2)was) happy in the program	1	2	3	4	d	r
e. The teacher ((C2=1)is/(C2=2) was)) warm and affectionate towards [CHILD]	1	2	3	4	d	r
f. [CHILD] ((C2=1)is/(C2=2) was)) treated with respect by teachers	1	2	3	4	d	r
g. The teacher ((C2=1)takes/(C2=2) took)) an interest in [CHILD]	1	2	3	4	d	r
h. [CHILD] ((C2=1)feels/(C2=2) felt)) accepted by the teacher ...	1	2	3	4	d	r
i. The teacher ((C2=1)is/(C2=2) was)) supportive of you as a parent	1	2	3	4	d	r
k. You ((C2=1)feel/(C2=2) felt)) welcomed by the teacher	1	2	3	4	d	r
l. The teacher ((C2=1)handles/(C2=2) handled)) discipline matters easily without being harsh	1	2	3	4	d	r
m. The teacher ((C2=1) seems/ (C2=2) seemed) happy and content	1	2	3	4	d	r
n. The assistant teacher/aide ((C2=1)is/(C2=2) was)) warm and affectionate towards [CHILD]	1	2	3	4	d	r
o. The administrators [(C2=1)are/(C2=2) were)] supportive of you as a parent ..	1	2	3	4	d	r
p. Your relationship with your family services worker ((C2=1)is/(C2=2) was)) supportive and helpful	1	2	3	4	d	r

{Head Start Cases}{IF C2 = 1}

W3. For each statement that I read you, please tell me how well [CHILD]’s Head Start program has been doing the following things (during this school year):

PROBE: [IF NECESSARY, READ AFTER EACH STATEMENT]: Would you say [CHILD]’s program does this very well, just O.K., or doesn’t do it at all?

	DOES IT VERY WELL	JUST OKAY	DOESN'T DO IT AT ALL	DON'T KNOW	REFUSED
a. Letting you know (between parent-teacher conferences) how [CHILD] is doing in the program	1	2	3	d	r
b. Helping you understand what children at [CHILD]’s age are like.....	1	2	3	d	r
c. Making you aware of chances to volunteer at the program.	1	2	3	d	r
d. Providing workshops, materials, or advice about how to help [CHILD] learn at home.....	1	2	3	d	r
e. Providing information on community services to help [CHILD] or your family	1	2	3	d	r
[IF D7=1]					
f. Understanding the needs of families who don’t speak English	1	2	3	d	r

{Head Start Cases}

W4. What are the major ways you feel Head Start helped [CHILD] this year?

PROBE: What else?

{Head Start Cases}

W5. **What are the major ways you think Head Start helped your family this year?**

PROBE: **Did they help your family in any other areas besides educating [CHILD]? What else?**

{Head Start Cases}

W6. **If you could change anything about Head Start that you think would help it better serve children and their families, what would it be?**

X. TRACKING INFORMATION

BOX X1a
PROGRAMMING INSTRUCTIONS: PRELOAD ALL
INFORMATION FROM DATABASE
IF SPRING 2012, ASK ONLY X4

{IF SC2c_2=2}

**Thank you for your help. My next questions will be about how to contact you in case we have any questions.
GO TO X4.**

{IF C2 = 1}

Thank you for spending this time with me. (IF FALL 2009, SPRING 2010 OR SPRING 2011 AND IN PERSON INTERVIEW: I will give you your thank-you money in just a few minutes.) (IF TELEPHONE INTERVIEW: We will send you your thank-you money within the next 2 weeks.) (IF FALL 2009, SPRING 2010, OR SPRING 2011: As we talked about earlier, we plan to interview you again in the spring and we need to know how to get in touch with you.)

(IF FALL 2009, SPRING 2010, SPRING 2011 OR SPRING 2012: My next questions will be about how to contact you or people who will know how to find you.

X1. First, I would like to verify your telephone number. What is your telephone number?

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|_|
AREA CODE

NO TELEPHONE.....1
DON'T KNOW.....d
REFUSED.....r

→ GO TO X2

{IF NUMBER PROVIDED AT X1}

X1a. Whose name is that number listed under?

NAME → GO TO X3a

DON'T KNOW.....d
REFUSED.....r

→ GO TO X4

{IF X1 = d, r}

X2. **Can you give me a number where you can be reached?**

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|
AREA CODE

DON'T KNOW.....d
REFUSED.....r → GO TO X4

{IF NUMBER PROVIDED AT X2}

X3. **Whose telephone is that?**

_____ → GO TO X3a
NAME

DON'T KNOW.....d
REFUSED.....r → GO TO X4

X3a. **Do you have another phone number like a beeper number or cell phone number?**

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_| CELL PHONE
AREA CODE

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_| BEEPER
AREA CODE

NO BEEPER OR CELL PHONE 1
DON'T KNOW.....d
REFUSED.....r

X4. **Please give me your full name and permanent address.**

Name: _____

Address: _____

DON'T KNOW.....d
REFUSED.....r

IF C2 = 2, d, r – GO TO ENDING

{J17, K17, OR L17 = 1} OR {J17, K17, OR L17 = 0 AND J18, K18, OR L18 = 1}

X5. **May we call you at your work number?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{X5=1}

X6. **What is your work telephone number?**

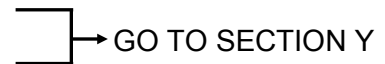
(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|
AREA CODE

DON'T KNOW d
REFUSED r

X7a. **Please tell me the names, addresses and telephone numbers of three people who do not live with you but who will know how to contact you a year from now? This will help us contact you so we can still complete an interview with you if you move.**

What is the name of the first person who will know how we can reach you?

DON'T KNOW d
REFUSED r



X7b. How is this person related to you?

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER	13
ADOPTIVE FATHER	14
STEPMOTHER.....	15
STEPFATHER	16
GRANDMOTHER	17
GRANDFATHER.....	18
GREAT GRANDMOTHER	19
GREAT GRANDFATHER	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE)	23
OTHER RELATIVE OR IN-LAW (MALE)	24
FOSTER PARENT (FEMALE)	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE)	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE)	30
DON'T KNOW.....	d
REFUSED.....	r

X7c. What is that person's telephone number?

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|_|
AREA CODE

DON'T KNOW.....	d
REFUSED.....	r

X7d. **Please give me their permanent address.**

ADDRESS: _____

DON'T KNOW.....d

REFUSED.....r

X8a. **What is the name of a second person?**

DON'T KNOW.....d

REFUSED.....r

X8b. How is this person related to you?

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER.....	13
ADOPTIVE FATHER.....	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER.....	17
GRANDFATHER.....	18
GREAT GRANDMOTHER.....	19
GREAT GRANDFATHER.....	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE).....	23
OTHER RELATIVE OR IN-LAW (MALE).....	24
FOSTER PARENT (FEMALE).....	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE).....	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE).....	30
DON'T KNOW.....	d
REFUSED.....	r

X7c. What is that person's telephone number?

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|_|
 AREA CODE

DON'T KNOW.....	d
REFUSED.....	r

X7d. **Please give me their permanent address.**

ADDRESS: _____

DON'T KNOW.....d
REFUSED.....r

X9a. **What is the name of a third person?**

DON'T KNOW.....d
REFUSED.....r

X9b. **How is this person related to you?**

BIOLOGICAL MOTHER..... 11
BIOLOGICAL FATHER..... 12
ADOPTIVE MOTHER..... 13
ADOPTIVE FATHER..... 14
STEPMOTHER..... 15
STEPFATHER..... 16
GRANDMOTHER..... 17
GRANDFATHER..... 18
GREAT GRANDMOTHER..... 19
GREAT GRANDFATHER..... 20
SISTER/STEPSISTER..... 21
BROTHER/STEPBROTHER..... 22
OTHER RELATIVE OR IN-LAW (FEMALE)..... 23
OTHER RELATIVE OR IN-LAW (MALE)..... 24
FOSTER PARENT (FEMALE)..... 25
FOSTER PARENT (MALE)..... 26
OTHER NON-RELATIVE (FEMALE)..... 27
OTHER NON-RELATIVE (MALE)..... 28
PARENT'S PARTNER (FEMALE)..... 29
PARENT'S PARTNER (MALE)..... 30
DON'T KNOW.....d
REFUSED.....r

X9c. **What is their telephone number?**

(|_|_|_|_|)|_|_|_|_|_|_|_|_|_|_|
AREA CODE

DON'T KNOW.....d

REFUSED.....r

X9d. **Please give me their permanent address.**

ADDRESS:_____

DON'T KNOW.....d

REFUSED.....r

Y. INTERVIEWER RATINGS

Y1. Please rate the following qualities of the respondent, the interviewing situation, and the data:

The respondent (was/had) . . .

	HIGH	LOW
a. able to understand questions easily	7 6 5 4 3 2 1	hardly able to understand
b. truthful	7 6 5 4 3 2 1	untruthful
c. accurate	7 6 5 4 3 2 1	inaccurate
d. interested in the interview	7 6 5 4 3 2 1	not interested in the interview
e. cooperative	7 6 5 4 3 2 1	uncooperative
f. no English language problem	7 6 5 4 3 2 1	spoke English with great difficulty
g. interviewed without interruption	7 6 5 4 3 2 1	interrupted often
h. your opinion about the overall quality of the data		
High	7 6 5 4 3 2 1	Low

ZZ. LANGUAGE ISSUES

ZZ1. Was a translator used?

YES 1
NO 0
DON'T KNOW d
REFUSED r

ZZ2. Which language was used?

CODE ONLY ONE

FRENCH 11
SPANISH 12
CAMBODIAN (KHMER) 13
CHINESE 14
HAITIAN CREOLE 15
HMONG 16
JAPANESE 17
KOREAN 18
VIETNAMESE 19
ARABIC 20
OTHER (SPECIFY) 21

ENGLISH 25
DON'T KNOW d
REFUSED r



Head Start and Kindergarten Parent Interview

*Fall 2009, Spring 2010,
Spring 2011, Spring 2012*

*Spanish Version – Versión En
Español*

De acuerdo con el Acta de Reducción de Papeleo de 1995, no se requiere que ninguna persona responda cuando le soliciten información a menos que tenga a la vista un número de control de OMB vigente. El número de OMB vigente para esta solicitud de información se pondrá después que sea aprobada. Se estima que el tiempo que se necesita para proporcionar la información es de un promedio de 60 minutos por participante, incluyendo el tiempo para leer las instrucciones, buscar las fuentes de datos que haya, juntar los datos necesarios, y completar y revisar la información solicitada.

Spanish Parent Interview Routing Explanations

FACES draws samples of 3-and 4-year-old children who entered Head Start for the first time in fall 2009 and are expected to attend Head Start for one or two years before moving on to kindergarten. Therefore, references in this document to HEAD START CASES indicate items asked only while a child was attending Head Start. This includes the fall 2009, spring 2010, and spring 2011 waves for those children who entered Head Start as 3-year-olds and the fall 2009 and spring 2010 waves for those children who entered Head Start as 4-year-olds. Any reference in this document to KINDERGARTEN CASES indicates items asked only while a child was attending kindergarten, which would be the spring 2011 wave for entering 4-year-olds and the spring 2012 wave for entering 3-year-olds.

SCREENER

Sample Info: PRELOAD FROM SMS AS INTERVIEWER NOTES

IF FALL 2009 OR NO PREVIOUS INTERVIEW BUT CONSENT HAS BEEN OBTAINED, DISPLAY INFORMATION FOR INDIVIDUAL WHO GAVE CONSENT: Respondent is [RESPONDENT NAME], [RELATIONSHIP TO CHILD], to [CHILD], consent given [DATE CONSENT FORM WAS SIGNED OR WHEN INDIVIDUAL WAS LOADED INTO SMS]

IF FALL 2009 OR NO PREVIOUS INTERVIEW AND CONSENT HAS NOT BEEN OBTAINED, DISPLAY: Respondent information is not yet available; consent has not been obtained.

IF SPRING 2010, SPRING 2011, OR SPRING 2012 AND THERE IS A PREVIOUS INTERVIEW, DISPLAY RESPONDENT FOR MOST RECENT INTERVIEW: Respondent was [RESPONDENT NAME], [RELATIONSHIP TO CHILD] to [CHILD], conducted on [DATE OF MOST RECENT INTERVIEW].

MakeDialPhone

AUTO DIAL.....	01	}	→ FOLLOW CATI MODULE
MANUAL DIAL.....	02		
QUICK EXIT	03		
RESPONDENT CALLING IN/CAPI	04	→	GO TO Hello

NOTE: FOR FACES 2009 DISPLAY EITHER THE CATI TEXT OR THE CAPI TEXT DEPENDING ON MODE OF PROCESSING. DO NOT DISPLAY BOTH AT THE SAME TIME.

{IF CATI AND MakeDialPhone = 1,2,4 OR IF CAPI}

Hello.

Mi nombre es _____ de Mathematica Policy Research. [(IF CATI AND MakeDialPhone = 4) **Gracias por llamar para completar la encuesta**].

[(IF CAPI AND RESPONDENT NAME IS AVAILABLE (PRELOADED)) **¿Por favor, puedo hablar con [NAME]/¿Es usted [NAME]?**]

{PROGRAMMER NOTE: IF NO PRIOR INTERVIEW, FILL WITH NAME ON CONSENT FORM; IF PRIOR INTERVIEW, FILL WITH NAME OF MOST RECENT RESPONDENT.}

- [NAME] AVAILABLE 1 → GO TO SampMemb
- [NAME] COMES TO THE PHONE/DOOR 2 → GO TO SampMemb
- [NAME] ASKS WHAT THE CALL/VISIT IS ABOUT 3 → GO TO WHATABOUT
- [NAME] NOT AVAILABLE 4 → GO TO SampMemb
- [NAME] HAS MOVED 5 → GO TO KNOWWHERE
- [NAME] DOES NOT SPEAK ENGLISH..... 6 → GO TO LANG
- NEVER HEARD OF [NAME]/WRONG NUMBER/ DIFFERENT RESPONDENT 7 → GO TO THANKS
- HUNG UP DURING INTRODUCTION 8 → GO TO TERMINATE INTERVIEW

SampMemb. [(IF Hello=2 OR WhatAbout=2) **Hola, mi nombre es _____.**][(IF MakeDialPhone≠4) **Estoy llamando acerca de [CHILD] y de sus experiencias en Head Start) Quisiéramos entrevistarle a usted acerca de las experiencias de [CHILD] en Head Start y de otras cosas relacionadas a su experiencia de Head Start. ¿Es ahora [(If MakeDialPhone=4) aún] una buena hora para hablar?**]

- YES, CONTINUE 1 → GO TO RespondentConfirm
- NOT A GOOD TIME 2 → MAKE APPOINTMENT
- HUNG UP DURING INTRODUCTION 3 → TERMINATE INTERVIEW
- SUPERVISOR REVIEW 4 → TERMINATE INTERVIEW
- REFUSED..... r → GO TO EXIT TAB, THEN TERMINATE INTERVIEW

{IF Hello=3}

WhatAbout[(IF CATI AND MakeDialPhone≠4) **Estoy llamando acerca de un estudio que estamos conduciendo / (IF MakeDialPhone=4) Estamos conduciendo un estudio] para aprender más acerca de familias en el programa de Head Start, y de cómo Head Start proporciona diferentes tipos de servicios a niños y familias. [(IF MakeDialPhone≠4) ¿Puedo hablar con [NAME]?)**

- [NAME AVAILABLE] 1 → GO TO SampMemb
- [NAME] COMES TO THE [(CATI) PHONE/ (CAPI) DOOR] 2 → GO TO SampMemb
- [NAME] CURRENTLY UNAVAILABLE..... 3 → GO TO SampMemb
- [NAME] MOVED 4 → GO TO KnowWhere
- [NAME] DOES NOT SPEAK ENGLISH..... 5 → GO TO LANG
- NEVER HEARD OF [NAME]/WRONG NUMBER/ DIFFERENT RESPONDENT 6 → GO TO THANKS
- [(CATI) HUNG UP DURING INTRODUCTION].... 7 → TERMINATE INTERVIEW
- SUPERVISORY REVIEW 8 → TERMINATE INTERVIEW

{IF Hello=5 OR WhatAbout=3}

KnowWhere: **¿Usted o alguna otra persona allí sabe cómo podemos ponernos en contacto con [NAME]?**

- YES 1 → GO TO NewPhone
- NO 0 → GO TO Thanks

{IF Hello=6 OR WhatAbout=4}

Lang. CODE LANGUAGE NEEDED TO COMPLETE INTERVIEW IF POSSIBLE THEN END INTERVIEW

- SPANISH 1 → GO TO THANKS
- FRENCH..... 2 → GO TO THANKS
- CHINESE..... 3 → GO TO THANKS
- RUSSIAN..... 4 → GO TO THANKS
- GERMAN 5 → GO TO THANKS
- OTHER LANGUAGE (SPECIFY) 6 → GO TO OtherLang

{IF LANG=6}

OtherLang IF POSSIBLE, RECORD LANGUAGE SPOKEN STRING[15] → GO TO THANKS

{IF Hello=5 OR WhatAbout=3 AND KnowWhere=1}

NewPhone. ¿Me puede dar su número de teléfono, por favor?

YES 1 → GO TO pGETPHONE
NO 0 → GO TO NewAddr

{IF Hello=5 OR WhatAbout=3 AND KnowWhere=1}

NewAddr. ¿Me puede dar su dirección, por favor?

YES 1 → GO TO pGETADDRESS
NO 0 → GO TO Thanks

{Hello=5,6,7 OR WhatAbout=3,4,5}

Thanks: **Gracias por su tiempo.** TERMINATE INTERVIEW

{IF SampMemb=1}

RespondentConfirm. CONFIRM WHETHER THE PERSON WITH WHOM YOU ARE SPEAKING IS [NAME]. IF YOU ARE NOT CERTAIN, ASK “¿Es usted [NAME]?”

YES, PERSON IS [NAME] 1 → GO TO PREVIOUS INTERVIEW BOX
NO, PERSON IS NOT [NAME] 0 → IF FALL 2009 OR NO PREVIOUS INTERVIEW GO TO Thanks. IF SPRING 2010, 2011, OR 2012 GO TO RespondentIdentify.

{IF RespondentConfirm=0}

RespondentIdentify. IDENTIFY THE PERSON WITH WHOM YOU ARE SPEAKING. IF YOU ARE NOT CERTAIN, SAY “Por favor, ¿me puede decir su nombre?”

PROGRAMMER – IF SPRING 2010, SPRING 2011, OR SPRING 2012 DISPLAY MOST RECENT PI R, PARENTS 2 AND 3 (FROM SMS) AND “OTHER.”

PROGRAMMER – IF RespondentIdentify=4 (NOT LISTED), THEN CREATE AN ALERT MESSAGE AS FOLLOWS: “IN CASE ____ [FILL CASE ID NUMBER] ACTUAL RESPONDENT DOES NOT MATCH POTENTIAL RESPONDENTS IDENTIFIED IN SMS. NEW ID MUST BE ASSIGNED” SEND THIS MESSAGE TO IDENTIFIED STAFF.

[Parent1] 1 → GO TO PREVIOUS INTERVIEW BOX
[Parent2] 2 → GO TO PREVIOUS INTERVIEW BOX
[Parent3] 3 → GO TO PREVIOUS INTERVIEW BOX
NOT LISTED 4 → GO TO PREVIOUS INTERVIEW BOX

PREVIOUS INTERVIEW BOX

IF FALL 2009 CONTINUE AT SC1

IF SPRING 2010, SPRING 2011, OR SPRING 2012 AND NO
PREVIOUS INTERVIEW WITH THIS RESPONDENT:
CONTINUE AT SC1

IF SPRING 2010, SPRING 2011, OR SPRING 2012 AND
PREVIOUS INTERVIEW WITH RESPONDENT: CONTINUE AT
SC0.

{IF SPRING 2010, SPRING 2011, OR SPRING 2012}

SC0. **En (el otoño de 2009)/(la primavera de 2010))(la primavera de 2011)
completamos una entrevista con [PRE-FILL WITH NAME OF LAST
RESPONDENT]. ¿Es usted esa persona?**

YES, SAME RESPONDENT 1 → GO TO SC2

NO, DIFFERENT RESPONDENT 0 → GO TO SC1

{IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT}

SC1. **Quisiera hablar con la persona que es principalmente responsable por el cuidado de [CHILD]. ¿Es usted esa persona?**

YES	1	→	GO TO SC1a
NO	0	}	→ GO TO SC2a
DON'T KNOW	d		
REFUSED.....	r		

{IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT AND SC1=1}

SC1a. **¿Vive usted en el mismo hogar que [CHILD]?**

YES	1	→	IF FALL 2009, GO TO INT2; ELSE GO TO SC2b_2
NO	0	}	→ GO TO SC2a
DON'T KNOW	d		
REFUSED.....	r		

{IF PREVIOUS INTERVIEW WITH THIS RESPONDENT AND SC0=1}

SC2. **En [el otoño 2009, primavera 2010, primavera 2011] (lo/la) entrevistamos a usted como la persona que era principalmente responsable por el cuidado de [CHILD]. ¿Es usted todavía la persona que es principalmente responsable por el cuidado de [CHILD]?**

YES	1	→	GO TO SC2x
NO	0	}	→ GO TO BOX SC2a
DON'T KNOW	d		
REFUSED.....	r		

{IF PREVIOUS INTERVIEW WITH THIS RESPONDENT AND SC0=1 AND SC2=1}

SC2x. **¿Vive usted en el mismo hogar que [CHILD]?**

YES	1	→	GO TO SC2b_2
NO	0	}	→ GO TO SC2a
DON'T KNOW	d		
REFUSED.....	r		

{IF SC1, SC1a, SC2, OR SC2x = 0, d, r}

SC2a. **Entre las personas que viven con [CHILD], ¿quién es la más responsable por el cuidado de [CHILD]?**

[Parent2]	2	→	GO TO SC2b
[Parent3]	3	→	GO TO SC2b
NOT LISTED.....	4	→	GO TO GetNameIntro

PROGRAMMER – IF SPRING 2010, SPRING 2011, OR SPRING 2012 DISPLAY MOST RECENT PIR, PARENTS 2 AND 3 (FROM SMS) AND “OTHER.”

PROGRAMMER – SC2a=4 (NOT LISTED), THEN CREATE AN ALERT MESSAGE AS FOLLOWS: “IN CASE ____ [FILL CASE ID NUMBER] INDIVIDUAL IDENTIFIED AS PERSON MOST RESPONSIBLE FOR CHLD’S CARE DOES NOT MATCH POTENTIAL RESPONDENTS IDENTIFIED IN SMS. NEW ID MUST BE ASSIGNED” SEND THIS MESSAGE TO IDENTIFIED STAFF.

[Parent1] 1 → GO TO SC2b
 [Parent2] 2 → GO TO SC2b
 [Parent3] 3 → GO TO SC2b
 NOT LISTED..... 4 → GO TO GetNameIntro

{IF OTHER}

GetNameIntro. “[IF SC1a OR SC2x=0, d, r) **Entre las personas que viven con [CHILD], Por favor dígame el nombre de la persona que es la más responsable por el cuidado de [CHILD].**”

ENTER 1 TO CONTINUE 1 → GO TO GETNAME
 (LABEL = Most responsible person)
 DON’T KNOW d → EXIT INTERVIEW
 REFUSE r

{PROGRAMMER NOTE: SC2b SHOULD NOT BE ASKED IF THE PERSON STATES HE/SHE DOES NOT LIVE WITH THE CHILD (I.E., IF SC1a OR SC2x ARE ASKED AND=0). IF SC1a OR SC2X ARE ASKED AND=0, THEN GO STRAIGHT TO SC2c}

{IF SC1 OR SC2 = 0, d, r}

SC2b. **¿Está [PERSON IDENTIFIED IN SC2a OR GETNAME] allí y puedo hablar con (él/ella)?**

[NAME] COMES TO PHONE 1 → GO TO INT2
 NEED TO CALL BACK 2 → GO TO CallBack
 [NAME] DOES NOT LIVE HERE 3 → GO TO SC2c
 DON’T KNOW d → EXIT INTERVIEW
 REFUSED..... r

SC2c. **¿Me puede dar su dirección y número de teléfono?**

ENTER 1 TO CONTINUE 1 → GO TO GETADDRESS
(LABEL = Most responsible address)

DON'T KNOW d
REFUSE r

GETADDRESS _____ → GO TO GETPHONE
(LABEL = Most responsible phone)

GETPHONE _____ → EXIT INTERVIEW

PRELOAD WHETHER CHILD IS A HEAD START CASE OR KINDERGARTEN CASE FROM SMS. IF SMS DESIGNATION FOR CHILD IS „UNKNOWN“, THEN GO TO SC2c_2/SC2c.

SC2b_2. **Según nuestros archivos, [CHILD] [todavía está asistiendo a (IF HEAD START CASE) Head Start / (IF KINDERGARTEN CASE) [CHILD] ahora está asistiendo a Kindergarten]. ¿Es eso correcto?**

(IF KINDERGARTEN CASE) INTERVIEWER NOTE: KINDERGARTEN: AÑO DE ESCUELA TRADICIONAL, PRINCIPALMENTE PARA NIÑOS DE 5 AÑOS, ANTES DE ENTRAR AL PRIMER GRADO.

YES 1 → GO TO INT2
NO 0
DON'T KNOW d
REFUSED r

{SC2b_2=0,d,r} {SMS DESIGNATION FOR CHILD=UNKNOWN}

SC2c_2. ¿A qué grado o año de la escuela asiste (CHILD)?

HEAD START	1	→ IF SPRING 2012 GO TO SC2c_2Exit to TERMINATE INTERVIEW, ELSE CHANGE PRELOAD VARIABLE TO HEAD START, THEN GO TO INT2
.....		
KINDERGARTEN	2	→ IF SPRING 2010, GO TO SC2c_2Exit TO TERMINATE INTERVIEW. IF SPRING 2011 OR 2012, CHANGE PRELOAD VARIABLE TO KINDERGARTEN, THEN GO TO INT2.
TRANSITIONAL KINDERGARTEN (BEFORE K).....	3	→ CONTINUE WITH INTERVIEW
PREFIRST GRADE (AFTER K)	4	→CONTINUE WITH INTERVIEW
FIRST GRADE.....	5	→SC2c_2Exit TO TERMINATE INTERVIEW
UNGRADED OR HOME SCHOOLED.....	6	→GO TO SC2C_2new
SPECIAL EDUCATION.....	7	→CONTINUE WITH INTERVIEW
NURSERY/PRESCHOOL	8	→SC2c_2Exit TO TERMINATE INTERVIEW
PREKINDERGARTEN	9	→SC2c_2Exit TO TERMINATE INTERVIEW
SOMETHING ELSE (SPECIFY).....	10	
NOT ENROLLED IN SCHOOL.....	11	
DON'T KNOW.....	d	} → TERMINATE INTERVIEW (GO TO SC2C_2EXIT)
REFUSED.....	r	

PROGRAMMER: CREATE A HELP SCREEN WITH THE FOLLOWING DEFINITIONS:

NURSERY/PRESCHOOL/PRE-KINDERGARTEN: PROGRAMS THAT OFFER CLASSES PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN. THESE MAY BE OFFERED BY PUBLIC AND PRIVATE ORGANIZATIONS.

TRANSITIONAL (OR READINESS) KINDERGARTEN: EXTRA YEAR OF SCHOOL FOR KINDERGARTEN-AGE ELIGIBLE CHILDREN WHO ARE JUDGED NOT READY FOR KINDERGARTEN.

KINDERGARTEN: TRADITIONAL YEAR OF SCHOOL PRIMARILY FOR 5-YEAR-OLDS PRIOR TO FIRST GRADE.

PRE-FIRST (TRANSITIONAL FIRST) GRADE (AFTER K): EXTRA YEAR OF SCHOOL FOR CHILDREN WHO HAVE ATTENDED KINDERGARTEN BUT HAVE BEEN JUDGED NOT READY FOR FIRST GRADE.

UN-GRADED: A CLASSROOM CONTAINING KINDERGARTEN-AGED STUDENTS (POSSIBLY IN COMBINATION WITH OTHER AGES), NOT FORMALLY IDENTIFIED AS A "KINDERGARTEN" CLASS.

Wave Note:

The response options above were used in spring 2012. In spring 2010 and spring 2011, the response options were (1) Head Start, (2) Kindergarten, (3) Neither/Attending Universal Pre-K, or don't know/refused. If the child was not in Head Start or Kindergarten, the interview was terminated.

{IF SC2C_2=10}

SC2C_2Specify "Por favor dígame en qué grado está su hijo(a)."

STRING [50]

{IF SC2C_2=6}

SC2C_2new. ¿En qué grado estaría (CHILD) su se asistiera a una escuela con grados regulares?

HEAD START	1	→	IF SPRING 2012 GO TO SC2c_2Exit to TERMINATE INTERVIEW, ELSE CHANGE PRELOAD VARIABLE TO HEAD START, THEN GO TO INT2
.....			
KINDERGARTEN	2	→	IF SPRING 2010, GO TO SC2c_2Exit TO TERMINATE INTERVIEW. IF SPRING 2011 OR 2012, CHANGE PRELOAD VARIABLE TO KINDERGARTEN, THEN GO TO INT2.
TRANSITIONAL KINDERGARTEN (BEFORE K)	3	→	CONTINUE WITH INTERVIEW
PREFIRST GRADE (AFTER K)	4	→	CONTINUE WITH INTERVIEW
FIRST GRADE.....	5	→	SC2c_2Exit TO TERMINATE INTERVIEW
SPECIAL EDUCATION.....	7	→	CONTINUE WITH INTERVIEW
NURSERY/PRESCHOOL.....	8	→	SC2c_2Exit TO TERMINATE INTERVIEW
PREKINDERGARTEN	9	→	SC2c_2Exit TO TERMINATE INTERVIEW
DON'T KNOW.....	d	} →	TERMINATE INTERVIEW
REFUSED.....	r		

PROGRAMMER: IF SC2c_2/SC2c_2new=1,5,8,9,11,d,r IF SPRING 2012), THEN CREATE AN ALERT MESSAGE AS FOLLOWS: "IN CASE ____ [FILL CASE ID NUMBER] CHILD IS NOT ATTENDING [(IF NOT SPRING 2012) HEAD START] OR KINDERGARTEN." SEND THIS MESSAGE TO IDENTIFIED STAFF.

{IF SPRING 2012 AND SC2c_2=1 OR IF (SPRING 2010 OR SPRING 2011 AND SC2c_2=3, d, r)}

SC2c_2Exit. **Esta primavera solamente estamos observando a niños que están asistiendo a [(IF SPRING 2011) Head Start o a] Kindergarten. No tengo más preguntas para usted ahora, pero le agradezco por su tiempo.**

{IF SPRING 2012 AND SC2c_2 =1 OR IF SPRING 2010 OR SPRING 2011 AND SC2c_2 =3, d,r}

CAPI: GIVE PARENT INCENTIVE PAYMENT OF \$35.

{IF SPRING 2012 AND SC2c_2 =1 OR IF SPRING 2010 OR SPRING 2011 AND SC2c_2 =3, d, r}

CATI: ASK FOR CONTACT INFORMATION TO SEND THE INCENTIVE PAYMENT OF \$35.

INT2. [(IF SC2b=1) **Hola, mi nombre es _____ . Quisiéramos entrevistarle sobre las experiencias de [CHILD] en Head Start y de otras cosas relacionadas a sus experiencias de Head Start. Gracias por aceptar hablar conmigo. (IF PREVIOUS INTERVIEW WITH THIS RESPONDENT: Como usted quizás recuerda,) El propósito de este estudio es aprender más acerca de las familias en el Programa de Head Start y cómo Head Start proporciona diferentes tipos de servicios a niños y familias. [(IF SPRING 2010, SPRING 2011, OR SPRING 2012 AND NO PREVIOUS INTERVIEW: Cuando visitamos al programa de Head Start de [CHILD] [(IF SPRING 2010) el otoño pasado / (IF SPRING 2011 OR SPRING 2012) la primavera pasada], no tuvimos la oportunidad de entrevistarle.) (IF KINDERGARTEN CASE: A este punto queremos aprender más acerca de lo que su hijo(a) está haciendo después de Head Start.)]**

IF PARENT ASKS FOR MORE INFORMATION: **También queremos aprender más acerca del programa al que [CHILD] asiste. Quiero hablar con usted para que podamos entender el programa de (Head Start/Kindergarten) desde el punto de vista de los padres, incluyendo alguna información acerca del ambiente de su hijo(a) en el hogar. La información de este estudio se usará para ayudar a Head Start a servir mejor a todos los niños y sus familias.**

Todo lo que hablemos hoy es privado. Ni su nombre ni el de [CHILD] se pondrá con la información que usted nos dé. Si le pregunto algo que le es incómodo(a), simplemente dígamelo y pasaremos a la siguiente pregunta. Y si tiene alguna pregunta en cualquier momento durante esta entrevista, por favor no dude en hacerla.

Yo le haré preguntas y anotaré sus respuestas. Usted puede pararme en cualquier momento y pedir que vuelva a preguntas anteriores para cambiar sus respuestas. No hay respuestas correctas ni incorrectas a estas preguntas. Nadie del Programa de [(IF HEAD START CASE) Head Start / (IF KINDERGARTEN CASE) Kindergarten] verá ni oír sus respuestas. Todos los resultados del estudio serán reportados por grupos de padres; ningún resultado sera analizado o reportado por individuos.

Su participación es completamente voluntaria. Si usted escoge no completar esta entrevista, esto no afectará a la participación de su hijo o hija o de usted en Programas de (Head Start/Kindergarten). Las cosas que usted me dice son muy importantes, así que le pedimos que sea lo más precisa(o) posible. De vez en cuando es posible que le haga una pregunta que no aplica a usted o que es algo sensitiva en su naturaleza. Si eso pasa, simplemente dígame y pasaremos a la siguiente pregunta.

¿Tiene usted alguna otra pregunta antes de que empecemos?

<p>IF HEAD START CASE AND FALL 2009: GO TO MODE-1 OR IN PERSON SCHEDULER</p> <p>IF HEAD START CASE AND SPRING 2010 OR SPRING 2011: GO TO C2</p> <p>KINDERGARTEN CASES: GO TO MODE-1 OR IN PERSON SCHEDULER</p>
<p>VER – 1</p> <p>VERIFY STATUS</p>

{VERIFY STATUS MODULE}{Head Start Cases}

C2. ¿Todavía está [CHILD] registrado(a) o matriculado(a) en el mismo programa de Head Start que en [MONTH AND YEAR OF LAST INTERVIEW], /(IF NO PREVIOUS INTERVIEW [SEPTEMBER], o ha dejado de ir a ese programa?

STILL GOING TO THE SAME HEAD START PROGRAM.....	1	→	GO TO MODE-1 OR IN PERSON SCHEDULER
STOPPED GOING TO THAT HEAD START PROGRAM.....	2	} →	GO TO C9A
DON'T KNOW.....	d		
REFUSED.....	r		

{Head Start Cases}{IF C2 = 2, d, r}

C9A. Como [CHILD] no está en [PROGRAM], sólo tengo unas pocas preguntas que quisiera hacerle. Solamente tomará unos 10 minutos, y después de haber completado la corta entrevista le enviaremos \$35 para agradecerle por su ayuda. Como siempre, su participación es voluntaria y privada. Nadie del programa de Head Start va a saber que usted habló con nosotros.

¿Tiene usted alguna pregunta antes de comenzar?

{Head Start Cases}{IF C2 = 2, d, r}

C9B. ¿Cuándo dejó [CHILD] de ir a [PROGRAM]?

____ / ____ / _____
MONTH DAY YEAR

DON'T KNOW.....d

REFUSED.....r

{Head Start Cases}{IF C2 = 2, d, r}

C10. ¿Por qué dejó [CHILD] de ir a [PROGRAM]? ¿Cuál fue la razón más importante?

CODE ONLY ONE

FAMILY MOVED.....1

FAMILY LOST HOUSING11

ILLNESS (CHILD).....2

ILLNESS (FAMILY MEMBER)3

CONFLICT WITH PARENT'S WORK
OR SCHOOL SCHEDULE4

LACK OF TRANSPORTATION.....5

BAD WEATHER.....6

CHILD DID NOT WANT TO GO.....7

PARENT DECISION NOT TO SEND CHILD
OR TO SEND CHILD ELSEWHERE.....8

NEEDED FULL-DAY CHILD CARE9

OTHER (SPECIFY).....10

DON'T KNOW.....d

REFUSED.....r

{Head Start Cases}{IF C2 = 2, d, r}

C11. Después de que [CHILD] dejó de ir a [PROGRAM], ¿usted registró o matriculó a [CHILD] en otro programa pre-escolar, guardería o centro de cuidado infantil (child care), programa de desarrollo infantil o programa de Head Start?

YES1

NO0

DON'T KNOW.....d

REFUSED.....r



{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}

C12. ¿Todavía asiste [CHILD] a ese programa?

- YES1
 - NO0
 - DON'T KNOW.....d
 - REFUSED.....r
- } → GO TO BOX C17

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1}

C13. ¿Qué tipo de programa es? ¿Es . . .

NOTE: IF MORE THAN ONE PROGRAM, ASK ABOUT PRIMARY PROGRAM.

INTERVIEWER NOTE: PUBLIC SCHOOL PRE-KINDERGARTEN: PROGRAM THAT OFFERS CLASSES IN PUBLIC SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 4 YEAR-OLD CHILDREN.

INTERVIEWER NOTE: PRIVATE SCHOOL PRE-KINDERGARTEN/NURSERY: PROGRAM THAT OFFERS CLASSES IN PRIVATE SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN.

- un prekinder en una escuela pública,1
 - un prekinder o guardería o
nursery en una escuela privada,.....2
 - un centro de cuidado infantil (child care) o
programa de desarrollo del niño,.....3
 - otro programa de Head Start, o4 → GO TO C14
 - algún otro programa? (SPECIFY)5
 - _____
 - DON'T KNOW.....d
 - REFUSED.....r
- } → GO TO C15

{IF C13=5}

C13Specify “Por favor dígame a qué programa asiste (el niño/la niña).”

STRING[50]

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1}{IF C13 = 4}

C14. **Por favor dígame el nombre del programa de Head Start y en qué ciudad está.**

NAME _____

CITY _____

DON'T KNOW.....d

REFUSED.....r

{DATA DEFINITION 1..7}

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1}

C15. **¿Cuántos días a la semana va [CHILD] a este programa?**

____|____| NUMBER {SOFT EDIT: NUMBER<=7}

DON'T KNOW.....d

REFUSED.....r

{IF C15>7}

[SOFT C15] NUMBER OF DAYS A WEEK MIGHT BE TOO HIGH

Es posible que anoté algo incorrectamente. Tengo anotado que [CHILD] va a este programa [C15] días a la semana

¿Es eso correcto?

{DATA DEFINITION 1..168}

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1}

C16. **¿Cuántas horas a la semana va [CHILD] a [PROGRAM NAME]?**

____|____| NUMBER {SOFT EDIT: NUMBER<=56}

DON'T KNOW.....d

REFUSED.....r

{IF C16>56}

[SOFT C16] NUMBER OF HOURS A WEEK MIGHT BE TOO HIGH

Es posible que anoté algo incorrectamente. Tengo anotado que [CHILD] va a este programa [C16] horas cada semana.

¿Es eso correcto?

{Head Start Cases}{IF C2 = 2, d, r}{IF C11 = 1}{IF C12 = 1} {IF C13 = 1, 2, 3, 5, d, r} {IF C13 = 4, GO TO BOX C17}

C17. **En cuánto a ayudar a [CHILD] a aprender y prepararse para la escuela, ¿piensa usted que el programa . . .**

- no es tan bueno como Head Start, 1
- es tan bueno como Head Start, o..... 2
- es mejor que Head Start? 3
- DON'T KNOW d
- REFUSED..... r

BOX C17

TERMINATE THE INTERVIEW (GO TO C17_exit) IF C2=2,d,r

C17_exit. **Esta primavera solamente estamos observando a niños que están asistiendo al programa de Haed Start al que [CHILD] estaba asistiendo en [MONTH AND YEAR OF LAST INTERVIEW]. No tengo más preguntas para usted ahora, pero le agradezco por su tiempo.**

CAPI: GIVE PARENT INCENTIVE PAYMENT OF \$35.

CATI: ASK FOR CONTACT INFORMATION TO SEND THE INCENTIVE PAYMENT OF \$35.
{IF CATI}

MODE – 1. **Después de completar la entrevista teléfono usted recibirá \$35 para agradecerle por su ayuda.**

¿Quisiera usted . . .

- continuar con la entrevista ahora?
(Tomará más o menos 45 minutos) 1 → GO TO SC3
 - fijar una cita para la entrevista por teléfono, ... 2 → GO TO CATI SCHEDULER
 - (HEAD START CASES ONLY): fijar una cita
para completar la entrevista en (CENTER)?]... 3
 - (KINDERGARTEN CASES ONLY): fijar una cita
para completar la entrevista en persona? 4
 - DON'T KNOW d
 - REFUSED..... r
- } → GO TO MODE 2A

{IF CATI}{MODE-1= 3, 4}

MODE – 2A. **¿Qué día de semana entre el lunes (WEEK START) y el domingo (END OF WEEK), sería lo mejor para usted?**

LUNES (MONDAY).....	1
MARTES (TUESDAY).....	2
MIÉRCOLES (WEDNESDAY).....	3
JUEVES (THURSDAY).....	4
VIERNES (FRIDAY).....	5
SÁBADO (SATURDAY)	6
DOMINGO (SUNDAY)	7
DON'T KNOW.....	d
REFUSED.....	r

{IF CATI}{MOD -1= 3, 4}

MODE – 2B. **¿Y a qué hora del (DAY) es lo mejor para usted? Usted puede escoger más de una hora. ¿Prefiere usted la hora . . .**

De 7 a 8 de la mañana,.....	1
De 11 a 12 del mediodía,.....	2
De las 12 a 1 de la tarde,.....	3
De 3 a 4 de la tarde,	4
De 4 a 5 de la tarde,	5
De 5 to 6 de la tarde,.....	6
Después de las 6 de la tarde?	7
DON'T KNOW.....	d
REFUSED.....	r

{IF CATI}{MODE-1= 3, 4}

MODE – 3A. **¿Y qué otro día durante la semana entre el lunes (WEEK START) y el domingo (END OF WEEK), también sería conveniente para usted?**

LUNES (MONDAY).....	1
MARTES (TUESDAY).....	2
MIÉRCOLES (WEDNESDAY).....	3
JUEVES (THURSDAY).....	4
VIERNES (FRIDAY).....	5
SÁBADO (SATURDAY)	6
DOMINGO (SUNDAY)	7
DON'T KNOW.....	d
REFUSED.....	r

{IF CATI}{MODE-1= 3, 4}

MODE – 3B. **¿Y a qué hora del (DAY) es lo mejor para usted? Usted puede escoger más de una hora. ¿Prefiere usted la hora . . .**

- De 7 a 8 de la mañana,..... 1
- De 11 a 12 del mediodía,..... 2
- De las 12 a 1 de la tarde,..... 3
- De 3 a 4 de la tarde, 4
- De 4 a 5 de la tarde, 5
- De 5 to 6 de la tarde,..... 6
- Después de las 6 de la tarde? 7
- DON'T KNOW..... d
- REFUSED..... r

{IF CATI}{MODE-1= 3, 4}

MODE – 4. **Un miembro de nuestro equipo le llamará para fijar la hora final para la entrevista.**

Muchas gracias por su ayuda.

SC3. **Antes de empezar, me gustaría asegurarme que tenemos su nombre anotado correctamente.**

BOX SC3a
 FOR FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS
 RESPONDENT, GO TO SC3a.
 FOR SPRING 2010, 2011, AND 2012 PRELOAD
 RESPONDENT FIRST NAME, MIDDLE NAME/INITIAL,
 LAST NAME FROM DATABASE.

NOTE: READ NAME TO RESPONDENT AND VERIFY SPELLING

- NAME CORRECT..... 1 → GO TO SC4
- NAME INCORRECT 2

{IF SC3 = 2 OR FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT}

SC3a. ¿Podría decirme la manera correcta de escribir su nombre?

FIRST NAME: _____

MIDDLE INITIAL: _____

LAST NAME: _____

DON'T KNOW..... d

REFUSED..... r

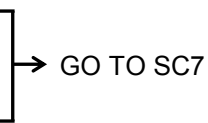
SC4. ¿Usa usted algún otro nombre además de [NAME OF RESPONDENT]?

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r



{IF SC4 = 1}

SC5. ¿Me puede dar ese nombre?

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

{IF SC4 = 1}{IF SC5 = 1}

SC6. ENTER NAME

FIRST NAME: _____

MIDDLE INITIAL: _____

LAST NAME: _____

{IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT OR BIRTH DATE IS MISSING}

SC7. ¿Cuál es su fecha de nacimiento?

|_|_| / |_|_| / |_|_|_|_|
MONTH DAY YEAR

DON'T KNOW..... d

REFUSED..... r

{IF PREVIOUS INTERVIEW WITH THIS RESPONDENT AND BIRTH DATE IS NOT MISSING}

SC7a. **Ahora quiero confirmar que tenemos su fecha de nacimiento anotada correctamente.**

BOX SC7a
PRELOAD RESPONDENT'S BIRTH DATE
(MONTH/DAY/YEAR) FROM DATABASE

NOTE: READ BIRTH DATE TO THE RESPONDENT AND VERIFY WHETHER CORRECT

BIRTH DATE CORRECT 1 → CONTINUE

BIRTH DATE INCORRECT 2 → RECORD CORRECT BIRTH DATE

|_|_| / |_|_| / |_|_|_|_|
MONTH DAY YEAR

{SC8 THROUGH BOX SC11b ONLY IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT}

SC8. **Ahora gustaría asegurarme que tenemos el nombre de [CHILD] anotado correctamente.**

BOX SC8a
PRELOAD CHILD'S FIRST NAME, MIDDLE NAME/INITIAL,
LAST NAME FROM DATABASE

NOTE: READ NAME TO RESPONDENT AND VERIFY SPELLING

NAME CORRECT 1 → GO TO SC9

NAME INCORRECT 2

{IF SC8 = 2}

SC8a. **¿Puede decirme la manera correcta de escribir el nombre de [CHILD]?**

FIRST NAME: _____

MIDDLE INITIAL: _____

LAST NAME: _____

DON'T KNOW..... d

REFUSED..... r

SC9. ¿Cuál es su parentesco o relación (familiar) con [CHILD]?

CODE ONLY ONE

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER.....	13
ADOPTIVE FATHER.....	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER.....	17
GRANDFATHER.....	18
GREAT GRANDMOTHER.....	19
GREAT GRANDFATHER.....	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE).....	23
OTHER RELATIVE OR IN-LAW (MALE).....	24
FOSTER PARENT (FEMALE).....	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE).....	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE).....	30
DON'T KNOW.....	d
REFUSED.....	r

{PROGRAMMER NOTE: HIDE SC9a and SC9b IF ANSWERED IN ANY PREVIOUS INTERVIEW}

{IF SC9 = 12, 14-30, d, r}

SC9a. ¿Cuál es el primer nombre de la madre biológica de [CHILD]?

{PROGRAMMER NOTE: IF THERE IS A PRIOR INTERVIEW WITH THIS FAMILY, DISPLAY LIST OF ADULT FEMALES FROM HOUSEHOLD ROSTER.}

FIRST NAME _____

DON'T KNOW.....	d
REFUSED.....	r

{IF SC9 = 11, 13, 15-30, d, r}

SC9b. ¿Cuál es el primer nombre del padre biológico de [CHILD]?

{PROGRAMMER NOTE: IF THERE IS A PRIOR INTERVIEW WITH THIS FAMILY, DISPLAY LIST OF ADULT MALES FROM HOUSEHOLD ROSTER.}

FIRST NAME _____

DON'T KNOW.....d

REFUSED.....r

{IF SC9 = 17-30, d, r}

SC10. ¿Es usted (el/la) guardián(a) o tutor(a) legal de [CHILD]?

YES 1 → GO TO BOX SC11b

NO 0

DON'T KNOW.....d

REFUSED.....r

{IF SC10 = 0, d, r}

SC11. ¿Quién es (el/la) guardián(a) o tutor(a) legal de [CHILD]?

NAME _____

ADDRESS _____

CITY _____

STATE: |__|__|

|__|__|__| - |__|__|__| - |__|__|__| TELEPHONE
(AREA CODE)

DON'T KNOW.....d

REFUSED.....r

BOX SC11b
HEAD START CASES: GO TO VERSION BOX A
KINDERGARTEN CASES: GO TO VERSION BOX AA1

AA. ABOUT HEAD START

Version Box AA1
KINDERGARTEN CASES ONLY
CONTINUE

{Kindergarten Cases}

AA1. Ahora, hablemos de la experiencia de [CHILD] en Head Start el año pasado

El año pasado, en el {(IF SPRING 2011) 2009-2010/(IF SPRING 2012) 2010-2011)¿continuó [CHILD] a ir a Head Start hasta el final de año del programa, o dejó (él/ella) de ir antes que el programa termine?

KEPT GOING TO END OF PROGRAM YEAR 1 → GO TO VERSION BOX A
STOPPED GOING BEFORE END OF PROGRAM YEAR..... 2
OTHER (SPECIFY)..... 3

DON'T KNOW..... d
REFUSED..... r

} → GO TO AA2

{IF AA1=3}

AA1Specify “Por favor dígame acerca de la porción o parte del año que [CHILD] estuvo en Head Start.”

STRING[50]

{Kindergarten Cases}

{AA1=2, 3, d, OR r}

AA2. ¿Cuándo dejó [CHILD] de ir a Head Start?

____| MONTH ____|____| YEAR
DON'T KNOW..... d
REFUSED..... r

PROGRAMMER: DISPLAY SOFT EDIT IF VALUES OUT OF RANGE.

[SOFT AA2] THE DATE IS OUT OF RANGE
**Es possible que anoté algo incorrectamente. Tengo anotado que [AA2] como el numero de fecha que [CHILD] dejo de ir a head start.
¿Es eso correcto?**

{Kindergarten Cases}

{AA1=2, 3, d, OR r}

AA3. ¿Por qué dejó [CHILD] de ir a Head Start?

PROBE: ¿Cuál fue la razón más importante?

CIRCLE ONLY ONE

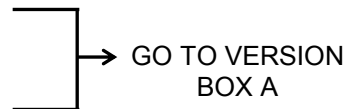
- FAMILY MOVED..... 1
 - FAMILY LOST HOUSING 11
 - ILLNESS OF CHILD 2
 - ILLNESS OF FAMILY MEMBER..... 3
 - CONFLICT WITH PARENT'S WORK
OR SCHOOL SCHEDULE 4
 - LACK OF TRANSPORTATION..... 5
 - BAD WEATHER..... 6
 - CHILD DID NOT WANT TO GO..... 7
 - PARENT DECISION NOT TO SEND CHILD
OR TO SEND CHILD ELSEWHERE..... 8
 - NEEDED FULL-DAY CHILD CARE 9
 - OTHER (PLEASE SPECIFY)..... 10
-
- DON'T KNOW..... d
 - REFUSED..... r

{Kindergarten Cases}

{AA1=2, 3, d, OR r}

AA4. Sin incluir a cualquier programa de verano, después de que (él/ella) dejó de ir a Head Start (y antes de empezar a ir al kindergarten), ¿matriculó usted a [CHILD] para ir en forma regular a otro programa preescolar o programa de desarrollo de niños?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r



AA5. NO A5 THIS VERSION.

{Kindergarten Cases}

{AA1=2, 3, d, OR r}{AA4=1}

AA6. **(Hablemos del programa donde [CHILD] pasó el mayor tiempo.) ¿Diría usted que era . . .**

INTERVIEWER NOTE: PUBLIC SCHOOL PRE-KINDERGARTEN – PRE-KINDERGARTEN EN ESCUELA PÚBLICA: PROGRAMA QUE OFRECE CLASES EN ESCUELAS PÚBLICAS ANTES DEL KINDERGARTEN, SIRVIENDO PRINCIPALMENTE A NIÑOS DE 4 AÑOS DE EDAD.

INTERVIEWER NOTE: PRIVATE SCHOOL PRE-KINDERGARTEN/NURSERY – PRE-KINDERGARTEN EN ESCUELA PRIVADA/JARDÍN INFANTIL: PROGRAMA QUE OFRECE CLASES EN ESCUELAS PRIVADAS ANTES DEL KINDERGARTEN, SIRVIENDO PRINCIPALMENTE A NIÑOS DE 3 Y 4 AÑOS DE EDAD.

- un programa de prekindergarten en una escuela pública,** 1
 - un prekindergarten o jardín infantil de una escuela privada,** 2
 - un centro de cuidado de niños o programa de desarrollo de niños ,** 3
 - otro programa de Head Start, o** 4
 - algún otro lugar? (SPECIFY).....** 5
-
- DON'T KNOW..... d
 - REFUSED..... r

{Kindergarten Cases}

{DATA DEFINITION 1..7}{AA1=2, 3, d, OR r}{AA4=1}

AA7. **¿Cuántos días a la semana iba [CHILD] a ese programa?**

|_|_| NUMBER {SOFT EDIT: NUMBER<=5}

DON'T KNOW..... d

REFUSED..... r

{IF AA7>5}

[SOFT AA7] NUMBER OF DAYS A WEEK MIGHT BE TOO HIGH

Es posible que anoté algo incorrectamente. Tengo anotado que [CHILD] iba a este programa [AA7] días a la semana.

¿Es eso correcto?

{Kindergarten Cases}

{AA1=2, 3, d, OR r}{AA4=1}

AA8. ¿Cuántas horas a la semana pasaba [CHILD] en ese programa?

|_|_| NUMBER {SOFT EDIT: NUMBER<=56}

DON'T KNOW.....d

REFUSED.....r

{IF AA8>56}

[SOFT AA8] NUMBER OF HOURS EACH WEEK MIGHT BE TOO HIGH

Es posible que anoté algo incorrectamente. Tengo anotado que [CHILD] estaba en este programa [AA8] horas cada semana.

¿Es eso correcto?

BOX AA8

IF AA6 NE 4, THEN GO TO AA9b AND TERMINATE INTERVIEW,
ELSE SWITCH TO HEAD START INTERVIEW STARTING AT
VERSION BOX A

GO TO VERSION BOX A

{Kindergarten Cases}{IF AA6 NE 4}

AA9b. **No tengo otras preguntas para usted ahora, pero le agradezco por su tiempo.**

CAP1: GIVE PARENT INCENTIVE PAYMENT OF \$35.

CAT1: ASK FOR CONTACT INFORMATION TO SEND THE INCENTIVE PAYMENT OF \$35.

A. ABOUT YOUR CHILD

VERSION BOX A
ASK A1-A10 THE FIRST TIME THE FAMILY IS INTERVIEWED (FALL 2009 OR NO PREVIOUS INTERVIEW). IF PREVIOUS INTERVIEW, CHECK MISSING FLAGS:

IF GENDER IS MISSING, ASK A1, THEN HEAD START CASES GO TO VERSION BOX B, KINDERGARTEN CASES GO TO VERSION BOX BB1.

IF BIRTH DATE IS MISSING OR CONFLICTS, ASK A2, THEN HEAD START CASES GO TO VERSION BOX B, AND KINDERGARTEN CASES GO TO VERSION BOX BB1

IF GENDER IS MISSING AND BIRTH DATE IS MISSING OR CONFLICTS, ASK A1 AND A2, THEN HEAD START CASES GO TO VERSION BOX B, KINDERGARTEN CASES GO TO VERSION BOX BB1.

{FALL 2009 OR NO PREVIOUS INTERVIEW OR GENDER = MISSING}

A1. CONFIRM OR ASK: ¿[CHILD] es niño o niña?

- GIRL..... 1
- BOY..... 2
- DON'T KNOW..... d
- REFUSED..... r

{FALL 2009 OR NO PREVIOUS INTERVIEW OR BIRTHDAY = MISSING}

A2. ¿En qué fecha nació [CHILD]?

|_|_| / |_|_| / |_|_|_|_|
MONTH DAY YEAR

- DON'T KNOW..... d
- REFUSED..... r

{FALL 2009 OR NO PREVIOUS INTERVIEW, CONTINUE, ELSE, GO TO VERSION BOX B}

A3. ¿Es [CHILD] de origen español, hispano o latino?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO A5

{IF A3 = 1}

A4. ¿Cuál de estos grupos describe mejor al origen español, hispano o latino de [CHILD]? ¿Diría que:

NOTE: IF MORE THAN ONE, CODE AS OTHER

- Mexicano(a), Mexicano-americano(a), Chicano(a),** 1
 - Puertorriqueño(a),** 2
 - Cubano(a), o** 3
 - De otro grupo español/ hispano/latino? (SPECIFY)** 4
-
- DON'T KNOW d
 - REFUSED r

A5. ¿Cuál es la raza de [CHILD]? Usted puede decir más de una si desea.

CODE ALL THAT APPLY

WHITE	11
BLACK OR AFRICAN AMERICAN	12
AMERICAN INDIAN OR ALASKA NATIVE	13
ASIAN INDIAN	14
CHINESE	15
FILIPINO	16
JAPANESE	17
KOREAN	18
VIETNAMESE	19
ASIAN (NOT FURTHER SPECIFIED)	20
NATIVE HAWAIIAN	21
GUAMANIAN OR CHAMORRO	22
SAMOAN	23
OTHER PACIFIC ISLANDER (SPECIFY)	24
<hr/>	
ANOTHER RACE (SPECIFY)	25
<hr/>	
DON'T KNOW	d
REFUSED	r

A6. Por favor dígame en que país nació [CHILD].

USA	305	→ GO TO A8
MEXICO	303	
ANOTHER COUNTRY (SPECIFY)	600	
<hr/>		
DON'T KNOW	d	
REFUSED	r	

{IF A6 = 303, 600, d, r}

A7. ¿Cuántos años ha vivido [CHILD] en los Estados Unidos?

_ _	NUMBER
DON'T KNOW	d
REFUSED	r

A8. ¿Participó [CHILD] en “Early Head Start”?

PROBE: “Early Head Start” es un programa diseñado para proporcionar servicios para realzar el desarrollo de niños desde su nacimiento hasta la edad de tres años.

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO A10

{IF A8 = 1}

A9. ¿Por cuánto tiempo estuvo (él/ella) en Early Head Start?

- |_|_| YEARS |_|_| MONTHS
- DON'T KNOW d
- REFUSED r

A10. [(IF A8=1) Aparte de Early Head Start,] ¿estuvo [CHILD] en algún otro Programa de Head Start antes de éste?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

HEAD START CASES: GO TO VERSION BOX B
KINDERGARTEN CASES: GO TO VERSION BOX BB1

BB. CURRENT EXPERIENCES

VERSION BOX BB1
KINDERGARTEN CASES ONLY
CONTINUE

{Kindergarten Cases}

BB1. **Ahora quisiera hablar con usted de las experiencias actuales de [child] en la escuela. ¿Está [CHILD] asistiendo(a) o matriculado(a) en la escuela?**

INTERVIEWER NOTE: HOME SCHOOLED – ESCUELA EN EL HOGAR: LA EDUCACIÓN DE NIÑOS EN EL HOGAR, TÍPICAMENTE POR PADRES O GUARDIANES, EN VEZ DE EN UNA ESCUELA PÚBLICA O PRIVADA.

YES 1 → GO TO BB2
NO 0 → GO TO BB4
HOME SCHOOLED 2 → GO TO BB3
HEAD START 3 → STOP. IF SPRING 2011, GO TO HEAD START VERSION BOX B/IF SPRING 2009, GO TO BB4
DON'T KNOW d
REFUSED r

{Kindergarten Cases}

BB2. **¿A qué grado o año de escuela está asistiendo [CHILD]?**

HEAD START 1 → GO TO BB4
NURSERY/PRESCHOOL/
PRE-KINDERGARTEN 2 → GO TO BB4
TRANSITIONAL KINDERGARTEN 3 → GO TO VERSION BOX B
KINDERGARTEN 4 → GO TO VERSION BOX B
PRE-FIRST GRADE (AFTER K) 5 → GO TO VERSION BOX B
FIRST GRADE 6 → GO TO BB5
UN-GRADED 7
OTHER (SPECIFY) 8 → GO TO BB4

DON'T KNOW d
REFUSED r

PROGRAMMER: CREATE A HELP SCREEN WITH THE FOLLOWING DEFINITIONS:

NURSERY/PRESCHOOL/PRE-KINDERGARTEN – JARDÍN INFANTIL/PROGRAMA PREESCOLAR/PRE-KINDERGARTEN: PROGRAMAS QUE OFRECEN CLASES ANTES DEL KINDERGARTEN, SIRVIENDO PRINCIPALMENTE A NIÑOS DE 3 Y 4 AÑOS DE EDAD. ESTAS PUEDEN SER OFRECIDAS POR ORGANIZACIONES PÚBLICAS Y PRIVADAS.

TRANSITIONAL (OR READINESS) KINDERGARTEN – KINDERGARTEN TRANSICIONAL (O DE PREPARACIÓN): AÑO EXTRA PARA NIÑOS DE EDAD-ELEGIBLE PARA EL KINDERGARTEN, QUE SON EVALUADOS COMO NO LISTOS PARA KINDERGARTEN.

KINDERGARTEN: AÑO DE ESCUELA TRADICIONAL, PRINCIPALMENTE PARA NIÑOS DE 5 AÑOS, ANTES DE ENTRAR AL PRIMER GRADO.

PRE-FIRST (TRANSITIONAL FIRST) GRADE (AFTER K) – PRE-PRIMER GRADO (PRIMER GRADO TRANSICIONAL) (DESPUÉS DE K): AÑO EXTRA DE ESCUELA PARA NIÑOS QUE ASISTIERON A KINDERGARTEN PERO QUE SON EVALUADOS COMO NO LISTOS PARA EL PRIMER GRADO.

UN-GRADED – SIN-GRADO: UNA CLASE CON NIÑOS DE EDAD DE KINDERGARTEN (POSIBLEMENTE EN COMBINACIÓN CON NIÑOS DE OTRAS EDADES), QUE NO ES FORMALMENTE IDENTIFICADA COMO UNA CLASE DE "KINDERGARTEN".

Wave Note:

In spring 2011, if the response was, “transitional K,” the respondent was routed to item BB4, “do you expect child to be enrolled in kindergarten next year or the year after that?” and then routed out of the interview after item BB5, “this spring we are only looking for children attending kindergarten. I don’t have any more questions for you at this time.”

In spring 2012, the inclusion criteria was changed so that a response of “transitional K” was routed to version box B and continued with the interview.

{Kindergarten Cases}

BB3. **¿En qué grado o año estaría [CHILD] si (él/ella) estuviera asistiendo a una escuela con grados regulares?**

HEAD START	1
NURSERY/PRESCHOOL/ PRE-KINDERGARTEN	2
TRANSITIONAL KINDERGARTEN.....	3 → GO TO VERSION BOX B
KINDERGARTEN	4 → GO TO VERSION BOX B
PRE-FIRST GRADE (AFTER K)	5 → GO TO VERSION BOX B
FIRST GRADE.....	6 → GO TO BB5
UN-GRADED	7
OTHER (SPECIFY).....	8
<hr/>	
DON'T KNOW	d
REFUSED.....	r

PROGRAMMER: CREATE A HELP SCREEN WITH THE FOLLOWING DEFINITIONS:

NURSERY/PRESCHOOL/PRE-KINDERGARTEN – JARDÍN INFANTIL/PROGRAMA PREESCOLAR/PRE-KINDERGARTEN: PROGRAMAS QUE OFRECEN CLASES ANTES DEL KINDERGARTEN, SIRVIENDO PRINCIPALMENTE A NIÑOS DE 3 Y 4 AÑOS DE EDAD. ESTAS PUEDEN SER OFRECIDAS POR ORGANIZACIONES PÚBLICAS Y PRIVADAS.

TRANSITIONAL (OR READINESS) KINDERGARTEN – KINDERGARTEN TRANSICIONAL (O DE PREPARACIÓN): AÑO EXTRA PARA NIÑOS DE EDAD-ELEGIBLE PARA EL KINDERGARTEN, QUE SON EVALUADOS COMO NO LISTOS PARA KINDERGARTEN.

KINDERGARTEN: AÑO DE ESCUELA TRADICIONAL, PRINCIPALMENTE PARA NIÑOS DE 5 AÑOS, ANTES DE ENTRAR AL PRIMER GRADO.

PRE-FIRST (TRANSITIONAL FIRST) GRADE (AFTER K) – PRE-PRIMER GRADO (PRIMER GRADO TRANSICIONAL) (DESPUÉS DE K): AÑO EXTRA DE ESCUELA PARA NIÑOS QUE ASISTIERON A KINDERGARTEN PERO QUE SON EVALUADOS COMO NO LISTOS PARA EL PRIMER GRADO.

UN-GRADED – SIN-GRADO: UNA CLASE CON NIÑOS DE EDAD DE KINDERGARTEN (POSIBLEMENTE EN COMBINACIÓN CON NIÑOS DE OTRAS EDADES), QUE NO ES FORMALMENTE IDENTIFICADA COMO UNA CLASE DE "KINDERGARTEN".

Wave Note:

In spring 2011, if the response was, “transitional K,” the respondent was routed to item BB4, “do you expect child to be enrolled in kindergarten next year or the year after that?” and then routed out of the interview after item BB5, “this spring we are only looking for children attending kindergarten. I don’t have any more questions for you at this time.”

In spring 2012, the inclusion criteria was changed so that a response of “transitional K” was routed to version box B and continued with the interview.

{Kindergarten Cases}

BB4. **¿Espera usted que [CHILD] esté matriculado(a) en kindergarten el próximo año, o el año después de éste?**

- NEXT YEAR 1
- YEAR AFTER THAT 2
- NEITHER, DON'T EXPECT CHILD
TO ATTEND KINDERGARTEN 3
- OTHER (SPECIFY)..... 4
- _____
- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}

BB5. **Esta primavera estamos viendo solamente a los niños que están asistiendo a kindergarten. No tengo más preguntas para usted ahora, pero gracias por su tiempo.**

PROGRAMMER: IF BB1=0 or BB2=1,2,3,6 OR 8 AND/OR BB3=6 "IN CASE ____ [FILL CASE ID NUMBER] CHILD IS NEITHER IN HS OR K." SEND THIS MESSAGE TO IDENTIFIED STAFF.

BOX B5a
UPDATE CONTACT INFORMATION ON THE TRACKING INFO SHEET.
GIVE PARENT INCENTIVE PAYMENT OF \$35.

GO TO VERSION BOX B

B. ABOUT HOUSEHOLD

VERSION BOX B
IF FALL 2009, SPRING 2010, SPRING 2011, OR
KINDERGARTEN SURVEY, CONTINUE.

{PROGRAMMER NOTE: B1, B2, and B3Confirm precede the household grid}

- B1. **Las siguientes preguntas son acerca de las personas que viven en el mismo hogar que usted y [CHILD].**

Incluyéndose a usted mismo(a), ¿cuántos adultos de 18 (dieciocho) años de edad o mayores viven en su hogar?

|_|_| NUMBER

DON'T KNOW..... d

REFUSED..... r

- B2. **Incluyendo a [CHILD], ¿cuántos niños y niñas de 17 (diecisiete) años de edad o menores viven en su hogar?**

|_|_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{PROGRAMMER NOTE: THE FOLLOWING POINTS PROVIDE AN OVERVIEW OF HOW THE HOUSEHOLD GRID GENERALLY OPERATES:

1. THE GRID OPERATES DIFFERENTLY FOR FIRST AND LATER ADMINISTRATIONS. FOR LATER ADMINISTRATIONS, THE INTERVIEWER CONFIRMS WHETHER THE INFORMATION REPORTED IN AN EARLIER WAVE IS STILL CORRECT AND ADDS HOUSEHOLD MEMBERS AS NECESSARY OR NOTES IF ANYONE HAS LEFT THE HOUSEHOLD (AT THIS STAGE, THE QUESTIONS StillinHH and DateLeftHH ARE USED).
2. THE FIRST ROW IS ALWAYS FOR THE FOCUS CHILD. OTHER THAN THE QUESTION REGARDING EARLY HEAD START (B8), THE DATA ARE IMPUTED FROM THE SCREENER.
3. AT THE FIRST ADMINISTRATION, THE SECOND ROW IS FOR THE RESPONDENT. IN LATER ADMINISTRATIONS, THE SECOND ROW IS FOR THE RESPONDENT ONLY IF THE RESPONDENT DOESN'T CHANGE BETWEEN WAVES. IN OTHER WORDS, IF A DIFFERENT HOUSEHOLD MEMBER RESPONDS AT THE SECOND OR LATER ADMINISTRATION THAN RESPONDED AT THE FIRST ADMINISTRATION, THEIR INFORMATION IS NOT MOVED UP TO THE SECOND ROW.
4. AT THE FIRST ADMINISTRATION, INTERVIEWERS WILL ASK FOR AND ENTER INFORMATION ABOUT ALL HOUSEHOLD MEMBERS OTHER THAN A FEW PIECES OF PRELOADED INFORMATION ABOUT THE CHILD AND RESPONDENT. AT SECOND OR LATER ADMINISTRATIONS, A NUMBER OF FIELDS WILL ONLY BE SHOWN FOR CONFIRMATION (I.E., CANNOT BE EDITED).}

{PROGRAMMER NOTE: IF FALL 2009 OR FIRST INTERVIEW WITH THIS FAMILY HIDE ALL QUESTIONS ABOUT CONFIRMING HOUSEHOLD MEMBERS. GO TO B3 AND ENTER HOUSEHOLD GRID}

{IF PRIOR INTERVIEW}

B3CONFIRM: **Aquí está la lista de los miembros del hogar y del parentesco o relación familiar que tienen con [CHILD] y que fueron reportados en [el otoño/la primavera]. ¿Los miembros del hogar y los parentescos son los mismos?**

INTERVIEWER NOTE:

NOTE: BE SURE THAT THE RESPONDENT IS INCLUDED IN THE LIST OF HOUSEHOLD MEMBERS.

NOTE: CONFIRM LIST OF HOUSEHOLD MEMBERS AND THEIR RELATIONSHIPS TO [CHILD] WITH RESPONDENT.

NOTE: IF ANY CHANGE IS NEEDED TO THE HOUSEHOLD MEMBERS OR THEIR RELATIONSHIPS TO [CHILD], PRESS 0 TO ENTER THE HH ROSTER.

NOTE: CORRECT RELATIONSHIP CODES OR ADD OR DELETE HH MEMBERS ON THE NEXT SCREENS.

{HOUSEHOLD GRID BEGINS HERE}

{PROGRAMMER NOTE: WHEN CONFIRMING HOUSEHOLD ROSTER, ALLOW INTERVIEWER TO CORRECT RELATIONSHIP CODES. DO NOT ALLOW CHANGES TO NAME OR AGE FIELDS.}

{LOAD NAMES, RELATIONSHIPS, AND AGES OF PERSONS LISTED IN ROSTER.}

{PROGRAMMER NOTE: StillInHH, DateLeftHH, B3, , B4, B5, B6, B7, B8, AND MoreHH ARE COLUMNS IN THE HOUSEHOLD GRID.}

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR StillInHH IS "IN HH"}
StillInHH. **¿Aún está (usted/[Name]) viviendo en el hogar?**

YES 1
NO 0
UPDATE THE ROW 2
DON'T KNOW d
REFUSED r

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR DateLeftHH IS "DATE LEFT HOUSEHOLD"}

{IF StillInHH= 0}

DateLeftHH. **¿Cuándo dejó (usted/[Name]) de vivir en el hogar?**

____| MONTH ____|____| YEAR
DON'T KNOW d
REFUSED r

INTERVIEWER NOTE: ENTER DATE AS MM/DD/YYYY

{SOFT EDIT: YEAR THAT HOUSEHOLD MEMBER LEFT THE HOUSEHOLD SHOULD BE GREATER THAN OR EQUAL TO 2009 AND LESS THAN OR EQUAL TO [(CURRENT YEAR) 2009/2010/2011/2012]}.

{PROGRAMMER NOTE: ASK StillInHH FOR ALL MEMBERS IN HOUSEHOLD}

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B3 IS "FIRST NAME"}
B3. {(IF THIS IS THE FIRST TIME THE INTERVIEWER HAS REACHED B3)} **Por favor dígame el nombre y la edad de todas las personas que generalmente viven en su hogar. Por favor no incluya a nadie que está quedándose ahí temporalmente y que generalmente vive en otro lugar.**

PROBE: **Por favor dígame quién más vive ahí.**

NOTE: RECORD ALL NAMES.

NOTE: REPORTED NUMBER OF ADULTS IN HOUSEHOLD INCLUDING YOU: [FILL FROM B1]

NOTE: REPORTED NUMBER OF CHILDREN IN HOUSEHOLD INCLUDING [CHILD]: [FILL FROM B2]

NOTE: IF YOU WOULD LIKE TO REMOVE THIS PERSON FROM THE TABLE TYPE "XXX" IN THIS FIELD.

{SOFT EDIT: IF NAME MATCHES RESPONDENT, CONFIRM WHO IS BEING DISCUSSED.}

[SOFT B3] NAME REPORTED MATCHES RESPONDENT'S NAME

Solamente para clarificar, ¿estamos hablando acerca de usted o acerca de otra persona?

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B4 IS "AGE"}

B4. **¿Qué edad tiene** [NAME FROM B3]?

NOTE: IF CHILD IS LESS THAN ONE YEAR OLD, RECORD AS 0.

BOX B4a

IF B4 = CHILD, FILL CHILD'S NAME FROM SC8 (PRELOADED), CALCULATE AND FILL AGE FROM A2 IF FIRST TIME CHILD IS RECORDED IN HH GRID OR SHOW (PRELOADED) IF CHILD ALREADY IN GRID, FOR FALL 2009 SET B7 TO YES;
IF B4 = RESPONDENT, CALCULATE AND FILL AGE FROM SC7 IF FIRST TIME RESPONDENT IS RECORDED IN HH GRID OR SHOW (PRELOADED) IF RESPONDENT ALREADY IN GRID, FILL RELATIONSHIP FROM SC9

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B5 IS "RELATIONSHIP"}

B5. ¿Qué parentesco o relación (familiar) tiene [NAME] con [CHILD]?

BOX B5a RELATIONSHIP CODES:	
01=BIO/ADOPTIVE MOTHER	11=OTHER RELATIVE OR IN-LAW (FEMALE)
02=BIO/ADOPTIVE FATHER	12=OTHER RELATIVE OR IN-LAW (MALE)
03=STEPMOTHER	13=FOSTER PARENT (FEMALE)
04=STEPFATHER	14=FOSTER PARENT (MALE)
05=GRANDMOTHER	15=OTHER NON-RELATIVE (FEMALE)
06=GRANDFATHER	16=OTHER NON-RELATIVE (MALE)
07=GREAT GRANDMOTHER	17=PARENT'S PARTNER (FEMALE)
08=GREAT GRANDFATHER	18=PARENT'S PARTNER (MALE)
09=SISTER/STEPSISTER	d=DON'T KNOW/DIDN'T RESPOND
10=BROTHER/STEPBROTHER	r=REFUSED

{PROGRAMMER NOTE: THE FOLLOWING SOFT EDIT INDICATES THAT IF THE REPORTED AGE FOR ANY BIO/ADOPTIVE MOTHER OR FATHER, STEPMOTHER, OR STEPFATHER IS LESS THAN 18, WE SHOULD CONFIRM THE AGE}

{IF B5`X`=1, 2, 3, 4 AND B4`X`<18 FOR ALL X=1-15}

[SOFT B5a-k] AGE REPORTED FOR A BIOLOGICAL OR ADOPTIVE PARENT OR STEPPARENT MAY BE TOO LOW

Es posible que anoté algo incorrectamente. Tengo a [B4 'X'] como [(IF SC9=11,13 AND B5A-K=1 OR SC9=12, 14 AND B5A-K=2 OR SC9=15 AND B5A-K=3 OR IF SC9=16 AND B5A-K=4) su edad / (IF SC9≠11,13 AND B5`X`=1) la edad de la madre de [CHILD] / (IF SC9≠12, 14 AND B5`X`=2) la edad del padre de [CHILD] / (IF SC9≠15 AND B5`X`=3) la edad de la madrastra de [CHILD] / (IF SC9≠16 AND B5`X`=4) la edad del padrastro de [CHILD]].

¿Es eso correcto?

{PROGRAMMER NOTE: THE FOLLOWING SOFT EDIT INDICATES THAT THERE CAN BE NO MORE THAN TWO PARENTS (BIO/ADOPTIVE, STEP) REGARDLESS OF GENDER IN ANY HOUSEHOLD. PLEASE LOAD NAMES AND RELATIONSHIPS FOR ALL B5a-k=1,2,3,4 TO SHOW TO RESPONDENT}

{IF MORE THAN 2 OF B5a-k=1, 2, 3, OR 4}

[SOFT B5a-k] CERTAIN RELATIONSHIP CODES MAY BE INCORRECT

Es posible que anoté algo incorrectamente. Tengo escrito que [CHILD] tiene más de dos padres viviendo en el hogar.

NOTE: SHOW RESPONDENT LIST OF HOUSEHOLD MEMBERS THAT HAVE BEEN IDENTIFIED AS BIOLOGICAL OR ADOPTIVE PARENTS OR STEPPARENTS.

¿Todas estas personas son padres o madres biológicos o adoptivos o padrastros o madrastras de [CHILD]?

NOTE: IF RESPONDENT INDICATES THAT ANY OF THESE PEOPLE ARE NOT A BIOLOGICAL, ADOPTIVE, OR STEPPARENT TO THE CHILD, CORRECT RELATIONSHIP CODES. ELSE CONTINUE.

{PROGRAMMER NOTE: FOLLOWING SOFT EDIT CONFIRMS RELATIONSHIP CODES IF A RESPONDENT REPORTS MORE THAN ONE MOTHER (BIO/ADOPTIVE, STEP) OR MORE THAN ONE FATHER (BIO/ADOPTIVE, STEP) IN ANY HOUSEHOLD. PLEASE LOAD NAMES AND RELATIONSHIPS FOR ALL B5a-k=1,2,3,4 TO SHOW TO RESPONDENT}
{IF MORE THAN 1 OF B5a-k=1,3 OR MORE THAN 1 OF B5a-k=2,4}

[SOFT B5a-k] CERTAIN RELATIONSHIP CODES MAY BE INCORRECT

Es posible que anoté algo incorrectamente. Tengo escrito que [CHILD] tiene [(IF MORE THAN 1 OF B5a-k=1,3) más de una madre/ (MORE THAN 1 OF B5a-k=2,4) más de un padre] viviendo en el hogar.

NOTE: SHOW RESPONDENT LIST OF HOUSEHOLD MEMBERS THAT HAVE BEEN IDENTIFIED AS BIOLOGICAL, ADOPTIVE, OR STEPMOTHERS OR BIOLOGICAL, ADOPTIVE, OR STEPFATHERS.

¿Todas estas personas son [(IF MORE THAN 1 OF B5a-k=1,3) madres/ (MORE THAN 1 OF B5a-k=2,4) padres] para [CHILD]?

NOTE: IF RESPONDENT INDICATES THAT ANY OF THESE PEOPLE ARE NOT A BIOLOGICAL, ADOPTIVE, OR STEPPARENT TO THE CHILD, CORRECT RELATIONSHIP CODES. ELSE CONTINUE.

BOX B6

IF PERSON IN B3 IS NEW IN HOUSEHOLD OR NO PREVIOUS INTERVIEW, AND IF AGE (B4) OF PERSON IN B3 IS 3 OR MORE AND LESS THAN 48, ASK B6, ELSE GO TO BOX B6a.

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B6 IS "EVER HEAD START"}

B6. **¿Asistió (usted/[FIRST NAME]) alguna vez a Head Start?**

BOX B6a

IF PERSON IN B3 IS NEW IN HOUSEHOLD OR NO PREVIOUS INTERVIEW, AND IF AGE (B4) OF PERSON IN B3 IS 3 OR MORE AND LESS THAN 6, AND B6 = 1, THEN CONTINUE.

OTHERWISE, GO TO BOX B7a.

PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B7 IS “CURRENTLY HEAD START”}

B7. ¿[FIRST NAME] está actualmente en Head Start?

BOX B7a
 IF PERSON IN B3 IS NEW TO HOUSEHOLD OR NO PREVIOUS INTERVIEW, AND IF AGE (B4) OF PERSON IN B3 IS LESS THAN 15, THEN CONTINUE.
 OTHERWISE, GO TO B9.

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR B8 IS “EARLY HEAD START”}

B8. ¿Asistió [FIRST NAME] alguna vez a Early Head Start?

StillInHH IN HH	DateLeftHH DATE LEFT HOUSE- HOLD	B3. FIRST NAME	B4. AGE	B5. RELATIONSHIP	B6. EVER HEAD START				B7. CURRENTLY IN HEAD START				B8. EARLY HEAD START			
					Y	N	D	R	Y	N	D	R	Y	N	D	R
		a. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		b. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		c. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		d. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		e. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		f. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		g. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		h. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		i. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		j. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
		k. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r

{PROGRAMMER NOTE: IN HOUSEHOLD GRID, COLUMN NAME FOR MoreHH IS “MORE HH”. ASK ONLY IF ROW NUMBER IS >=B1+B2}

MoreHH. ¿Hay alguna otra persona en su hogar?

YES 1 → GO TO B3

NO 0

DON'T KNOW d

REFUSED r

NOTE: IF THE RESPONDENT REPORTS THERE IS SOMEONE ELSE IN THE HOUSEHOLD (MoreHH=YES/1), OPEN ITEM B3 AT THE NEXT AVAILABLE ROW TO RECORD INFORMATION ABOUT HOUSEHOLD MEMBER.

{PROGRAMMER NOTE: NEED TO COMPARE NAMES IN B3a-k TO PRELOADED NAME IF SC3=1, TO NAME REPORTED IN SC3a IF SC3=2, AND IN BOTH CASES TO ANY ALTERNATIVE NAME REPORTED IN SC6. NameCheck SHOULD BE ASKED IF B3a-k IS NOT EQUAL TO ANY OF THESE RESPONSES.}

NameCheck. **Ninguno de los nombres que usted me acaba de decir son iguales al nombre que usted me dio para usted mismo(a) al comienzo de nuestra entrevista. ¿Puede usted confirmar que una de las personas en esta lista es usted?**

{PROGRAMMER NOTE: LOAD NAMES OF ALL ADULTS IN THE HOUSEHOLD}

YES 1 → GO TO B9
 NO 0 → GO TO B3 AND ENTER RESPONDENT'S INFORMATION INTO HOUSEHOLD ROSTER, THEN GO TO B9
 DON'T KNOW..... d
 REFUSED..... r

{IF PRE-LOADED RELATIONSHIP TO CHILD IS ONE OF THESE: BIO/ADOPTIVE MOTHER, BIO/ADOPTIVE FATHER, STEP-MOTHER/FATHER OR IF SC9= 11, 12, 13, 14, 15, 16 AND B5a-k CONTAINS (01 AND [02 AND/OR 04]), OR (03 AND [02 AND/OR 04])}

B9. **¿Son usted y [INSERT (FATHER/MOTHER/ SIGNIFICANT OTHER) NAME] . . .**

CODE ONE ONLY

casados, 1 → HEAD START CASES: GO TO VERSION BOX C1.
 KINDERGARTEN CASES: GO TO VERSION BOX CC1
divorciados,..... 2
separados, o..... 3
no están casados?..... 4
 DON'T KNOW..... d
 REFUSED..... r

{IF SC9 = 11, 12, 13, 14, 15, 16 AND B5a-k CONTAINS 01, 02, 03, 04}

{IF B9 = 2, 3, 4, d, r}

B10. ¿Cuál de las siguientes frases describe mejor su relación actual con [INSERT (FATHER/MOTHER) NAME]?

- Tenemos una relación romántica estable, 1
- Tenemos una relación que empieza y termina periódicamente,..... 2
- Sólo somos amigos, o 3
- No tenemos ningún tipo de relación? 4
- DON'T KNOW d
- REFUSED r

VERSION BOX B10
 HEAD START CASES: GO TO VERSION BOX C1
 KINDERGARTEN CASES: GO TO VERSION BOX CC1

{NUMBER OF ADULTS AND CHILDREN FROM B1 AND B2 NE B3 OR B3 CONFIRM}

{NUMBER OF ADULTS FROM B1 NE B3: DISPLAY SOFT EDIT THAT COMPARES THE TWO NUMBERS AND ALLOWS INTERVIEWER TO UPDATE COUNT.}

{NUMBER OF CHILDREN FROM B2 NE B3: DISPLAY SOFT EDIT THAT COMPARES THE TWO NUMBERS AND ALLOWS INTERVIEWER TO UPDATE COUNT.}

PROGRAMMER: HIDE TEXT BELOW

B11. El número de adultos y niños no coincide con el número de la pregunta anterior, que era [FILL FROM B1 AND B2]. ¿ Anoté el número correcto?

INTERVIEWER: TO CORRECT PRESS THE UP ARROW AND RETURN TO THE PREVIOUS QUESTIONS, OTHERWISE CONTINUE.

CC. KINDERGARTEN SCHOOL CHARACTERISTICS

VERSION BOX CC1
KINDERGARTEN CASES ONLY
CONTINUE

{Kindergarten Cases}

CC1. **Ahora, quisiera hablar con usted acerca de las experiencias de [CHILD] en la escuela. ¿Va [CHILD] a un kindergarten de día completo, o de día parcial?**

- FULL DAY..... 1
- PART DAY..... 2
- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}

CC2. **¿Cuántas horas al día pasa (él/ella) en kindergarten?**

- HOURS EACH DAY {SOFT EDIT: HOURS EACH DAY<= 10}
{ACCEPT 1 DECIMAL}
- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}

CC3. **¿Cuántos días a la semana semana pasa (él/ella) en kindergarten?**

- DAYS EACH WEEK {SOFT EDIT: DAYS EACH WEEK<=7}
- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}

CC4. **¿Aproximadamente cuántos días ha faltado a clases [CHILD] desde el comienzo del año escolar, es decir, desde el último Septiembre?**

- DAYS {SOFT EDIT: DAYS<=300}
- DON'T KNOW..... d
- REFUSED..... r → GO TO CC4a

PROGRAMMER: IF "NONE" or "ZERO," GO TO CC6

{CC4 not equal to 0} {Kindergarten Cases}

CC4a. **Sólo necesito una aproximación. ¿Diría usted que . . .**

- nunca,..... 1 → GO TO CC6
 - 15 (quince) días o menos, 2
 - ó 16 (dieciseis) días o más? 3 → GO TO CC4c
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO CC5

{CC4 not equal to 0} {CC4a=2} {Kindergarten Cases}

CC4b. **¿Diría usted que . . .**

- de 1 (uno) a 5 (cinco) días, 1 → GO TO CC6
 - 6 (seis) a 10 (diez), u 2
 - 11 (once) a 15 (quince) días? 3
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO CC5

{CC4 not equal to 0} {CC4a=3} {Kindergarten Cases}

CC4c. **¿Diría usted que . . .**

- de 16 (dieciseis) a 20 (veinte) días,..... 1
- 21 (veintiuno) a 30 (treinta),..... 2
- 31 (treintiuno) a 40 (cuarenta), 3
- 41 (cuarentiuno) a 50 (cincuenta), o 4
- más de 50 días? 5
- DON'T KNOW..... d
- REFUSED..... r

{CC4 not equal to 0} {Kindergarten Cases}

CC5. ¿Cuál es la razón más frecuente por la que [CHILD] faltó a la escuela?

PROBE IF MORE THAN ONE: ¿Cuál es la razón más frecuente?

CIRCLE ONLY ONE

- ILLNESS OF CHILD 1
 - ILLNESS OF FAMILY MEMBER 2
 - CONFLICT WITH PARENT'S WORK
OR SCHOOL SCHEDULE 3
 - LACK OF TRANSPORTATION 4
 - BAD WEATHER 5
 - CHILD DID NOT WANT TO GO 6
 - PARENT DECISION NOT TO SEND CHILD
OR TO SEND CHILD ELSEWHERE 7
 - FAMILY (IS/WAS) HOMELESS 9
 - DOCTOR OR DENTIST 10
 - OTHER (PLEASE SPECIFY) 8
-
- DON'T KNOW d
 - REFUSED r

{Kindergarten Cases}

CC6. **Hablemos ahora de la escuela a la que [CHILD] asiste actualmente. ¿Va [CHILD] a una escuela pública o una escuela privada?**

- PUBLIC 1
- PRIVATE 2
- HOME SCHOOLED 3 → GO TO D1
- DON'T KNOW d
- REFUSED r

{Kindergarten Cases} {CC6=1,2,d,r} {SCHOOL NAME NE BLANK IN SMS}
CC6a_1. (IF SCHOOL NAME IN SMS, THEN READ) **Según nuestros archivos, [CHILD] ahora asiste a (PRELOAD FROM SMS). ¿Es eso correcto?**

PROBE: **Necesitamos esta información para contactar a la maestra o maestro de [CHILD].**

INTERVIEWER NOTE: USE DROP DOWN LIST TO SEARCH FOR THE SCHOOL. IF SCHOOL IS NOT LISTED ENTER "99" AND RECORD THE SCHOOL NAME AND ADDRESS IN THE SUBSEQUENT FIELDS.

PROGRAMMER: PRELOAD KINDERGARTEN SCHOOL NAMES. UPLOAD CCD AND PSS. USE THE SAME DB MODEL AS USED IN EHS, WHERE INTERVIEWER OPENS BLAISE DB FOR STATE/REGION. IF SCHOOL NAME IN SMS IS BLANK, THEN GO TO CC6a. IF CC6a_1=99,d,r, THEN CREATE AN ALERT MESSAGE AS FOLLOWS "THE UPDATED KINDERGARTEN SCHOOL NAME IS _____ [FILL FROM CC6a] AND THE ADDRESS IS _____ [FILL FROM CC6b AND CC6c]." SEND THIS MESSAGE TO IDENTIFIED STAFF.

YES 1 → GO TO CC7
NO 0
DON'T KNOW d
REFUSED r

{Kindergarten Cases} {CC6a_1=99, 0,d,r} {SCHOOL NAME IN SMS IS BLANK}
CC6a. **¿Cuál es el nombre de la escuela a la que [CHILD] asiste o en la que está matriculado(a) ahora?**

PROBE: **Necesitamos esta información para contactar a la maestra o maestro de [CHILD].**

INTERVIEWER NOTE: USE DROP DOWN LIST TO SEARCH FOR THE SCHOOL. IF SCHOOL IS NOT LISTED ENTER "99" THEN RECORD THE SCHOOL NAME AND ADDRESS IN THE SUBSEQUENT FIELDS.

PROGRAMMER: CREATE AN ALERT MESSAGE AS FOLLOWS "KINDERGARTEN SCHOOL NAME HAS BEEN UPDATED FOR CASE _____ [FILL CASE ID NUMBER]. THE UPDATED KINDERGARTEN SCHOOL NAME IS _____ [FILL FROM CC6a.]" SEND THIS MESSAGE TO IDENTIFIED STAFF.

{Kindergarten Cases} {CC6a=99,0,d,r}
CC6b. **¿En qué ciudad y estado está la escuela primaria (elementary school)?**

CITY

|_|_| STATE
DON'T KNOW d
REFUSED r

{Kindergarten Cases} {CC6a=99, 0,d,r}
CC6c. **¿Cuál es la dirección?**

STREET

DON'T KNOW..... d
REFUSED..... r

{Kindergarten Cases} {CC6=2, d, r}
CC7. **¿La escuela es basada en fe?**

YES 1
NO 0
DON'T KNOW..... d
REFUSED..... r

→ GO TO CC9

{Kindergarten Cases} {CC6=2, d, r}
CC8. **¿Con qué fe está conectada la escuela?**

CATHOLIC..... 1
PROTESTANT..... 2
CHRISTIAN 3
JEWISH..... 4
ISLAM..... 5
OTHER (SPECIFY)..... 6

NON-DENOMINATIONAL..... 7
DON'T KNOW..... d
REFUSED..... r

{Kindergarten Cases}
CC9. **¿Aproximadamente cuántos estudiantes hay en la clase de [CHILD]?**

|_|_| STUDENTS
DON'T KNOW..... d
REFUSED..... r

{Kindergarten Cases}

CC10. ¿Cuántas maestras o maestros hay en la clase de [CHILD]?

|_|_| TEACHERS

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}

CC10a. Según nuestros archivos, (la/el) maestra(o) principal de [CHILD] es _____
(PRELOAD FROM SMS). ¿Es eso correcto?

PROGRAMMER: IF CC10a=0,d,r, THEN CREATE AN ALERT MESSAGE AS FOLLOWS
"KINDERGARTEN TEACHER NAME HAS CHANGED FOR CASE _____ [FILL CASE ID
NUMBER]." SEND THIS MESSAGE TO IDENTIFIED STAFF.

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases} {CC10a=0,d,r} {LEAD TEACHER NAME IS BLANK IN SMS}

CC10b. Por favor dígame el nombre y apellido correcto de su maestra o maestro
principal (lead teacher).

PROGRAMMER: CREATE FIELDS FOR FIRST AND LAST NAMES FOR 1 LEAD TEACHER
ONLY. CREATE AN ALERT MESSAGE AS FOLLOWS "KINDERGARTEN TEACHER NAME
HAS BEEN UPDATED FOR CASE _____ [FILL CASE ID NUMBER]. THE UPDATED
KINDERGARTEN TEACHER NAME IS _____ [FILL FROM CC10b]." SEND THIS MESSAGE
TO IDENTIFIED STAFF.

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}

CC11. Desde el comienzo de este año escolar, ¿ha estado [CHILD] en la misma escuela?

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}

CC12. Para cada declaración que le leo, por favor dígame lo bien que la escuela de [CHILD] ha estado haciendo las siguientes cosas (durante este año escolar):

PROBE: [IF NECESSARY, READ AFTER EACH STATEMENT]: ¿Diría usted que la escuela de [CHILD] lo hace muy bien, lo hace más o menos bien, o no lo hace?

	LO HACE MUY BIEN	MÁS O MENOS BIEN	NO LO HACE	DON'T KNOW	REFUSED
a. Le informa a usted (entre informes de notas/report cards) como le va a [CHILD] en la escuela.....	1	2	3	d	r
b. Le ayuda a entender como son los niños de la edad de [CHILD]......	1	2	3	d	r
c. Le deja saber de oportunidades de ser voluntaria(o) en la escuela.	1	2	3	d	r
d. Proporciona talleres, materiales o consejo acerca de cómo ayudar a [CHILD] a aprender en el hogar.....	1	2	3	d	r
e. Proporciona información acerca de servicios en la comunidad para ayudar a [CHILD] o a su familia.....	1	2	3	d	r
f. Entiende las necesidades de familias que no hablan inglés.....	1	2	3	d	r
g. Proporciona información a usted sobre lo que su hijo o hija está estudiando en la escuela.....	1	2	3	d	r
h. Es abierta a sus ideas y a su participación.....	1	2	3	d	r

GO TO D1

C. HEAD START ENROLLMENT

VERSION BOX C1
HEAD START CASES ONLY: IF FIRST TIME AN INTERVIEW IS
CONDUCTED, ASK C1.
ELSE GO TO C3

Las siguientes preguntas son acerca de [PROGRAM NAME].

{Head Start Cases}

C1. ¿Cómo se enteró de [PROGRAM NAME]?

PROBE, IF MORE THAN ONE NAMED: ¿Cómo se entero por primera vez?

CODE ONE ONLY

- FAMILY/FRIEND..... 1
 - REFERRAL FROM ANOTHER AGENCY 2
 - WORD OF MOUTH 3
 - HEAD START CAME TO VISIT AT OUR HOME . 4
 - PREVIOUS CHILDREN IN HEAD START 5
 - FLYER/MAILING/SAW SIGN 6
 - OTHER (SPECIFY)..... 7
-
- WENT TO HEAD START AS CHILD..... 8
 - DON'T KNOW..... d
 - REFUSED..... r

{Head Start Cases}

C3. ¿Cuántos días a la semana va [CHILD] a [PROGRAM NAME]?

|_|_| NUMBER

- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

C4. ¿Cuántas horas a la semana va [CHILD] a [PROGRAM NAME]?

PROBE: La mejor estimación que me puede dar está bien.

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

VERSION BOX C3
IF FALL 2009, GO TO D1, ELSE CONTINUE

{Head Start Cases}

C5. Aproximadamente, ¿cuántos días ha faltado [CHILD] desde que comenzó el programa de este año, es decir, desde septiembre?

|_|_| DAYS

DON'T KNOW.....d } → GO TO C5a
REFUSED.....r }

{Head Start Cases}

{IF C5 = d, r}

C5a. ¿Diría que...

nunca,.....0 → GO TO D1

15 (quince) días o menos, o1

16 (dieciseis) días o más?2 → GO TO C7

DON'T KNOW.....d } → GO TO C8
REFUSED.....r }

{Head Start Cases}

{IF C5a = 1}

C6. ¿Diría que...

de 1 (uno) a 5 (cinco) días,1

de 6 (seis) a 10 (diez) días, o2

de 11 (once) a 15 (quince) días?3

DON'T KNOW.....d

REFUSED.....r

{Head Start Cases}

{IF C5a = 2}

C7. ¿Diría que . . .

- de 16 (dieciseis) a 20 (veinte) días,.....4
- de 21 (veintiuno) a 30 (treinta) días,5
- de 31 (trintiuno) a 40 (cuarenta) días,.....6
- de 41 (cuarentaiuno) a 50 (cincuenta) días, o7
- más de 50 días?8
- DON'T KNOW.....d
- REFUSED.....r

{Head Start Cases}

{IF C5 ≠ 0, C6 = 1, 2, 3, d, r OR C7 = 4, 5, 6, 7, 8, d, r}

C8. ¿Cuál es la razón más frecuente por la que [CHILD] ha faltado a clases de Head Start durante el año?

CODE ONLY ONE

- ILLNESS (CHILD).....1
 - ILLNESS (FAMILY MEMBER)2
 - CONFLICT WITH PARENT'S WORK
OR SCHOOL SCHEDULE3
 - LACK OF TRANSPORTATION.....4
 - BAD WEATHER.....5
 - CHILD DID NOT WANT TO GO.....6
 - PARENT DECISION NOT TO SEND CHILD
OR TO SEND CHILD ELSEWHERE7
 - FAMILY (IS/WAS) HOMELESS9
 - DOCTOR OR DENTIST APPOINTMENT10
 - OTHER (SPECIFY).....8
-
- DON'T KNOW.....d
 - REFUSED.....r

{Head Start Cases}

C9. ¿Cuántas maestras o maestros hay en la clase de [CHILD]?

|_|_| TEACHERS

DON'T KNOW.....d

REFUSED.....r

{Head Start Cases}

C9a. Según nuestros archivos, (la/el) maestra(o) principal de [CHILD] es _____
(PRELOAD FROM SMS). ¿Es eso correcto?

YES1

NO0

DON'T KNOW.....d

REFUSED.....r

{Head Start Cases}{C9a=0 }

C9b. Por favor dígame el nombre y apellido correcto de su maestra o maestro principal
(lead teacher).

PROGRAMMER: CREATE FIELDS FOR FIRST AND LAST NAMES FOR 1 LEAD TEACHER ONLY

DON'T KNOW.....d

REFUSED.....r

GO TO D1

D. ACTIVITIES WITH YOUR CHILD

VERSION BOX D
IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

D1. **Ahora tengo algunas preguntas sobre usted y [CHILD] en el hogar.**

¿Cuántas veces usted o alguien en su familia le leyó a [CHILD] en la última semana? ¿Diría que . . .

CODE ONLY ONE

- nunca, 1
- una o dos veces, 2
- tres veces o más, pero no cada día, o 3
- todos los días? 4
- DON'T KNOW d
- REFUSED r

D2. **En los días en que alguien le lee a [CHILD], ¿más o menos cuántos minutos al día le leen?**

NOTE: IF VARIES, PROBE: “¿Más o menos cuántos minutos, en promedio?”

NOTE: ENTER “0” IF NEVER READS TO CHILD.

|_|_| MINUTES

- DO NOT READ TO CHILD 0
- DON'T KNOW d
- REFUSED r

{ALL}

D3. **En la última semana, ¿ha hecho usted o alguien de su familia las siguientes cosas con [CHILD]?**

(READ EACH ITEM BELOW)

	SÍ	NO	DON'T KNOW	REFUSED
a. le contó un cuento a (él/ella)?	1	0	d	r
b. le enseñó letras, palabras o números?	1	0	d	r
c. le enseñó canciones o música?	1	0	d	r
d. trabajó en artes o artesanías con (él/ella)? ..	1	0	d	r
e. jugó con juguetes o juegos dentro de la casa?	1	0	d	r
f. jugaron un juego, hicieron deportes o ejercicios juntos?	1	0	d	r
g. (lo/la) llevó mientras hacía mandados o recados tales como ir al correo, al banco o a la tienda?	1	0	d	r
h. (lo/la) hizo participar en quehaceres del hogar tales como cocinar, limpiar, poner la mesa o atender a las mascotas?	1	0	d	r
i. habló con (él/ella) acerca de lo que pasó en (Head Start/Kindergarten)?	1	0	d	r
j. habló con (él/ella) acerca de programas de la televisión o videos?	1	0	d	r
k. jugó juegos de contar tales como cantar canciones con números o leer libros con números con (él/ella)?	1	0	d	r
l. jugó un juego de mesa o un juego de naipes o cartas con (él/ella)?	1	0	d	r
m. jugó con bloques con (él/ella)?	1	0	d	r
n. contó cosas distintas con (él/ella)?	1	0	d	r

D4. Las siguientes preguntas son acerca de actividades que personas en su familia pueden haber hecho con [CHILD] en el último mes. ¿En el último mes, es decir desde el [(DAY) de (MONTH)], alguien de su familia ha hecho las siguientes cosas con [CHILD]?

	SÍ	NO	DON'T KNOW	REFUSED
a. ¿Visitó una biblioteca?	1	0	d	r
b. ¿Fue al cine?	1	0	d	r
c. ¿Fue a ver una obra de teatro, concierto u otro espectáculo en vivo?	1	0	d	r
d. ¿Fue a un centro comercial o mall?.....	1	0	d	r
e. ¿Visitó una galería de arte, museo, o lugar histórico?	1	0	d	r
f. ¿Fue al área de juegos del parque, o a un picnic?	1	0	d	r
g. ¿Fue al parque zoológico o al acuario? ...	1	0	d	r
h. ¿Habló con [CHILD] acerca de la historia de su familia o herencia étnica?	1	0	d	r
i. ¿Asistió a un evento auspiciado por un grupo de la comunidad, o un grupo étnico o religioso?	1	0	d	r
j. ¿Asistió a un evento atlético o deportivo en el que [CHILD] no jugaba?.....	1	0	d	r
k. ¿Fue a una actividad en la iglesia o en una escuela religiosa?	1	0	d	r

D5. ¿Más o menos cuántos libros para niños tiene [CHILD] en su hogar actualmente, incluyendo libros de la biblioteca? Por favor sólo incluya libros para niños.

PROBE: La mejor estimación que me puede dar está bien.

|_|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

D6. **Ahora tengo una pregunta acerca de sus propios hábitos de lectura. ¿Con qué frecuencia ha leído libros, revistas o periódicos durante la última semana?**

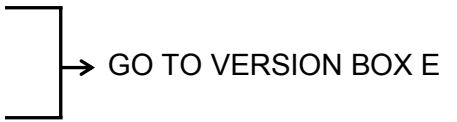
- ¿nunca,.....1
- una o dos veces,.....2
- tres veces o más, pero no cada día, o.....3
- todos los días?.....4
- DON'T KNOW.....d
- REFUSED.....r

VERSION BOX D1
KINDERGARTEN CASES: GO TO VERSION BOX FF1
HEAD START CASES: IF FALL 2009 OR NO PREVIOUS INTERVIEW
WITH THIS RESPONDENT CONTINUE, ELSE GO TO VERSION BOX E

{Head Start Cases}

D7. **¿Se habla en su hogar algún otro idioma que no sea inglés?**

- YES1
- NO0
- DON'T KNOW.....d
- REFUSED.....r



{IF D7 = 1} {Head Start Cases}

D8. ¿Qué otros idiomas se hablan en su hogar?

PROBE: ¿Cualquier otro idioma?

CODE ALL THAT APPLY

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE (E.G., SOMALI, SWAHILI, HAUSA, YORUBA, LAAL, SHABO, AFRIKAANS, AWING, BARGU, TUMBUKU, TESO, AND DAHALO).....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1} {Head Start Cases}

D8a. De los adultos que viven en su hogar, ¿cuántos de ellos hablan un idioma que no es inglés con [CHILD]?

PROBE: Por favor considere como adulto a cualquier persona en su hogar que tiene 18 o más años de edad.

____|____| NUMBER

DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1} {Head Start Cases}

D8b. De los niños que viven en su hogar, además de [CHILD], ¿cuántos de ellos hablan un idioma que no es inglés con [CHILD]?

PROBE: Por favor considere como niño a cualquier persona en su hogar que tiene 17 o menos años de edad.

____|____| NUMBER

DON'T KNOW.....d

REFUSED.....r

{IF D7 = 1} {Head Start Cases}

D9. ¿Cuál es su lengua materna?

CODE ONLY ONE

FRENCH.....11

SPANISH.....12

CAMBODIAN (KHMER).....13

CHINESE.....14

HAITIAN CREOLE.....15

HMONG.....16

JAPANESE.....17

KOREAN.....18

VIETNAMESE.....19

ARABIC.....20

AFRICAN LANGUAGE (E.G., SOMALI, SWAHILI, HAUSA, YORUBA, LAAL, SHABO, AFRIKAANS, AWING, BARGU, TUMBUKU, TESO, AND DAHALO).....30

NATIVE AMERICAN OR ALASKAN LANGUAGE.....31

OTHER (SPECIFY).....21

ENGLISH.....25

DON'T KNOW.....d

REFUSED.....r

{IF D7 = 1} {Head Start Cases}

D10. ¿En qué idioma generalmente le habla a [CHILD] en el hogar?

CODE ONLY ONE

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE (E.G., SOMALI, SWAHILI, HAUSA, YORUBA, LAAL, SHABO, AFRIKAANS, AWING, BARGU, TUMBUKU, TESO, AND DAHALO).....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21

ENGLISH.....	25	→ GO TO VERSION BOX E
DON'T KNOW.....	d	
REFUSED.....	r	

{Head Start Cases}

{IF D7 = 1 AND D10 = 11-21, 30,31 d, r}

D12. ¿Cuál fue el primer idioma que [CHILD] aprendió a hablar?

CODE ONLY ONE

ENGLISH.....	1
SPANISH.....	2
ENGLISH AND SPANISH EQUALLY.....	3
ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	4
ANOTHER LANGUAGE (SPECIFY).....	5

DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30,31 , d, r} {Head Start Cases}
 {IF D12 = 4 OR 5 AND D8 = ONE OF THE FOLLOWING (11,13-21,30,31 ,), FILL OTHER SPECIFY IN D12a W/ CODE INDICATED AT D8}
 {IF D12 = 4 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21, 30,31 ,), ASK:
 D12a. **¿Cuál de los idiomas que usted mencionó aprendió [CHILD] a hablar primero, junto con inglés? ¿Fue . . .**

{DISPLAY CODES (TO BE READ) FROM D8}

	<u>CODE ALL THAT APPLY</u>
FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE.....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, d, r} {Head Start Cases}

{IF D12 = 5 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21,30,31 ,), ASK:

D12b. ¿Cuál de los idiomas que mencionó aprendió [CHILD] a hablar primero? ¿Fue . . .

{DISPLAY CODES (TO BE READ) FROM D8}

CODE ONLY ONE

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE.....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30,31 , d, r} {Head Start Cases}

D13. ¿Qué idioma más habla (él/ella) ahora en el hogar?

CODE ONLY ONE

ENGLISH.....	1
SPANISH.....	2
ENGLISH AND SPANISH EQUALLY.....	3
ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	4
ANOTHER LANGUAGE (SPECIFY).....	5
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30,31 , d, r} {Head Start Cases}
 {IF D13 = 4 OR 5 AND D8 = ONE OF THE FOLLOWING (11,13-21, 30,31), FILL OTHER
 SPECIFY
 W/ CODE INDICATED AT D8.}

{IF D13 = 4 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21, 30,31), ASK:
 D13a. ¿Cuál de los idiomas que mencionó más habla [CHILD] en el hogar? ¿Es . . .

{DISPLAY CODES (TO BE READ) FROM D8}

	<u>CODE ONLY ONE</u>
FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE.....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30,31 , d, r} {Head Start Cases}
 {IF D13 = 5 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-2130,31), ASK:
D13b. ¿Cuál de los idiomas que mencionó más habla [CHILD] en el hogar? ¿Es . . .

{DISPLAY CODES (TO BE READ) FROM D8}

	<u>CODE ONLY ONE</u>
FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
AFRICAN LANGUAGE.....	30
NATIVE AMERICAN OR ALASKAN LANGUAGE.....	31
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21,30,31 } {Head Start Cases}
D14. Si les lee a sus niños, ¿generalmente en qué idioma lo hace ahora?

	<u>CODE ONLY ONE</u>
ENGLISH.....	1
{FILL FROM D10}.....	2
BOTH ENGLISH AND {FILL FROM D10}.....	3
DOESN'T READ TO CHILD.....	0
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1 AND D10 = 11-21, 30,31, d, r}{IF D5>0}{Head Start Cases}

D14a. **¿Más o menos cuántos de los libros para niños que tiene en su hogar, incluyendo libros de la biblioteca, son escritos en un idioma que no sea inglés? Por favor incluya solamente libros para niños.**

PROBE: **Su mejor estimado está bien.** {SOFT EDIT: NUMBER<=200}{SOFT EDIT: NUMBER<=D5}

|_|_|_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{IF D14a>200}

[SOFT D14a] NUMBER OF BOOKS MIGHT BE TOO HIGH

Es posible que anoté algo incorrectamente. Tengo escrito que en su hogar, [CHILD] tiene [D14a] libros en un idioma que no es inglés.

¿Es eso correcto?

{IF D14a>D5}

[SOFT D14a2] NUMBER OF BOOKS MIGHT BE TOO HIGH

Es posible que anoté algo incorrectamente. Tengo escrito que [D5] es el número de libros para niños que [CHILD] tiene en su hogar, pero que [D14a] es el número de libros para niños que hay en su hogar en un idioma que no es inglés.

¿Es eso correcto?

{PROGRAMMER NOTE: PLEASE ALLOW INTERVIEWER TO UPDATE D5 AND/OR D14a}

{IF D7 = 1 AND D10 = 11-21, 30,31, d, r}{Head Start Cases}

D14b. **Ahora quisiéramos preguntar sobre otros materiales que usted quizás tiene, además de libros para niños. Ahora mismo, ¿tiene usted alguno de los siguientes en su hogar?**

NOTE: READ EACH ITEM BELOW

	SÍ	NO	DON'T KNOW	REFUSED
1. Libros de caricaturas o “comic books” o revistas para niños escritos en inglés?.....	1	0	d	r
2. Libros de caricaturas o “comic books” o revistas para niños escritos en [(IF D10=11-21, 30,31) [FILL FROM D10] / (IF D10=d, r) un idioma que no sea inglés]? .	1	0	d	r
3. Programas o juegos de computadora para niños en inglés?	1	0	d	r
4. Programas o juegos de computadora para niños en [(IF D10=11-21, 30,31) [FILL FROM D10] / (IF D10=d, r) un idioma que no sea inglés]?	1	0	d	r
5. Libros o revistas para adultos escritos en inglés?	1	0	d	r
{IF D9=11-21, d, r}				
6. Libros o revistas para adultos escritos en [(IF D9=11-21) [FILL FROM D9] / (IF D9=d, r) un idioma que no sea inglés]?	1	0	d	r
7. CDs o grabaciones con canciones en inglés?	1	0	d	r
8. CDs o grabaciones con canciones en [(IF D10=11-21, 30,31) [FILL FROM D10] / (IF D10=d, r) un idioma que no sea inglés]?	1	0	d	r

{IF D7 = 1 AND D10 = 11-21, 30,31, d, r}{IF D9 = 11-21} {Head Start Cases}

D15. **¿Qué tan bien [INSERT ITEM]? ¿Diría usted que . . .**

	Nada	No muy bien	Bien	Muy bien	DON'T KNOW	REFUSED
a. entiende inglés?	1	2	3	4	d	r
b. habla inglés?	1	2	3	4	d	r
c. lee inglés?	1	2	3	4	d	r

{IF D7 = 1 AND D10 = 11-21, 30,31,d, r} {IF D9 = 11-21} {Head Start Cases}

D16. ¿Qué tan bien [INSERT ITEM]? ¿Diría usted que. . .

	Nada	No muy bien	Bien	Muy bien	DON'T KNOW	REFUSED
c. entiende usted su primer idioma o lengua materna?	1	2	3	4	d	r
d. habla usted su lengua materna?	1	2	3	4	d	r
a. lee en su lengua materna?	1	2	3	4	d	r
b. escribe en su lengua materna?	1	2	3	4	d	r

{IF D7 = 1 AND IF D10 = 11-21, 30,31,d, r}{Head Start Cases}

D16e. Cuán importante es para usted que [INSERT ITEM]? ¿Diría usted que es esencial, muy importante, algo importante o no es en nada importante?



	ESENCIAL	MUY IMPORTANTE	ALGO IMPORTANTE	EN NADA IMPORTANTE	DON'T KNOW	REFUSED
1. [CHILD] sepa el idioma ingles	1	2	3	4	d	r
2. [CHILD] comunique sus necesidades, deseos y pensamientos hablando en su lengua materna.....	1	2	3	4	d	r
{IF D9 = 11-21}						
3. usted mejore sus habilidades de hablar, leer y/o escribir en ingles..	1	2	3	4	d	r

{IF D7 = 1 AND D10 = 11-21, 30,31, d, r}{IF D9 = 11-21} {Head Start Cases}

D17. ¿Con qué frecuencia hay alguien de Head Start disponible para hablarle a usted en [FILL FROM D9]? ¿Diría usted que . . .

- siempre, 1
 - a veces, o 2
 - nunca? 3
 - DON'T KNOW d
 - REFUSED r
- } → GO TO D18

{IF D7 = 1 AND D10 = 11-21, 30,31, d, r}{IF D9 = 11-21}{IF D17=1, 2}{Head Start Cases}
 D17a. ¿Quién es esa persona?

PROBE: ¿Alguien más?

CODE ALL THAT APPLY

- [CHILD]'S TEACHER OR ASSISTANT TEACHER . 1
- FAMILY SERVICE WORKER 2
- ANOTHER STAFF MEMBER..... 3
- A VOLUNTEER 4
- SOMEONE ELSE (SPECIFY)..... 5

- DON'T KNOW..... d
- REFUSED..... r

{IF D17a=5}
 D17aSpecify "Por favor dígame quién es esa persona."
 STRING[50]

{IF D7 = 1 AND D10 = 11-21, 30,31,d, r} {Head Start Cases}
 {IF D13 = 2, 5 OR D13a = 11-21 OR D13b = 11-21}
 D18. ¿Alguna vez [CHILD] necesita o quiere que alguna de las personas que enseñan en Head Start le hable en [FILL FROM D13a OR D13b]?

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO VERSION BOX E

{IF D7 = 1 AND D10 = 11-21, 30,31 ,d, r}{Head Start Cases}
 {IF D18 = 1}
 D19. ¿Con qué frecuencia hay alguien de Head Start disponible en la clase de Head Start de [CHILD] para hablarle en [FILL FROM D13a OR D13b]? ¿Diría usted que ...

- siempre, 1
- a veces, o 2
- nunca? 3
- DON'T KNOW d
- REFUSED..... r

HEAD START CASES: GO TO VERSION BOX E
 KINDERGARTEN CASES: GO TO VERSION BOX FF1

E. CHILD'S ACTIVITIES

VERSION BOX E
HEAD START CASES ONLY
CONTINUE

Las siguientes preguntas son acerca de algunas de las actividades de [CHILD].

{Head Start Cases}

E1. ¿Hay una televisión en su hogar?

YES 1
NO 0
DON'T KNOW d
REFUSED r

{Head Start Cases}

E2. ¿Hay una computadora en el hogar que [CHILD] pueda usar?

YES 1
NO 0
DON'T KNOW d
REFUSED r

{Head Start Cases}

E3. Estamos interesados en el tipo de cosas que [CHILD] hizo durante el último día que siguió su rutina regular. ¿Pasó [CHILD] algún tiempo . . .

	SÍ	NO	DON'T KNOW	REFUSED
{IF E1 = 1}				
a. mirando televisión?	1	0	d	r
{IF E1 = 1 OR E2 = 1}				
b. mirando un vídeo o DVD?	1	0	d	r
c. jugando afuera?	1	0	d	r
d. leyendo o le leyeron?	1	0	d	r
e. jugando juegos de vídeo como X-Box, Playstation, o Gameboy?	1	0	d	r
f. jugando adentro con juguetes?	1	0	d	r
{IF E2 = 1}				
g. jugando juegos en la computadora?	1	0	d	r
{IF E2 = 1}				
h. usando la computadora para algo aparte de juegos?	1	0	d	r

{Head Start Cases}

E4. **Estamos interesados en saber cuánto tiempo pasa [CHILD] haciendo estas actividades. ¿Aproximadamente cuánto tiempo pasó [CHILD] [INSERT ITEM] en un día de semana típico? ¿Diría que más de 2 horas, de 1 a 2 horas, o menos de 1 hora?**

	MÁS DE DOS HORAS	UNA A DOS HORAS	MENOS DE UNA HORA	DON'T KNOW	REFUSED
{IF E3a=1}					
a. mirando televisión?	1	2	3	d	r
{IF E3b=1}					
b. mirando un vídeo o DVD?	1	2	3	d	r
{IF E3c=1}					
c. jugando afuera?	1	2	3	d	r
{IF E3d=1}					
d. leyendo o le leyeron?	1	2	3	d	r
{IF E3e=1}					
e. jugando juegos de vídeo como X-Box, Playstation, o Gameboy?	1	2	3	d	r
{IF E3f=1}					
f. jugando adentro con juguetes? ...	1	2	3	d	r
{IF E3g=1}					
g. jugando juegos en la computadora?	1	2	3	d	r
{IF E3h=1}					
h. usando la computadora para algo aparte de juegos?	1	2	3	d	r

{Head Start Cases}

{IF E1 = 1 OR E2=1}

E5a. **¿[CHILD] ve televisión, videos o DVDs mientras está comiendo?**

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

{Head Start Cases}
 {IF FALL 2009 OR NO PREVIOUS INTERVIEW WITH THIS RESPONDENT}
 {IF E1 = 1}{IF D7=1}

E5b. **¿En qué idiomas hablan en los programas de televisión que [CHILD] ve?**

CODE ALL THAT APPLY

- ENGLISH..... 1
- SPANISH..... 2
- ANOTHER LANGUAGE (SPECIFY) 3

- DON'T KNOW..... d
- REFUSED..... r

{IF E5b=3}
 E5bSpecify **“Por favor dígame qué idiomas hablan en los programas de televisión que [CHILD] ve.”**

STRING[50]

VERSION BOX E1
 IF SPRING 2010 OR SPRING 2011, CONTINUE. ELSE GO TO
 VERSION BOX F

{Head Start Cases}
 E6. **¿Hay un patio o jardín, parque o campo de juegos o “playground” cerca de su hogar donde [CHILD] pueda jugar con seguridad?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}
 {DATA DEFINITION 0..7}
 E8. **¿Más o menos cuántos días de cada semana (domingo a sábado) [CHILD] hace alguna actividad física tal como correr, jugar deportes, trepar o subir un aparato de juego o hace natación cuando no está en Head Start o en cuidado de niños?**

- NUMBER
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}
{E8=>0}

E9. **¿Más o menos cuánto tiempo diría usted que [CHILD] pasa haciendo actividades físicas en cada uno de estos días? ¿Diría usted que . . .**

- menos de media hora, 1**
- entre media hora y una hora, o 2**
- más de una hora? 3**
- DON'T KNOW d**
- REFUSED r**

GO TO VERSION BOX F

FF. FAMILY/SCHOOL INVOLVEMENT

VERSION BOX FF1
KINDERGARTEN CASES ONLY
CONTINUE

{Kindergarten Cases}

FF1. **Ahora quisiera preguntarle acerca de (IF TALKING TO CHILD’S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: su participación/IF TALKING TO SOMEONE OTHER THAN CHILD’S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: la participación de la madre de [CHILD]) con la escuela actual de [CHILD]. Desde el comienzo de este año escolar, ¿ (IF TALKING TO CHILD’S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: ha usted/IF TALKING TO SOMEONE OTHER THAN CHILD’S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: la madre de [CHILD] ha) . . .**

	SÍ	NO	DON'T KNOW	REFUSED
a. asistido a una reunión general de la escuela, por ejemplo un “open house” o “casa abierta”, un “ back-to-school night” o “noche antes-de-volver a la escuela” o una reunión de una organización de padres y maestros?	1	0	d	r
b. ido a reunión regular de conferencia de padres y maestro con (la/el) maestra(o) de [CHILD]?	1	0	d	r
c. asistido a un evento de la escuela o la clase, tal como una obra de teatro o un evento deportivo, por [CHILD]?	1	0	d	r
d. sido voluntaria en la escuela o sirvió en un comité?	1	0	d	r

BOX FF1a
IF FF1 a - d ARE ALL NO, GO TO FF3.

{Kindergarten Cases}

FF2. **Durante este año escolar, ¿más o menos cuántas veces ha ido (IF TALKING TO CHILD’S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: usted/IF TALKING TO SOMEONE OTHER THAN CHILD’S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: la madre de [CHILD]) a reuniones o participado en actividades en la escuela de [CHILD]?**

____ NUMBER

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}
 {If „FatherDeceased“=0}

FF3. Desde el comienzo de este año escolar, ¿ (IF TALKING TO CHILD’S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: ha usted/IF TALKING TO SOMEONE OTHER THAN CHILD’S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: el padre de [CHILD] ha) . . .

	SÍ	NO	DON'T KNOW	REFUSED
a. asistido a una reunión general de la escuela, por ejemplo un “open house” o “casa abierta”, un “ back-to-school night” o “noche antes-de-volver a la escuela” o una reunión de una organización de padres y maestros?	1	0	d	r
b. ido a reunión regular de conferencia de padres y maestro con (la/el) maestra(o) de [CHILD]?	1	0	d	r
c. asistido a un evento de la escuela o la clase, tal como una obra de teatro o un evento deportivo, por [CHILD]?	1	0	d	r
d. sido voluntario en la escuela o sirvió en un comité?	1	0	d	r

BOX FF3 a-d
 IF FF3 a - d ARE ALL NO, GO TO FF5

{Kindergarten Cases}

FF4. Durante este año escolar, ¿más o menos cuántas veces ha ido (IF TALKING TO CHILD’S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: usted/IF TALKING TO SOMEONE OTHER THAN CHILD’S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: el padre de [CHILD]) a reuniones o participado en actividades en la escuela de [CHILD]?

____|____| NUMBER

DON'T KNOW.....d

REFUSED.....r

{Kindergarten Cases}

FF5. Según lo que usted sabe, ¿[CHILD] va a pasar al primer grado el otoño que viene, (él/ella) estará un año más en kindergarten, o (él/ella) entrará a una clase de transición?

PROMOTED TO FIRST GRADE 1

SPEND ANOTHER YEAR IN KINDERGARTEN..2

WILL GO INTO A TRANSITIONAL CLASS..... 3

DON'T KNOW.....d

REFUSED.....r

{Kindergarten Cases}

FF6. **Ahora que [CHILD] ha estado en kindergarten por la mayor parte de un año escolar, ¿qué tan satisfecha(o) está usted con lo que Head Start hizo para ayudarles a [CHILD] y a su familia a estar preparados para la escuela? ¿Está usted . . .**

- muy insatisfecha(o), 1
- algo insatisfecha(o), 2
- algo satisfecha(o), o 3
- muy satisfecha(o)? 4
- DON'T KNOW d
- REFUSED r

GO TO VERSION BOX G

F. YOUR CHILD'S ACCOMPLISHMENTS

VERSION BOX F
HEAD START CASES ONLY
CONTINUE

{Head Start Cases}

F1. **Estas siguientes preguntas son acerca de cosas que diferentes niños hacen a diferentes edades. Estas cosas pueden ser o no ser ciertas para [CHILD].**

¿Puede [CHILD] reconocer . . .

- todas las letras del alfabeto, 1**
- la mayoría de ellas, 2**
- algunas de ellas, o 3**
- ninguna de ellas? 4**
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F2. **¿Hasta qué número puede contar [CHILD]? ¿Diría usted que . . .**

- no puede contar nada, 1**
- hasta cinco, 2**
- hasta diez, 3**
- hasta veinte, 4**
- hasta cincuenta, o 5**
- hasta 100 o más? 6**
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F3. **¿Con qué frecuencia a [CHILD] le gusta escribir o hacer como que escribe? ¿Diría usted que . . .**

- nunca, 1 → GO TO F6**
- lo ha hecho una o dos veces, 2**
- algunas veces, o 3**
- frecuentemente? 4**
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

{IF F3 = 2, 3, 4, d, r}

F4. ¿[CHILD] mayormente escribe y dibuja en lugar de hacer garabatos?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

{IF F3 = 2, 3, 4, d, r}

F5. ¿Puede escribir [CHILD] su nombre, aun si pone algunas letras al revés?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F6. ¿Puede identificar [CHILD] los colores rojo, amarillo, azul, y verde por sus nombres? ¿Diría usted que . . .

- todos ellos, 1
- algunos de ellos, o 2
- ninguno de ellos? 3
- CHILD IS COLOR BLIND 4
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F7. Cuando [CHILD] habla, ¿(lo/la) puede entender un extraño?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

F8. ¿Empezó [CHILD] a hablar más tarde que otros niños que usted conoce?

NOTE: REFERS TO PRIMARY LANGUAGE

YES 1
NO 0
DON'T KNOW d
REFUSED r

{Head Start Cases}

F9. ¿Tartamudea o balbucea [CHILD]?

YES 1
NO 0
DON'T KNOW d
REFUSED r

NOTE: A HELP SCREEN IS AVAILABLE WITH A DEFINITION FOR "TARTAMUDEAR O BALBUCEAR (STUTTER OR STAMMER)."

HELP SCREEN:

Stuttering or stammering when speaking is a speech disorder involving hesitations and involuntary repetitions of certain sounds.

Tartamudear o balbucear cuando se habla es un desorden del habla que puede manifestarse con vacilación en hablar y repeticiones involuntarias de ciertos sonidos.

G. YOUR CHILD'S BEHAVIOR

All instruments used in FACES 2009 are available on the web site with the exception of instruments that include items that are copyrighted.

Part of the social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between Mathematica and NCS Pearson, Inc. prohibit us from distributing the actual rating scales used in FACES 2009 to the public such that those items have been deleted in this section. Permission to use or adapt the SSRS for your specific needs must be obtained from NCS Pearson, Inc.

Part of the social rating scale used in the study is an adaptation of the Preschool Learning Behaviors Scale (PLBS) by McDermott, Green, Francis, and Stott 2000, published by Edumetric and Clinical Science. Permission to adapt the scale was obtained from Edumetric and Clinical Science. The agreement reached between Mathematica and Edumetric Clinical Science prohibits us from distributing the actual rating scales used in FACES 2009 to the public. Permission to use or adapt the PLBS for your specific needs must be obtained from Edumetric Clinical Science.

VERSION BOX G
IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

G1. En general, pensando acerca de [CHILD] ahora o en el último mes, dígame qué tan bien describen las siguientes frases el comportamiento usual de [CHILD]: Para cada una, dígame si es muy cierto, algo cierto, o no es cierto.

	MUY CIERTO	ALGO CIERTO	NO ES CIERTO	DON'T KNOW	REFUSED
c. No se puede concentrar, no puede prestar atención por mucho rato	1	2	3	d	r
d. Es muy inquieto(a) y se mueve mucho	1	2	3	d	r
e. Se siente infeliz, triste o deprimido(a)	1	2	3	d	r
f. Reconforta o ayuda a otros	1	2	3	d	r
h. Se preocupa acerca de cosas por largo tiempo	1	2	3	d	r
k. Se siente que no vale nada o que es inferior	1	2	3	d	r
m. Es nervioso(a), se pone muy tenso(a)	1	2	3	d	r
o. Es desobediente en el hogar	1	2	3	d	r

H. HOUSEHOLD ROUTINES

VERSION BOX H
IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

Las siguientes preguntas son acerca de algunas de las rutinas típicas en su hogar.

H1. Por favor dígame cuántos días, en una semana típica, cenan juntos por lo menos algunos de los miembros de la familia.

PROBE: IF VARIES, '¿Cuántos días en promedio?'

|__| NUMBER

DON'T KNOW.....d

REFUSED.....r

H2. Ahora me gustaría preguntarle acerca de los hábitos alimenticios de [CHILD]. Quiero saber acerca de los alimentos que comió o tomó [CHILD] en los últimos 7 días. Piense en todas las comidas y meriendas o "snacks" que [CHILD] comió desde que se levantó hasta que se acostó. Asegúrese de incluir alimentos que comió en el hogar, en (Head Start/Kindergarten), en restaurantes, cuando juega con amigos, en cualquier otro lugar, y durante el fin de semana.

[PRESS 1 to continue]

H2a. Empecemos con los tipos de leche que [CHILD] toma. Incluya todos los tipos de leche, incluyendo leche de vaca, leche de soya, o cualquier otro tipo de leche. Incluya la leche que (él/ella) tomó en un vaso o taza, de un cartón de leche, o con cereal.

Durante los últimos 7 días, ¿cuántas veces [CHILD] tomó leche? ¿Diría que tomó . . .

{USE SHOW CARD IF IN PERSON INTERVIEW}

cuatro veces al día o más,..... 1

dos o tres veces al día,.....2

una vez al día,3

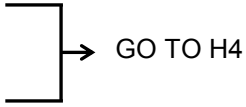
casi todos los días,.....4

de 1 a 3 veces en los últimos 7 días, o 5

no toma leche?.....6

DON'T KNOW.....d

REFUSED.....r



{IF H2 = 1, 2, 3, 4, 5}

H3. **¿Qué tipo de leche tomó [CHILD] generalmente durante los últimos 7 días?**

NOTE: IF RESPONDENT MENTIONS „CHOCOLATE MILK“, PROBE TO FIND OUT TYPE OF MILK USED.

READ CATEGORIES IF NECESSARY.

WHOLE MILK LECHE ENTERA	12%	MILK LECHE CON GRASA REDUCIDA AL 2%	2
SKIM MILK LECHE DESCREMADA/DESNATADA	3	LOW FAT OR 1% MILK LECHE CON GRASA REDUCIDA AL 1%.....	4
SOY MILK LECHE DE SOYA	5	BOTH REGULAR COW'S MILK AND SOY MILK TANTO LECHE REGULAR DE VACA COMO LECHE DE SOYA.....	6
SOME OTHER KIND OF MILK (SPECIFY) ALGÚN OTRO TIPO DE LECHE (SPECIFY).....	7		
<hr/>			
LACTAID LECHE SIN LACTOSA	8		
DON'T KNOW.....	d		
REFUSED.....	r		

H4. **Durante los últimos 7 días, ¿cuántas veces [CHILD] tomó gaseosas o refrescos (por ejemplo Coca Cola, Pepsi, o Mountain Dew), bebidas deportivas (por ejemplo Gatorade), o bebidas de frutas que no contienen 100% jugo de frutas (por ejemplo Kool-Aid, Sunny Delight, Hi-C, Fruitopia, o Fruitworks)? ¿Diría que . . .**

NOTE: IF IN PERSON INTERVIEW: USE SHOW CARDS; READ CATEGORIES IF NECESSARY

cuatro veces al día o más,	1
dos o tres veces al día,	2
una vez al día,	3
casi todos los días,	4
de 1 a 3 veces en los últimos 7 días, o	5
no tomó estas bebidas?	6
DON'T KNOW.....	d
REFUSED.....	r

H5. Durante los últimos 7 días, ¿cuántas veces [CHILD] comió una comida o una merienda o “snack” de un restaurante de comida rápida sin mesero, tal como McDonald’s, Pizza Hut, Burger King, Kentucky Fried Chicken, Taco Bell, Wendy’s, etc.? Incluya en su respuesta tanto comer en el restaurante, como comida para llevar y comida que le traen a su casa. ¿Diría que . . .

NOTE: IF IN PERSON INTERVIEW: USE SHOW CARDS; READ CATEGORIES IF NECESSARY

- cuatro veces por día o más, 1
- dos o tres veces por día, 2
- una vez al día, 3
- casi todos los días, 4
- de 1 a 3 veces en los últimos 7 días, o 5
- no comió comida rápida? 6
- DON’T KNOW d
- REFUSED r

H6. Durante los últimos 7 días, ¿cuántas veces [CHILD] comió dulces (incluyendo Fruit Roll-Ups y otros similares), helados, galletas, pasteles o bizcochos, “brownies” u otras cosas dulces? ¿Diría que . . .

NOTE: IF IN PERSON INTERVIEW: USE SHOW CARDS; READ CATEGORIES IF NECESSARY

- cuatro veces por día o más, 1
- dos o tres veces por día, 2
- una vez al día, 3
- casi todos los días, 4
- de 1 a 3 veces en los últimos 7 días, o 5
- no comió dulces? 6
- DON’T KNOW d
- REFUSED r

H7. Durante los últimos 7 días, ¿cuántas veces [CHILD] comió papitas o chips, o chips de maíz como Fritos o Doritos, Cheetos, pretzels, palomitas o popcorn, galletas saladas u otra clase de “snacks” salados? ¿Diría que . . .

NOTE: IF IN PERSON INTERVIEW: USE SHOW CARDS; READ CATEGORIES IF NECESSARY

cuatro veces por día o más,..... 1
dos o tres veces por día, 2
una vez al día, 3
casi todos los días,..... 4
de 1 a 3 veces en los últimos 7 días, o 5
no comió “snacks” salados? 6
DON'T KNOW..... d
REFUSED..... r

{ALL}

H7a. Durante los últimos 7 días, ¿cuántas veces comió [CHILD] frutas frescas, enlatadas o congeladas, tales como bananas o plátanos, duraznos o manzanas? ¿Fue . . .

NOTE: IF IN PERSON INTERVIEW: USE SHOW CARDS; READ CATEGORIES IF NECESSARY

cuatro o más veces al día,..... 1
dos o tres veces al día,..... 2
una vez al día, 3
casi todos los días,..... 4
de una a tres veces en los últimos 7 días, o 5
(él/ella) no comió fruta?..... 6
DON'T KNOW..... d
REFUSED..... r

{ALL}

H7b. Durante los últimos 7 días, ¿cuántas veces comió [CHILD] vegetales o verduras además de papas (por ejemplo: zanahorias, tomate, habichuelas o frijoles verdes)? Por favor incluya vegetales frescos, enlatados o congelados, ya sean servidos crudos o cocinados. ¿Fue . . .

NOTE: IF IN PERSON INTERVIEW: USE SHOW CARDS; READ CATEGORIES IF NECESSARY

- cuatro o más veces al día,..... 1
- dos o tres veces al día,.....2
- una vez al día,3
- casi todos los días,.....4
- de una a tres veces en los últimos 7 días, o 5
- (él/ella) no comió vegetales o verduras? 6
- DON'T KNOW.....d
- REFUSED.....r

VERSION BOX H1
 IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
 SURVEY, CONTINUE

H8. ¿A qué hora se va [CHILD] a la cama, regularmente?

PROBE: Estamos interesados en saber a qué hora (él/ella) se va a la cama, y no la hora en que realmente se queda dormido(a).

NOTE: ENTER "98" FOR NO USUAL TIME"

NOTE: IF VARIES, PROBE: '¿Generalmente?'

NOTE: IF BEDTIME IS AFTER MIDNIGHT, TYPE IN 11:59

|_|_|:|_|_| P.M.

- NO USUAL TIME 98 → GO TO H10
- DON'T KNOW.....d
- REFUSED.....r

H9. ¿Cuántas veces en la última semana, de lunes a viernes, acostaron a [CHILD] a esa hora?

|_| NUMBER

DON'T KNOW..... d

REFUSED..... r

H10. Generalmente, ¿más o menos a qué hora se despierta [CHILD] los días de semana?

NOTE: ENTER "98" FOR NO USUAL TIME

NOTE: IF VARIES, PROBE: '¿Generalmente?'

|_|_|:|_|_| A.M.

NO USUAL TIME..... 98

DON'T KNOW..... d

REFUSED..... r

H11. ¿Más o menos cuántas de las veces en que [CHILD] se despierta durante una noche típica alguien tiene que ayudarlo(a) a que se vuelva a dormir?

|_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{ALL}

H11a. Por favor dígame cuánto está usted muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con las siguientes declaraciones:

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	DON'T KNOW	REFUSED
1. Mi hijo(a) tiene un lugar seguro para dormir en la noche.....	1	2	3	4	d	r
2. Mi hijo(a) duerme bien por toda la noche.....	1	2	3	4	d	r
3. Mi hijo(a) se despierta lleno(a) de energía.....	1	2	3	4	d	r

{ALL}

{DATA DEFINITION 0..7}

H11b. **¿Más o menos cuántas noches de la última semana (domingo a sábado) diría usted que [CHILD] se cepilló los dientes antes de acostarse?**

|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

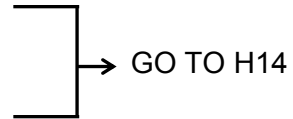
H12. **Algunas veces los niños se portan bien y otras no. ¿Le ha dado (nalgadas/palmadas en el trasero) a [CHILD] en la última semana por no portarse bien?**

YES 1

NO 0

DON'T KNOW.....d

REFUSED.....r



{IF H12 = 1}

H13. **¿Más o menos cuántas veces lo hizo en la última semana?**

PROBE: **La mejor estimación que me puede dar está bien.**

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

H14. **¿Ha usado con [CHILD] el método de “time out” o (lo/la) ha mandado a su cuarto en la última semana por no portarse bien?**

YES 1

NO 0

DON'T KNOW.....d

REFUSED.....r

{IF H14 = 1}

H15. ¿Más o menos cuántas veces lo hizo en la última semana?

PROBE: La mejor estimación que me puede dar está bien.

|_|_| NUMBER

DON'T KNOW.....d

REFUSED.....r

BOX H16
HEAD START CASES: GO TO H16
KINDERGARTEN CASES: GO TO VERSION BOX J

{Head Start Cases}

H16. **Aquí hay algunas afirmaciones que los padres de niños pequeños dicen acerca de sí mismos. Le voy a leer las afirmaciones y después de cada una por favor dígame qué tanto coincide con su caso: exactamente, mucho, algo, no mucho o nada.**

SHOW CARD	EXACTA- MENTE	MUCHO	ALGO	NO MUCHO	NADA	DON'T KNOW	REFUSED
a. Controlo a mi niño(a) advirtiéndole sobre las cosas malas que le pueden pasar	1	2	3	4	5	d	r
b. Hay veces que simplemente no tengo la energía para hacer que mi niño(a) se comporte como debería..	1	2	3	4	5	d	r
c. Mi niño(a) y yo pasamos juntos momentos íntimos y cariñosos.....	1	2	3	4	5	d	r
d. Enseño a mi niño(a) que portarse mal o no cumplir las reglas será siempre castigado de una manera u otra	1	2	3	4	5	d	r
e. Estimulo o aliento a mi niño(a) para que sea curioso(a), que explore y que cuestione cosas	1	2	3	4	5	d	r
f. No le permito a mi niño(a) que se enoje conmigo	1	2	3	4	5	d	r
g. Yo soy fácil de tratar y relajado(a) con mi niño(a)	1	2	3	4	5	d	r
h. Creo que a los niños se les debe ver y no oír	1	2	3	4	5	d	r
i. Me aseguro que mi niño(a) sepa que yo aprecio lo que trata de lograr.....	1	2	3	4	5	d	r
j. Tengo poco o nada de dificultad en mantener mis reglas para mi niño(a), aun cuando hay parientes o familiares cercanos presentes (incluyendo abuelos).....	1	2	3	4	5	d	r
k. Estimulo o aliento a mi niño(a) para que sea independiente de mí	1	2	3	4	5	d	r
l. Una vez que decido cómo tratar un mal comportamiento de mi niño(a) cumplo con mi decisión.....	1	2	3	4	5	d	r
m. Creo que el castigo físico es la mejor manera de disciplinar	1	2	3	4	5	d	r

BOX H16A
 HEAD START CASES: GO TO VERSION BOX I1
 KINDERGARTEN CASES: GO TO VERSION BOX J

I. PARENT INVOLVEMENT AND SATISFACTION WITH HEAD START

VERSION BOX I1
 HEAD START CASES ONLY: IF SPRING 2010 OR SPRING 2011
 CONTINUE,
 ELSE GO TO VERSION BOX J

11. **Por favor indique con qué frecuencia usted ha participado en las siguientes actividades en el centro de Head Start de [CHILD] desde que empezó Head Start este año.**

**Para cada una, dígame si todavía no lo ha hecho, lo ha hecho una o dos veces, varias veces, más o menos una vez al mes, o por lo menos una vez a la semana.
 ¿Con qué frecuencia . . .**

SHOW
CARD

	TODA- VÍA NO	UNA O DOS VECES	VARIAS VECES	MÁS O MENOS UNA VEZ AL MES	AL MENOS UNA VEZ A LA SEMANA	DON'T KNOW	REFUSED
a. ha ido de voluntario(a) o ayudó en el salón de clase de [CHILD]?	1	2	3	4	5	d	r
b. ha ido a observar el salón de clase de [CHILD] por lo menos 30 minutos?	1	2	3	4	5	d	r
c. ha preparado comida o materiales para eventos especiales, tal como para una celebración de algún día festivo o un evento cultural especial? ..	1	2	3	4	5	d	r
d. ha ayudado con excursiones u otros eventos especiales?	1	2	3	4	5	d	r
e. ha asistido a eventos sociales de Head Start, por ejemplo ferias o bazares para niños y familias?	1	2	3	4	5	d	r
f. ha asistido a reuniones o talleres de educación para padres que se concentran en temas como habilidades para el trabajo, o cómo criar a los hijos?	1	2	3	4	5	d	r
g. ha asistido a conferencias de padres y maestros?	1	2	3	4	5	d	r
h. ha recibido en su hogar la visita de algún miembro del personal de Head Start?	1	2	3	4	5	d	r
k. ha participado en el "Policy Council"?	1	2	3	4	5	d	r
q. ha participado en el Comité de Padres u otros grupos de planificación de Head Start?	1	2	3	4	5	d	r
m. ha preparado o distribuido boletines, volantes, o materiales de Head Start?	1	2	3	4	5	d	r
n. ha participado en actividades para recaudar fondos?	1	2	3	4	5	d	r
o. ha participado en cualquier otra actividad de Head Start?	1	2	3	4	5	d	r

{IF I1o = 2,3,4 OR 5}

11p. **¿Qué otra actividad?**

(SPECIFY) _____

12. Algunos padres tienen dificultad para participar en el Programa de Head Start de sus hijos. Por favor dígame si alguna de las siguientes cosas le ha impedido participar tanto como hubiera querido en el programa de Head Start de [CHILD] durante este último año?

	SÍ	NO	N/A	DON'T KNOW	REFUSED
a. ¿No tener quién le cuide los niños?	1	0	n/a	d	r
b. ¿Su horario de trabajo interfiere?	1	0	n/a	d	r
c. ¿Su horario de escuela o entrenamiento interfiere?	1	0	n/a	d	r
d. ¿No tiene transporte?	1	0	n/a	d	r
e. ¿No conoce a otras personas en Head Start?	1	0	n/a	d	r
f. ¿Se siente incómodo(a) en Head Start?	1	0	n/a	d	r
g. ¿Tiene problemas de salud que interfieren?	1	0	n/a	d	r
h. ¿La maestra de [CHILD] se siente incómoda con padres en el salón?	1	0	n/a	d	r
i. ¿Head Start no le ofrece suficientes oportunidades para participar?	1	0	n/a	d	r
j. ¿Ha tenido malas experiencias con Head Start en el pasado?	1	0	n/a	d	r
k. ¿Se siente incómodo(a) debido al idioma o diferencias culturales?	1	0	n/a	d	r
l. ¿Está preocupado(a) por su seguridad cuando está yendo a Head Start?	1	0	n/a	d	r
m. ¿Necesita más apoyo de su esposo(a) o pareja?	1	0	n/a	d	r
p. ¿Las oportunidades que Head Start proporciona no son de interés para usted?	1	0	n/a	d	r
n. ¿Hay alguna otra cosa que ha impedido su participación en actividades de Head Start?	1	0	na	d	r

{IF I2n = 1}

- I2o. ¿Qué impidió su participación en actividades de Head Start?

(SPECIFY) _____

J. ABOUT CHILD'S MOTHER

VERSION BOX J
IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

VERSION BOX J2
IF BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD {B5a-k = 1}, AND RESPONDENT IS BIOLOGICAL OR ADOPTIVE MOTHER (SC9 = 11 OR 13) AND FALL 2009, OR NO PREVIOUS INTERVIEW, GO TO BOX J9, ELSE GO TO BOX J16a
IF BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD {B5a-k = 1}, AND RESPONDENT IS NOT BIOLOGICAL OR ADOPTIVE MOTHER (SC9 = 12, 14...30) AND FALL 2009, OR NO PREVIOUS INTERVIEW, GO TO J8, ELSE GO TO BOX J16a
FALL 2009 OR NO PREVIOUS INTERVIEW: IF [CHILD]'s MOTHER NOT IN HOUSEHOLD AND {B5a_k =2_18,d,r}, ASK J1
SPRING 2010, SPRING 2011, AND SPRING 2012: IF MOTHER LEFT HOUSEHOLD SINCE LAST INTERVIEW OR CHILD IN DIFFERENT HOUSEHOLD, ASK J1
IF BIOLOGICAL OR ADOPTIVE MOTHER IS NOT IN HOUSEHOLD, AND WAS NOT IN HOUSEHOLD AT PREVIOUS INTERVIEW, GO TO J3

HEAD START CASES: IF ANY PREVIOUS INTERVIEW AND CONDITIONS ABOVE ARE NOT MET, GO TO BOX J14a.
KINDERGARTEN CASES: IF ANY PREVIOUS INTERVIEW AND CONDITIONS ABOVE ARE NOT MET, GO TO BOX J16a.

{IF B5a-k = 2-18, d, r}

J1. **Las siguientes preguntas son acerca de (usted/la madre de [CHILD]). Hay muchas razones por las que los niños no viven con sus padres. Por favor dígame por qué [CHILD] no está viviendo con su madre.**

PROBE: **¿Hay alguna otra razón?**

CODE ALL THAT APPLY

- [CHILD]'S MOTHER IS DECEASED 11
- [CHILD]'S MOTHER DID NOT HAVE ENOUGH MONEY TO RAISE (HER/HIM) 12
- (HER/HIS) MOTHER GOT TOO SICK TO TAKE CARE OF [CHILD] 13
- (HER/HIS) MOTHER HAD A DRINKING PROBLEM AND COULD NOT TAKE CARE OF [CHILD] 14
- (HER/HIS) MOTHER HAD A DRUG PROBLEM AND COULD NOT TAKE CARE OF [CHILD] 15
- (HER/HIS) MOTHER IS IN A RESIDENTIAL TREATMENT PROGRAM FOR SUBSTANCE ABUSE AND COULD NOT BRING [CHILD] 24
- (HER/HIS) MOTHER HAD A MENTAL OR EMOTIONAL PROBLEM AND COULD NOT TAKE CARE OF [CHILD]. 16
- (HER/HIS) MOTHER WAS IN TROUBLE WITH THE LAW OR HAD TO GO TO JAIL 17
- [CHILD] WAS NEGLECTED OR ABUSED WHILE LIVING WITH (HER/HIS) MOTHER 18
- SOMEONE AT THE CHILD WELFARE OFFICE SAID [CHILD] COULD NOT LIVE WITH (HIS/HER) MOTHER ANY MORE. 19
- [CHILD]'S FAMILY IS HOMELESS. 25
- NO EXPLANATION GIVEN 20
- SOMETHING ELSE (SPECIFY) 21

- DIVORCED/SEPARATED 22
- MOTHER AND [CHILD] CURRENTLY LIVE TOGETHER 26 → GO TO B3 AND ENTER RESPONDENT'S INFORMATION INTO HOUSEHOLD ROSTER, THEN GO TO VERSION BOX J2

- DON'T KNOW d
- REFUSED r

BOX J2A
 IF J1 = 11, GO TO J8
 ASK J2 ONLY IF MOTHER WAS NOT ON ANY PREVIOUS
 HOUSEHOLD ROSTERS OR FALL 2009, ELSE GO TO J3

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J2. ¿Alguna vez vivió la madre de [CHILD] en el mismo hogar que [CHILD]?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J3. ¿Actualmente vive la madre de [CHILD] en la misma ciudad o condado que [CHILD]?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J4. [(IF FALL 2009) En el último año/(ELSE) Desde [MONTH AND YEAR OF PREVIOUS INTERVIEW]), ¿aproximadamente cuántos días ha visto [CHILD] a su madre?

- |_|_| NUMBER
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J5. ¿Cuánto tiempo hace desde la última vez que [CHILD] tuvo contacto con su madre?

- CHILD NEVER HAD CONTACT 0
- DON'T KNOW..... d
- REFUSED..... r
- | | | | | | | | |
|--|--|--|--------|--|--|--|------|
| | | | NUMBER | | | | CODE |
|--|--|--|--------|--|--|--|------|
- DAYS AGO 1
- WEEKS AGO..... 2
- MONTHS AGO 3
- YEARS AGO..... 4

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J6. **[(IF FALL 2009) En el último año/(ELSE) Desde [MONTH AND YEAR MOTHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], ¿ha recibido (usted/su familia) pagos de manutención infantil o “child support” para [CHILD] de la madre de (él/ella)?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J7. **[(IF FALL 2009) En el último año/(ELSE) Desde [MONTH AND YEAR MOTHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], ¿ha recibido (usted/su familia) algún otro tipo de ayuda económica para [CHILD] de la madre de (él/ella)?**

PROBE: **Además de pagos de manutención infantil o “child support”.**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

J7a. ¿Hay alguna otra persona que sea como una madre para [CHILD]?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO BOX J3

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

{IF J7a = 1}

J7b. ¿Quién es esa persona? ¿Es . . .

- [IF R IS FEMALE, READ] usted, 1
 - su esposa o pareja, 2
 - una pariente de [CHILD], o 3
 - una amiga de la familia? 4
 - DON'T KNOW d
 - REFUSED r
- } → GO TO VERSION BOX J3
- } → GO TO J7c
- } → GO TO J8

{IF B5a-k = 2-18, d, r AND J1 = 12-25, d, r}

{IF J7b = 3, 4}

J7c. ¿Vive esta (pariente/amiga de la familia) en el hogar de usted?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

VERSION BOX J3
 IF FIRST INTERVIEW, GO TO J8
 IF ANY PREVIOUS INTERVIEW AND J1 ≠ 11, SKIP TO J15,
 ELSE GO TO BOX J16a

{IF SC9 OR RESPONDENT FLAG =12, 14...30}

J8. [(IF J1 = 11) **Me apena mucho enterarme que la mamá de [CHILD] fallecio. Ahora quisiera hacerle algunas preguntas acerca de[(IF J1 = 11) ella/ (IF J1 ≠11) la madre de [CHILD]].**

¿Cuál (es/era) su fecha de nacimiento?

____/____/_____
MONTH DAY YEAR

DON'T KNOW..... d

REFUSED..... r

BOX J9
IF THE RESPONDENT [CHILD]'s BIRTH MOTHER {SC9 = 11},
FILL "you."
IF SOMEONE ELSE {SC9 = 12-30, d, r}, FILL "[CHILD]'s mother."

{SOFT 11...49}

J9. **¿Qué edad tenía (la madre de [CHILD]) cuando dio a luz por primera vez?**

PROBE: **La mejor estimación que me puede dar está bien.**

____ NUMBER {SOFT EDIT: NUMBER >=12 AND <=49}

DON'T KNOW..... d

REFUSED..... r

{IF J9 < 11 OR > 49}

[SOFT J9] MOTHER'S AGE AT HER FIRST BIRTH

Es posible que anoté algo incorrectamente. Tengo escrito que (usted/ella) dio a luz por primera vez a la edad de [J9].

¿Es eso correcto?

J10. ¿Es (usted/ella) de origen español, hispano, o latino?

- | | | |
|------------------|---|---------------|
| YES | 1 | } → GO TO J12 |
| NO | 0 | |
| DON'T KNOW | d | |
| REFUSED..... | r | |

{IF J10=1}

J11. ¿Cuál de estos mejor describe a su origen español, hispano o latino? ¿Diría que (usted/ella) es de origen . . .

NOTE: IF MORE THAN ONE, CODE AS OTHER

- | | |
|---|----------|
| Mexicana, mexicano-americana, chicana,..... | 1 |
| Puertorriqueña, | 2 |
| Cubana, o | 3 |
| de otro grupo español/hispano/
latino? (SPECIFY) | 4 |
| <hr/> | |
| DON'T KNOW | d |
| REFUSED..... | r |

J12. ¿Cuál (es/era) (su raza/la raza de ella)? Usted puede decir más de una si desea.

CODE ALL THAT APPLY

WHITE	11
BLACK OR AFRICAN AMERICAN	12
AMERICAN INDIAN OR ALASKA NATIVE	13
ASIAN INDIAN.....	14
CHINESE.....	15
FILIPINO.....	16
JAPANESE	17
KOREAN	18
VIETNAMESE.....	19
ASIAN (NOT FURTHER SPECIFIED).....	20
NATIVE HAWAIIAN	21
GUAMANIAN OR CHAMORRO	22
SAMOAN	23
OTHER PACIFIC ISLANDER (SPECIFY)	24
<hr/>	
ANOTHER RACE (SPECIFY).....	25
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

J13. ¿En qué país nació (usted/ella)?

CODE ONLY ONE

USA.....	059	→ GO TO BOX J14a
MEXICO	303	
GUATEMALA.....	313	
CUBA.....	327	
DOMINICAN REPUBLIC.....	329	
INDIA.....	210	
CHINA	207	
PHILIPPINES.....	233	
JAPAN.....	215	
KOREA	217	
VIETNAM.....	247	
GUAM.....	066	
SAMOA.....	527	
OTHER (SPECIFY).....	600	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

BOX J13a

IF RESPONDENT IS BIRTH OR ADOPTIVE MOTHER
{SC9 = 11, 13}, CONTINUE.

IF NOT BIRTH OR ADOPTIVE MOTHER AND BIRTH MOTHER IS
ALIVE {SC9 = 12, 14-30, d, r AND J1 = 12-25, d, r}, CONTINUE.

IF SOMEONE ELSE AND BIRTH MOTHER IS
DECEASED {J1 = 11},
GO TO VERSION BOX K

{J1 = 12-25, d, r AND J13 = 066-600, d, r}

J14. **¿Cuántos años ha vivido (usted/ella) en los Estados Unidos?**

|_|_| NUMBER

DON'T KNOW..... d

REFUSED..... r

BOX J14a
 IF RESPONDENT IS NOT EQUAL TO 01 (NOT BIOLOGICAL MOTHER) AND
 02 (NOT BIOLOGICAL FATHER), CONTINUE.
 OTHERWISE, GO TO BOX J16a

{IF SC9 = 11, 12, 13, 14, 15, 16 and B5a-k CONTAINS 01, 02, 03,04}

{IF SC9 OR RESPONDENT FLAG = 13-30, d, r}

J15. **Las siguientes preguntas son acerca de los padres biológicos de [CHILD].**

¿Están...

casados,1 → GO TO BOX J16a

divorciados,.....2

separados, o.....3

no están casados?.....4

DON'T KNOW..... d

REFUSED..... r

{IF SC9 = 11, 12, 13, 14, 15, 16 and B5a-k CONTAINS 01, 02, 03,04}

{IF J15 = 2, 3, 4, d, r}

J16. **¿Cuál de las siguientes opciones describe mejor la relación actual de ellos?**

Tienen una relación romántica estable,1

Tienen una relación que empieza y termina periódicamente,.....2

Sólo son amigos, o3

No tienen ningún tipo de relación?4

DON'T KNOW..... d

REFUSED..... r

BOX J16a
IF THE RESPONDENT IS [CHILD]'s MOTHER {SC9 = 11,13}, FILL „you“.
IF SOMEONE ELSE {SC9 = 12, 14-30} AND MOTHER IS LIVING IN HOUSEHOLD {B5a-k = 1}, FILL [CHILD]'s mother.
IF MOTHER IS NOT LIVING IN HOUSEHOLD {B5a-k =2-18,d, r}, GO TO VERSION BOX K

{IF B5a-k = 1}

J16a. [(IF NO PREVIOUS INTERVIEW) **En los últimos 12 meses / (ELSE) Desde (MONTH AND YEAR OF LAST INTERVIEW)**],¿cuántas veces han estado (usted/la madre de [CHILD]) y [CHILD] separados por una semana o más?

TIMES {SOFT EDIT: NUMBER<=5}

DON'T KNOW.....d

REFUSED.....r

{IF J16a>5}

[SOFT J16a] NUMBER OF SEPARATIONS MIGHT BE TOO HIGH

Es posible que anoté algo incorrectamente. Tengo escrito que (usted/la madre de [CHILD]) ha estado separada por una semana o más [J16a] veces.

¿Es eso correcto?

{IF B5a-k = 1}{IF J16a>0}

J16b. **Hay muchas razones por las que niños no viven con sus padres. Por favor dígame por qué [CHILD] y (usted/su madre) han estado separados.**

PROBE: Why did [CHILD] stay with someone else?

PROBE: ¿Hay algunas otras razones?

NOTE: IF THE RESPONDENT SAYS ONLY THAT CHILD STAYED WITH ANOTHER FAMILY MEMBER/RELATIVE OR SOMEONE ELSE, PROBE AS TO WHY. IF RESPONDENT DOES NOT GIVE ANOTHER REASON, CODE AS "CHILD WENT TO VISIT RELATIVES.

CODE ALL THAT APPLY

CHILD WENT TO VISIT RELATIVES	27
MOTHER TRAVELED/WENT ON VACATION.....	28
[CHILD]'S MOTHER DID NOT HAVE ENOUGH MONEY TO RAISE (HER/HIM)	12
(HER/HIS) MOTHER GOT TOO SICK TO TAKE CARE OF [CHILD]	13
(HER/HIS) MOTHER HAD A DRINKING PROBLEM AND COULD NOT TAKE CARE OF [CHILD]	14
(HER/HIS) MOTHER HAD A DRUG PROBLEM AND COULD NOT TAKE CARE OF [CHILD].....	15
(HER/HIS) MOTHER IS IN A RESIDENTIAL TREATMENT PROGRAM FOR SUBSTANCE ABUSE AND COULD NOT BRING [CHILD].....	24
(HER/HIS) MOTHER HAD A MENTAL OR EMOTIONAL PROBLEM AND COULD NOT TAKE CARE OF [CHILD].	16
(HER/HIS) MOTHER WAS IN TROUBLE WITH THE LAW OR HAD TO GO TO JAIL.....	17
[CHILD] WAS NEGLECTED OR ABUSED WHILE LIVING WITH (HER/HIS) MOTHER.....	18
SOMEONE AT THE CHILD WELFARE OFFICE SAID [CHILD] COULD NOT LIVE WITH (HIS/HER) MOTHER ANY MORE.	19
[CHILD]'S FAMILY IS HOMELESS.	25
NO EXPLANATION GIVEN	20
SOMETHING ELSE (SPECIFY).....	21
<hr/>	
DIVORCED/SEPARATED	22
DON'T KNOW.....	d
REFUSED.....	r

{IF J16b=21}

S5Specify **“Por favor dígame por qué [CHILD] y (usted/su madre) han estado separados.”**

STRING[75]

{IF B5a-k = 1}

J17. **En la última semana, ¿trabajó (usted/la mamá de [CHILD] en un trabajo por pago o con un ingreso, incluyendo trabajo por cuenta propia?**

- YES 1 → GO TO J21
 - NO 0
 - RETIRED 2
 - DISABLED/UNABLE TO WORK 3
 - DON'T KNOW d
 - REFUSED r
- } → GO TO J24

{IF B5a-k = 1}

{IF J17 = 0}

J18. **¿Estuvo (usted/ella) de licencia o de vacaciones de un trabajo durante la última semana?**

NOTE: PAST WEEK: PAST 7 DAYS.

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1}

{IF J17 = 0}

J19. **¿Estuvo (usted/ella) buscando trabajo activamente en las últimas cuatro semanas?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1}

{IF J17 = 0}

J20. ¿Trabajó (usted/la madre de [CHILD]) en un trabajo por pago o con un ingreso, incluyendo trabajo por cuenta propia {(IF NO PREVIOUS INTERVIEW)(en los últimos 12 meses/ (ELSE) desde [MONTH AND YEAR OF LAST INTERVIEW])?}

YES 1

NO 0

DON'T KNOW d

REFUSED r



{IF B5a-k = 1}

{IF J17 = 1 OR J20 = 1}

J21. ¿Más o menos cuántas horas en total generalmente trabaja (usted/ella) por semana por pago o con un ingreso, contando todos los trabajos o empleos?

IF HOURS VARY, AVERAGE HOURS PER WEEK.

PROBE: La mejor estimación que me puede dar está bien.

____|____| NUMBER

DON'T KNOW d

REFUSED r

{IF B5a-k = 1}

{IF J17 = 1 OR J20 = 1}

J22. ¿Para quién trabajó (usted/ella) las más horas {(IF NO PREVIOUS INTERVIEW) en los últimos 12 meses/(ELSE) desde MONTH de la última entrevista)?}

PROBE, IF MORE THAN ONE JOB: En el trabajo en el que trabajó el mayor número de horas.

PROBE: ¿Cómo se llama la compañía?

NOTE: IF SELF-EMPLOYED AND NO COMPANY NAME, ENTER „SELF-EMPLOYED“.

NAME OF COMPANY _____

DID NOT WORK IN PAST 12 MONTHS 0

DON'T KNOW d

REFUSED r

{IF B5a-k = 1}
{J22 < > 0, d, r}

J22a. ¿Qué tipo de negocio es ese? ¿Qué hacen o fabrican?

TYPE OF BUSINESS _____

DON'T KNOW..... d

REFUSED..... r

{IF B5a-k = 1}

{IF J17 = 1 OR J20 = 1}

NOTE: CODING WILL BE DONE IN THE OFFICE NOT BY INTERVIEWER

J23. ¿Qué tipo de trabajo ((J17=1 está/(J17=0 estaba) haciendo (usted/ella)?

PROBE: ¿Cuál es su título de trabajo?

|_|_| CODE

DON'T KNOW..... d

REFUSED..... r

{IF B5a-k = 1}

{IF J17 = 1 OR J20 = 1}

J23a. ¿Cuáles [J17 = 1: son/(J17 = 0 eran)] sus actividades u obligaciones más importantes?

PROBE: ¿Cuáles son sus obligaciones principales, por ejemplo mecanografiar, llevar libros de contabilidad, archivar, mesero, dependiente de tienda?

IMPORTANT DUTIES _____

DON'T KNOW..... d

REFUSED..... r

BOX J23a

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS	01
ENGINEERS, SURVEYORS, AND ARCHITECTS	02
NATURAL SCIENTISTS AND MATHEMATICIANS.....	03
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS	04
TEACHERS	05
HEALTH DIAGNOSING AND TREATING PRACTITIONERS	06
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN'S ASSISTANTS	07
WRITERS, ARTISTS, ENTERTAINERS AND ATHLETES.....	08
HEALTH TECHNOLOGISTS AND TECHNICIANS	09
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH.....	10
MARKETING AND SALES OCCUPATIONS	11
ADMINISTRATIVE SUPPORT OCCUPATION, INCLUDING CLERICAL	12
SERVICE OCCUPATIONS	13
AGRICULTURAL, FORESTRY, AND FISHING OCCUPATIONS	14
MECHANICS AND REPAIRERS.....	15
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS.....	16
PRECISION PRODUCTION OCCUPATIONS	17
TRANSPORTATION AND MATERIALS MOVING OCCUPATIONS	18
HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS.....	19
MISCELLANEOUS OCCUPATIONS.....	20
NEVER WORKED/HOMEMAKERS	21

VERSION BOX J1
 IF FIRST TIME FAMILY IS INTERVIEWED, ASK J24.
 ELSE GO TO J26.

{IF B5a-k = 1}

J24. **Las siguientes preguntas son acerca de los tipos de actividades educativas en las que (usted/ella) tal vez participa. Hablaremos sobre programas que ofrecen títulos y clases en *colleges* o universidades y en escuelas vocacionales o técnicas, cursos o sesiones de entrenamiento relacionadas al trabajo o a un interés personal, y sobre otras maneras de aprender nueva información o habilidades.**

¿Cuál es el grado o año de estudios más alto que (usted/ella) completó?

NOTE: If „high school“, PROBE: **¿Cuál es el último grado o año que completó?**

NOTE: If „college“, PROBE: **¿Recibió un título? ¿Qué tipo de título?**

CODE ONLY ONE

- UP TO 8TH GRADE 1
- 9TH TO 11TH GRADE..... 2
- 12TH GRADE BUT NO DIPLOMA 3
- HIGH SCHOOL DIPLOMA/EQUIVALENT..... 4
- VOC/TECH PROGRAM AFTER HIGH SCHOOL
BUT NO VOC/TECH DIPLOMA 5
- VOC/TECH DIPLOMA AFTER HIGH SCHOOL ... 6
- SOME COLLEGE BUT NO DEGREE 7
- ASSOCIATE’S DEGREE 8
- BACHELOR’S DEGREE 9
- GRADUATE OR PROFESSIONAL
SCHOOL BUT NO DEGREE 10
- MASTER’S DEGREE (MA, MS)..... 11
- DOCTORATE DEGREE (PHD, EDD) 12
- PROFESSIONAL DEGREE AFTER
BACHELOR’S DEGREE (MEDICINE/MD;
DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13
- DON’T KNOW d
- REFUSED..... r

{IF B5a-k = 1}{IF J24 = 4, 5, 6, 7}

J25. ¿Qué tiene? ¿Un diploma de “high school” o un GED?

HIGH SCHOOL DIPLOMA..... 1
GED..... 0
DON'T KNOW..... d
REFUSED..... r

{IF B5a-k = 1}

J26. (IF NO PREVIOUS INTERVIEW ¿(Está (usted/ella) actualmente asistiendo inscrita o matriculada)/ELSE(Desde [MONTH AND YEAR OF LAST INTERVIEW], asistió o se inscribió o matriculó (usted/ella)) en algún curso, clase, o taller por razones relacionadas con el trabajo o por interés personal? Algunos ejemplos incluyen programas que ofrecen títulos de *college* o universidad o certificados, clases de computación, cursos de entrenamiento para trabajos, clases básicas de lectura o matemáticas, clases de alfabetización para la familia, o clases de preparación para el GED?

YES 1
NO 0
DON'T KNOW..... d
REFUSED..... r

{IF B5a-k = 1}{IF J26 = 1}

J27. ¿Está (usted/ella) actualmente tomando cursos de tiempo completo o de tiempo parcial?

FULL-TIME 1
PART-TIME 2
NOT CURRENTLY TAKING 0
DON'T KNOW..... d
REFUSED..... r

{IF B5a-k = 1} {J26=0,d,r}

J28. ¿Está (usted/ella) actualmente participando en un programa de entrenamiento para trabajar o un programa de entrenamiento dentro del trabajo?

YES 1
NO 0
DON'T KNOW..... d
REFUSED..... r

VERSION BOX J4
 HEAD START CASES: IF FALL 2009, GO TO J31, ELSE
 CONTINUE
 KINDERGARTEN CASES: CONTINUE.

{IF B5a-k = 1}

J29. ¿Ha recibido (usted/ella) un certificado, diploma o título {(IF FIRST INTERVIEW) en los últimos 12 meses/(ELSE) desde [MONTH AND YEAR OF LAST INTERVIEW]}?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1}{IF J29 = 1}

J30. ¿Qué tipo de certificado, diploma o título recibió (usted/ella)?

CODE ONLY ONE

- TRADE LICENSE OR CERTIFICATE 1
 - GED CERTIFICATE OR EQUIVALENT 2
 - HIGH SCHOOL DIPLOMA 3
 - ASSOCIATE'S DEGREE 4
 - CHILD DEVELOPMENT ASSOCIATE (CDA) 5
 - BACHELOR'S DEGREE 6
 - GRADUATE DEGREE 7
 - CREDENTIAL FOR FAMILY
SERVICE WORKER 9
 - OTHER (SPECIFY) 8
-
- DON'T KNOW d
 - REFUSED r

{Head Start Cases}

{IF B5a-k = 1}{IF J26 = 1}

J31. ¿Le ayudó Head Start a (usted/ella) a tomar o encontrar los programas, cursos, clases o talleres que está tomando?

YES 1
NO 0
DON'T KNOW d
REFUSED r

BOX J31A

IF J26 IS NOT EQUAL TO 1 (IS NOT TAKING COURSES) AND J28 IS NOT EQUAL TO 1 (IS NOT PARTICIPATING IN JOB-TRAINING), ASK J32.

OTHERWISE, GO TO VERSION BOX K

{Head Start Cases}

{IF B5a-k = 1}{IF J26 = 0,d,r AND J28 = 0,d,r}

J32. **A veces es difícil para los adultos tomar parte en actividades educativas aun cuando quieren hacerlo. ¿Cuál fue la razón principal por la que (usted/ella) no siguió ningún programa, ni tomó cursos, clases o talleres?**

PROBE: **¿Cuál fue la razón principal?**

CODE ONLY ONE

ADMISSION REQUIREMENT/QUALIFICATION..	1
TOO OLD TO TAKE ANY COURSES.....	2
HEALTH PROBLEM	3
MENTAL HEALTH PROBLEM.....	15
LEARNING DISABILITY	16
PHYSICAL DISABILITY	17
DON'T LIKE LEARNING.....	4
LANGUAGE BARRIER	5
LACK OF CONFIDENCE.....	18
NO INFORMATION ABOUT OFFERING	6
LACK OF CHILD CARE	7
TIME CONSTRAINTS (HOME OR WORK).....	8
COST.....	9
INCONVENIENT LOCATION/ TRANSPORTATION NOT AVAILABLE	10
DID NOT NEED MORE.....	11
OTHER (SPECIFY).....	12
<hr/>	
DID NOT WANT TO/NO INTEREST	13
CHILD RELATED REASONS (PREGNANT/ STAY AT HOME TO CARE FOR CHILD)	14
DON'T KNOW.....	d
REFUSED.....	r

K. ABOUT CHILD'S FATHER

VERSION BOX K

IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
SURVEY, CONTINUE

VERSION BOX K1

IF BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD (B5a-k = 2}, AND
RESPONDENT IS BIOLOGICAL OR ADOPTIVE FATHER (SC9 = 12 OR 14) AND
FALL 2009 OR NO PREVIOUS INTERVIEW,

GO TO BOX K9, ELSE GO TO BOX K16a

IF BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD (B5a-k = 2}, AND
RESPONDENT IS NOT BIOLOGICAL OR ADOPTIVE FATHER
(SC9 = 11, 13, 15...30)) AND FALL 2009 OR NO PREVIOUS INTERVIEW, GO
TO K8, ELSE GO TO BOX K16a

FALL 2009 OR NO PREVIOUS INTERVIEW: IF [CHILD]'s BIRTH OR ADOPTIVE
FATHER NOT IN HOUSEHOLD {B5A-K = 1,3-18,d,r}, ASK K1.

SPRING 2010, SPRING 2011, AND SPRING 2012: IF FATHER LEFT
HOUSEHOLD SINCE LAST INTERVIEW OR CHILD LEFT HOUSEHOLD,
ASK K1

SPRING 2010, SPRING 2011, SPRING 2012: IF BIOLOGICAL OR ADOPTIVE
FATHER NOT IN HOUSEHOLD AND WAS NOT IN HOUSEHOLD AT PREVIOUS
INTERVIEW, GO TO K3

SPRING 2011 OR SPRING 2012: IF BIOLOGICAL OR ADOPTIVE
FATHER NOT IN HOUSEHOLD AND WAS IN HOUSEHOLD AT
PREVIOUS INTERVIEW GO TO K1
IF ANY PREVIOUS INTERVIEW AND „NEEDFATHERDOB=1“, GO TO K8

IF ANY PREVIOUS INTERVIEW AND CONDITIONS ABOVE ARE NOT MET,
GO TO BOX K16a.

{IF B5a – k = 1, 3 – 18, d, r}

K1. Las siguientes preguntas son sobre (usted/el padre de [CHILD]).

Hay muchas razones por las que los niños no viven con sus papás. Por favor dígame por qué [CHILD] no está viviendo con su padre.

PROBE: ¿Hay alguna otra razón?

CODE ALL THAT APPLY

- [CHILD]'S FATHER IS DECEASED 11
 - [CHILD]'S FATHER DID NOT HAVE ENOUGH MONEY TO RAISE (HER/HIM) 12
 - (HER/HIS) FATHER GOT TOO SICK TO TAKE CARE OF [CHILD]..... 13
 - (HER/HIS) FATHER HAD A DRINKING PROBLEM AND COULD NOT TAKE CARE OF [CHILD]..... 14
 - (HER/HIS) FATHER HAD A DRUG PROBLEM AND COULD NOT TAKE CARE OF [CHILD]..... 15
 - (HER/HIS) FATHER IS IN A RESIDENTIAL TREATMENT PROGRAM FOR SUBSTANCE ABUSE AND COULD NOT BRING [CHILD]..... 24
 - (HER/HIS) FATHER HAD A MENTAL OR EMOTIONAL PROBLEM AND COULD NOT TAKE CARE OF [CHILD]..... 16
 - (HER/HIS) FATHER WAS IN TROUBLE WITH THE LAW OR HAD TO GO TO JAIL 17
 - [CHILD] WAS NEGLECTED OR ABUSED WHILE LIVING WITH (HER/HIS) FATHER 18
 - SOMEONE AT THE CHILD WELFARE OFFICE SAID [CHILD] COULD NOT LIVE WITH (HIS/HER) FATHER ANY MORE. 19
 - [CHILD]'S FAMILY IS HOMELESS..... 25
 - NO EXPLANATION GIVEN 20
 - SOMETHING ELSE (SPECIFY) 21
-
- DIVORCED/SEPARATED 22
 - FATHER LEFT/DID NOT WANT CHILD..... 23
 - FATHER AND [CHILD] CURRENTLY LIVE TOGETHER 26
 - DON'T KNOW d
 - REFUSED r

→ GO TO B3 AND ENTER RESPONDENT'S INFORMATION INTO HOUSEHOLD ROSTER, THEN GO TO VERSION BOX K1

BOX K2a
 IF FIRST INTERVIEW, GO TO K8
 IF „NeedFatherDOB“=1, GO TO K8
 ASK K2 ONLY IF FATHER WAS NOT IN HH IN PREVIOUS
 ROUND AND FATHER NOT IN HH THIS ROUND , ELSE GO TO
 K3

{IF B5a-k = 1, 3-18, d, r AND K1 = 12-25, d, r}

K2. ¿Alguna vez vivió el padre de [CHILD] en el mismo hogar que [CHILD]?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1, 3-18, d, r AND K1 = 12-25, d, r}

K3. ¿Actualmente vive el padre de [CHILD] en la misma ciudad o condado que [CHILD]?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1, 3-18, d, r AND K1 = 12-25, d, r}

K4. (En el último año/Desde [MONTH AND YEAR OF PREVIOUS INTERVIEW]), ¿aproximadamente cuántos días ha visto [CHILD] a su padre?

- |_|_| NUMBER
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1, 3-18, d, r AND K1 = 12-25, d, r}

K5. ¿Cuánto tiempo hace desde la última vez que [CHILD] tuvo contacto con su padre?

- CHILD NEVER HAD CONTACT 0
- DON'T KNOW d
- REFUSED r
- NUMBER CODE
- DAYS AGO 1
- WEEKS AGO 2
- MONTHS AGO 3
- YEARS AGO 4

{IF B5a-k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

K6. [(IF FALL 2009) En el último año/(ELSE) Desde [MONTH AND YEAR FATHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]), ¿ha recibido (usted/su familia) pagos de manutención infantil o “child support” para [CHILD] del padre de (él/ella)?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

K7. [(IF FALL 2009) En el último año/(ELSE) Desde [MONTH AND YEAR FATHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]), ¿ha recibido (usted/su familia) algún otro tipo de ayuda económica para [CHILD] del padre de (él/ella)?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

K7a. ¿Hay alguna otra persona que sea como un padre para [CHILD]?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

{IF K7a = 1}

K7b. ¿Quién es esa persona? ¿Es . . .

- [IF R IS MALE, READ] **usted,** 1
- su esposo o pareja,** 2
- un pariente de [CHILD], o** 3
- un amigo de la familia?** 4
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 1, 3 – 18, d, r AND K1 = 12-25, d, r}

{IF K7b = 3, 4}

K7c. ¿Este (pariente/amigo de la familia) vive en el hogar de usted?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

VERSION BOX K2
 IF ANY PREVIOUS INTERVIEW AND
 „NEEDFATHERDOB=1“, GO TO K8

 IF ANY PREVIOUS INTERVIEW, SKIP TO BOX K16a, ELSE
 CONTINUE

K8. [(IF K1=11) **Me apena mucho enterarme que el papá de [CHILD] falleció. Quisiera hacerle algunas preguntas acerca de él / (IF SC9 OR RESPONDENT FLAG = 11, 13, 15 - 30, d, r AND K1 ≠11). Ahora le voy a hacer algunas preguntas acerca del papá de [CHILD].**

¿En qué fecha nació?

____/____/____
MONTH DAY YEAR

DON'T KNOW..... d

REFUSED..... r

NO K9 THIS VERSION

BOX K9
IF PREVIOUS INTERVIEW, GO TO BOX K16A

IF THE RESPONDENT [CHILD]'s BIOLOGICAL OR ADOPTIVE FATHER {SC9 = 12,14}, FILL "you".
IF SOMEONE ELSE {SC9 = 11, 13, 15-30, d, r}, FILL "[CHILD]'s FATHER".

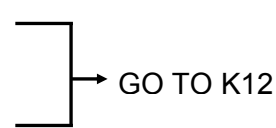
K10. **(¿Es (usted/él)/Era él) de origen español, hispano, o latino?**

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r



{IF K10 = 1}

K11. ¿Cuál de estos mejor describe a su origen español, hispano o latino? ¿Diría que (usted/él) es de origen . . .

NOTE: IF MORE THAN ONE, CODE AS OTHER

- Mexicano, Mexicano-Americano, chicano,..... 1
- Puertorriqueño,.....2
- Cubano, u 3
- de otro grupo español/hispano/latino?
(SPECIFY)..... 4

- DON'T KNOW..... d
- REFUSED..... r

K12. ¿Cuál (es/era) (su raza/la raza de él)? Usted puede decir más de una si desea.

CODE ALL THAT APPLY

- WHITE 11
- BLACK OR AFRICAN AMERICAN 12
- AMERICAN INDIAN OR ALASKA
NATIVE (SPECIFY) 13

- ASIAN INDIAN 14
- CHINESE..... 15
- FILIPINO..... 16
- JAPANESE 17
- KOREAN 18
- VIETNAMESE..... 19
- ASIAN (NOT FURTHER SPECIFIED)..... 20
- NATIVE HAWAIIAN 21
- GUAMANIAN OR CHAMORRO 22
- SAMOAN 23
- OTHER PACIFIC ISLANDER (SPECIFY) 24

- ANOTHER RACE (SPECIFY)..... 25

- DON'T KNOW..... d
- REFUSED..... r

K13. ¿En qué país nació (usted/él)?

CODE ONLY ONE

USA.....	059	→ GO TO BOX K13a
MEXICO	303	
GUATEMALA.....	313	
CUBA.....	327	
DOMINICAN REPUBLIC.....	329	
INDIA.....	210	
CHINA	207	
PHILIPPINES.....	233	
JAPAN.....	215	
KOREA	217	
VIETNAM.....	247	
GUAM.....	066	
SAMOA.....	527	
OTHER (SPECIFY).....	600	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

BOX K13a

IF RESPONDENT IS BIRTH OR ADOPTIVE FATHER {SC9 = 12, 14}, CONTINUE.

IF NOT BIRTH FATHER AND BIRTH FATHER IS ALIVE, {SC9 = 11, 13, 15 - 30, d, r AND K1 = 12-25, d, r} CONTINUE.

IF SOMEONE ELSE AND BIRTH FATHER IS DECEASED, {K1 = 11}, GO TO SECTION L.

{K1 = 12-25, d, r AND K13 = 066-600, d, r}

K14. ¿Cuántos años (ha vivido/vivió) (usted/él) en los Estados Unidos?

PROBE: La mejor estimación que me puede dar está bien.

____|____| NUMBER

DON'T KNOW.....d

REFUSED.....r

<p>BOX K16a</p> <p>IF THE RESPONDENT IS [CHILD]'s FATHER {SC9 = 12, 14}, FILL „you“.</p> <p>IF SOMEONE ELSE {SC9 = 11, 13, 15-30} AND FATHER IS LIVING IN HOUSEHOLD {B5a-k = 2}, FILL “[CHILD]’s father.”</p> <p>IF FATHER IS NOT LIVING IN HOUSEHOLD {B5a-k =1, 3-18, d, r}, GO TO VERSION BOX L.</p>
--

NO K15 AND K16

{IF B5a-k = 2}

K17. En la última semana, ¿trabajó (usted/el papá de [CHILD]) en un trabajo por pago o con un ingreso, incluyendo trabajo por cuenta propia?

NOTE: LA ÚLTIMA SEMANA = LOS ÚLTIMOS 7 DÍAS

YES 1 → GO TO K21

NO 0

RETIRED 2

DISABLED/UNABLE TO WORK 3

DON'T KNOW d

REFUSED r

→ GO TO K24

{IF B5a-k = 2} {IF K17 = 0}

K18. ¿Estuvo (usted/él) de licencia o de vacaciones de un trabajo durante la última semana?

NOTE: LA ÚLTIMA SEMANA = LOS ÚLTIMOS 7 DÍAS

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2} {IF K17 = 0}

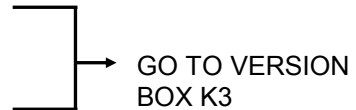
K19. ¿Estuvo (usted/él) buscando trabajo activamente en las últimas cuatro semanas?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2} {IF K17 = 0}

K20. ¿Trabajó (usted/el padre de [CHILD]) en un trabajo por pago o con un ingreso, incluyendo trabajo por cuenta propia {(IF NO PREVIOUS INTERVIEW) en los últimos 12 meses/(ELSE) desde MONTH AND YEAR OF LAST INTERVIEW)}?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r



{IF B5a-k = 2} {IF K17 = 1 OR K20 = 1}

K21. ¿Más o menos cuántas horas en total a la semana generalmente trabaja (usted/él) por pago o con un ingreso, contando todos los trabajos o empleos?

IF HOURS VARY, AVERAGE HOURS PER WEEK.

PROBE: La mejor estimación que me puede dar está bien.

|_|_| NUMBER

- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2} {IF K17 = 1 OR K20 = 1}

K22. ¿Para quién trabajó (usted/él) las más horas {(IF NO PREVIOUS INTERVIEW) en los últimos 12 meses/(ELSE) desde [MONTH AND YEAR OF LAST INTERVIEW]}?

PROBE, IF MORE THAN ONE JOB: En el trabajo en el que trabajó el mayor número de horas.

PROBE: ¿Cuál es el nombre de la compañía?

NOTE: IF SELF-EMPLOYED AND NO COMPANY NAME, ENTER "SELF-EMPLOYED".

NAME OF COMPANY _____

DID NOT WORK IN PAST 12 MONTHS 0

DON'T KNOW..... d

REFUSED..... r

{IF B5a-k = 2}{IF K17 = 1 OR K20 = 1}{K22 < > 0, d, r}

K22a. ¿Qué tipo de negocio es ese? ¿Qué hacen o fabrican?

TYPE OF BUSINESS _____

DON'T KNOW..... d

REFUSED..... r

{IF B5a-k = 2} {IF K17 = 1 OR K20 = 1}

K23. ¿Qué tipo de trabajo ((K17=1: (está)/K17=0: (estaba)) (usted/él) haciendo y cuáles (K17=1: son/K17=0: /eran) sus actividades u obligaciones más importantes?

PROBE: ¿Cómo se llama su ocupación?

____|____| CODE

DON'T KNOW..... d

REFUSED..... r

{IF B5a-k = 2} {IF K17 = 1 OR K20 = 1}

K23a. ¿Cuáles (K17=1: son /K17=0: eran) sus más importantes actividades u obligaciones?

PROBE: ¿Cuáles son sus obligaciones principales, por ejemplo mecanografiar, llevar libros de contabilidad, archivar, mesero(a)?

IMPORTANT DUTIES _____

DON'T KNOW..... d

REFUSED..... r

BOX K23a

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS ..	01
ENGINEERS, SURVEYORS, AND ARCHITECTS	02
NATURAL SCIENTISTS AND MATHEMATICIANS	03
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS	04
TEACHERS.....	05
HEALTH DIAGNOSING AND TREATING PRACTITIONERS.....	06
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN'S ASSISTANTS.....	07
WRITERS, ARTISTS, ENTERTAINERS AND ATHLETES	08
HEALTH TECHNOLOGISTS AND TECHNICIANS	09
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH	10
MARKETING AND SALES OCCUPATIONS	11
ADMINISTRATIVE SUPPORT OCCUPATION, INCLUDING CLERICAL...	12
SERVICE OCCUPATIONS	13
AGRICULTURAL, FORESTRY, AND FISHING OCCUPATIONS.....	14
MECHANICS AND REPAIRERS	15
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS	16
PRECISION PRODUCTION OCCUPATIONS	17
TRANSPORTATION AND MATERIALS MOVING OCCUPATIONS	18
HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS	19
MISCELLANEOUS OCCUPATIONS	20
NEVER WORKED/HOMEMAKERS	21

VERSION BOX K3
 IF FIRST TIME FAMILY IS INTERVIEWED, ASK K24,
 ELSE GO TO K26.

{IF B5a-k = 2}

K24. Las siguientes preguntas son acerca de los tipos de actividades educativas en las que (usted/él) tal vez participa. Hablaremos sobre programas que ofrecen títulos y clases en *colleges* o universidades y en escuelas vocacionales o técnicas, cursos o sesiones de entrenamiento relacionadas al trabajo o a un interés personal y sobre otras maneras de aprender nueva información o habilidades.

¿Cuál es el grado o año de estudios más alto que (usted/él) completó?

NOTE: If „high school“, PROBE: **¿Cuál es el último grado o año que completó?**

NOTE: If „college“, PROBE: **¿Recibió un título? ¿Qué tipo de título?**

CODE ONLY ONE

- UP TO 8TH GRADE 1
- 9TH TO 11TH GRADE..... 2
- 12TH GRADE BUT NO DIPLOMA 3
- HIGH SCHOOL DIPLOMA/
EQUIVALENT 4
- VOC/TECH PROGRAM AFTER HIGH
SCHOOL BUT NO VOC/TECH DIPLOMA 5
- VOC/TECH DIPLOMA AFTER
HIGH SCHOOL..... 6
- SOME COLLEGE BUT NO DEGREE 7
- ASSOCIATE’S DEGREE 8
- BACHELOR’S DEGREE 9
- GRADUATE OR PROFESSIONAL
SCHOOL BUT NO DEGREE 10
- MASTER’S DEGREE (MA, MS)..... 11
- DOCTORATE DEGREE (PHD, EDD) 12
- PROFESSIONAL DEGREE AFTER
BACHELOR’S DEGREE (MEDICINE/MD;
DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13
- DON’T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2} {IF K24 = 4, 5, 6, 7}

K25. ¿Qué tiene? ¿Un diploma de *high school* o un GED?

- HIGH SCHOOL DIPLOMA..... 1
- GED..... 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2}

K26. (IF NO PREVIOUS INTERVIEW ¿(Está (usted/él) actualmente asistiendo o inscrito o matriculado/ELSE(Desde [MONTH OF LAST INTERVIEW], ¿asistió o se inscribió o matriculó (usted/él)) en algún curso, clase, o taller por razones relacionadas con el trabajo o por interés personal? Algunos ejemplos incluyen programas que ofrecen títulos de *college* o universidad o certificados, clases de computación, cursos de entrenamiento para trabajos, clases básicas de lectura o matemáticas, clases de alfabetización para la familia, o clases de preparación para el GED?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2} {IF K26 = 1}

K27. ¿Está (usted/él) actualmente tomando cursos de tiempo completo o de tiempo parcial?

- FULL-TIME 1
- PART-TIME 2
- NOT CURRENTLY TAKING 0
- DON'T KNOW..... d
- REFUSED..... r

{IF B5a-k = 2} {K26=0,d,r}

K28. ¿Está (usted/él) actualmente participando en un programa de entrenamiento para trabajar o un programa de entrenamiento dentro del trabajo?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

VERSION BOX K4
 HEAD START CASES: IF FALL 2009, GO TO K31, ELSE
 CONTINUE
 KINDERGARTEN CASES: CONTINUE

{IF B5a-k = 2}

K29. ¿Ha recibido (usted/él) un certificado, diploma o título {(IF FIRST INTERVIEW) en los últimos 12 meses/(ELSE) desde [MONTH AND YEAR OF LAST INTERVIEW]}?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF B5a-k = 2} {IF K29 = 1}

K30. ¿Qué tipo de certificado, diploma o título recibió (usted/él)?

CODE ONLY ONE

- TRADE LICENSE OR CERTIFICATE 1
 - GED CERTIFICATE OR EQUIVALENT 2
 - HIGH SCHOOL DIPLOMA 3
 - ASSOCIATE'S DEGREE 4
 - CHILD DEVELOPMENT
ASSOCIATE (CDA) 5
 - BACHELOR'S DEGREE 6
 - GRADUATE DEGREE 7
 - CREDENTIAL FOR FAMILY
SERVICE WORKER 9
 - OTHER (SPECIFY) 8
-
- DON'T KNOW d
 - REFUSED r

{Head Start Cases}

{IF B5a-k = 2} {IF K26 = 1}

K31. ¿Le ayudó Head Start a (usted/él) a tomar o encontrar los programas, cursos, clases o talleres que está tomando?

YES 1
NO 0
DON'T KNOW d
REFUSED r

BOX K31a
IF K26 IS NOT EQUAL TO 1 (IS NOT TAKING COURSES)
AND K28 IS NOT EQUAL TO 1 (IS NOT PARTICIPATING
IN JOB-TRAINING) ASK K32.
OTHERWISE, GO TO SECTION L

{Head Start Cases}

{IF B5a-k = 2} {IF K26 = 0, d, r AND K28 = 0, d, r}

K32. **A veces es difícil para los adultos tomar parte en actividades educativas aun cuando quieren hacerlo. ¿Cuál fue la razón principal por la que (usted/él) no siguió ningún programa, ni tomó cursos, clases o talleres?**

PROBE: **¿Cuál fue la razón principal?**

CODE ONLY ONE

ADMISSION REQUIREMENT/QUALIFICATION..	1
TOO OLD TO TAKE ANY COURSES.....	2
HEALTH PROBLEM	3
MENTAL HEALTH PROBLEM.....	15
LEARNING DISABILITY	16
PHYSICAL DISABILITY	17
DON'T LIKE LEARNING.....	4
LANGUAGE BARRIER.....	5
LACK OF CONFIDENCE.....	18
NO INFORMATION ABOUT OFFERING	6
LACK OF CHILD CARE	7
TIME CONSTRAINTS (HOME OR WORK).....	8
COST.....	9
INCONVENIENT LOCATION/ TRANSPORTATION NOT AVAILABLE	10
DID NOT NEED MORE.....	11
OTHER (SPECIFY).....	12
<hr/>	
DID NOT WANT TO/NO INTEREST	13
CHILD RELATED REASONS (PREGNANT/ STAY AT HOME TO CARE FOR CHILD)	14
DON'T KNOW.....	d
REFUSED.....	r

L. ABOUT RESPONDENT

VERSION BOX L
 IF RESPONDENT IS [CHILD]'S BIOLOGICAL OR ADOPTIVE
 MOTHER OR FATHER {SC9 = 11-14},
 GO TO SECTION M.

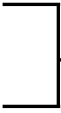
IF FALL 2009 OR NO PRIOR INTERVIEW WITH THIS
 RESPONDENT AND RESPONDENT IS NOT
 BIOLOGICAL OR ADOPTIVE MOTHER OR FATHER
 {SC9=15-30, d, r} CONTINUE, ELSE GO TO L17.

NO L1 TO L9

Las siguientes preguntas son sobre usted.

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

L10. **¿Es usted de origen español, hispano, o latino?**

- | | | |
|------------------|---|--|
| YES | 1 |  |
| NO | 0 | |
| DON'T KNOW | d | |
| REFUSED | r | |
- GO TO L12

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

{IF L10 = 1}

L11. **¿Cuál de estos mejor describe mejor a su origen español, hispano o latino? ¿Diría que es de origen . . .**

NOTE: IF MORE THAN ONE, CODE AS OTHER

- | | |
|---|---|
| Mexicano(a), Mexicano(a)-Americano(a),
chicano(a), | 1 |
| Puertorriqueño(a), | 2 |
| Cubano(a), u | 3 |
| de otro grupo español/hispano/latino? | 4 |
| DON'T KNOW | d |
| REFUSED | r |

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

L12. ¿Cuál es su raza? Usted puede decir más de una si desea.

CODE ALL THAT APPLY

WHITE	11
BLACK OR AFRICAN AMERICAN	12
AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY)	13
<hr/>	
ASIAN INDIAN	14
CHINESE	15
FILIPINO	16
JAPANESE	17
KOREAN	18
VIETNAMESE	19
ASIAN (NOT FURTHER SPECIFIED).....	20
NATIVE HAWAIIAN	21
GUAMANIAN OR CHAMORRO	22
SAMOAN	23
OTHER PACIFIC ISLANDER (SPECIFY)	24
<hr/>	
ANOTHER RACE (SPECIFY).....	25
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

L13. ¿En qué país nació usted?

CODE ONLY ONE

USA.....	059	→ GO TO L17
MEXICO	303	
GUATEMALA.....	313	
CUBA.....	327	
DOMINICAN REPUBLIC.....	329	
INDIA.....	210	
CHINA	207	
PHILIPPINES.....	233	
JAPAN.....	215	
KOREA.....	217	
VIETNAM.....	247	
GUAM.....	066	
SAMOA.....	527	
OTHER (SPECIFY).....	600	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

{IF L13 = 066, 527 or 600, d, r}

L14. ¿Cuántos años ha vivido en los Estados Unidos?

|_|_| NUMBER

DON'T KNOW.....	d
REFUSED.....	r

NO L15 OR L16

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

IF RESPONDENT WAS PREVIOUSLY INTERVIEWED, SAY: **Mis siguientes preguntas son acerca de usted.**

L17. **En la última semana, ¿trabajó en un trabajo por pago o con un ingreso, incluyendo trabajo por cuenta propia?**

- | | | |
|-------------------------------|---|---------------|
| YES | 1 | → GO TO L21 |
| NO | 0 | |
| RETIRED | 2 |] → GO TO L24 |
| DISABLED/UNABLE TO WORK | 3 | |
| DON'T KNOW | d | |
| REFUSED | r | |

{IF L17 = 0}

L18. **¿Estuvo de licencia o de vacaciones de un trabajo durante la última semana?**

- | | |
|------------------|---|
| YES | 1 |
| NO | 0 |
| DON'T KNOW | d |
| REFUSED | r |

{IF L17 = 0}

L19. **¿Estuvo buscando trabajo activamente en las últimas cuatro semanas?**

- | | |
|------------------|---|
| YES | 1 |
| NO | 0 |
| DON'T KNOW | d |
| REFUSED | r |

{IF L17 = 0}

L20. **¿Trabajó en un trabajo por pago o con un ingreso, incluyendo trabajo por cuenta propia {(IF NO PREVIOUS INTERVIEW)(en los últimos 12 meses/ (ELSE) desde [MONTH AND YEAR OF LAST INTERVIEW])?}**

- | | | |
|------------------|---|---------------|
| YES | 1 | |
| NO | 0 |] → GO TO L24 |
| DON'T KNOW | d | |
| REFUSED | r | |

{IF L17 = 1 OR L20 = 1}

L21. ¿Más o menos cuántas horas en total a la semana generalmente trabaja usted por pago o con un ingreso, contando todos los trabajos o empleos?

IF HOURS VARY, AVERAGE HOURS PER WEEK.

PROBE: La mejor estimación que me puede dar está bien.

____|____| NUMBER

DON'T KNOW..... d

REFUSED..... r

{IF L17 = 1 OR L20 = 1}

L22. ¿Para quién trabajó las más horas {(IF NO PREVIOUS INTERVIEW)(en los últimos 12 meses/ (ELSE) desde [MONTH AND YEAR OF LAST INTERVIEW])}?

PROBE, IF MORE THAN ONE JOB: En el trabajo en el que trabajó el mayor número de horas.

PROBE: ¿Cuál es el nombre de la compañía?

NOTE: IF SELF-EMPLOYED AND NO COMPANY NAME, ENTER "SELF-EMPLOYED".

NAME OF COMPANY _____

DID NOT WORK IN PAST 12 MONTHS 0

DON'T KNOW..... d

REFUSED..... r

{L22 < > 0, d, r}

L22a. ¿Qué tipo de negocio es ese? ¿Qué hacen o fabrican?

TYPE OF BUSINESS _____

DON'T KNOW..... d

REFUSED..... r

{IF L17 = 1 OR L20 = 1}

L23. ¿Qué tipo de trabajo está usted haciendo?

PROBE: ¿Cómo se llama su ocupación?

____|____| CODE

DON'T KNOW.....d

REFUSED.....r

L23a. ¿Cuáles son sus más importantes actividades u obligaciones?

PROBE: ¿Cuáles son sus obligaciones principales, por ejemplo mecanografiar, llevar libros de contabilidad, archivar, mesero?

IMPORTANT DUTIES _____

DON'T KNOW.....d

REFUSED.....r

BOX L23a

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS	01
ENGINEERS, SURVEYORS, AND ARCHITECTS	02
NATURAL SCIENTISTS AND MATHEMATICIANS	03
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS	04
TEACHERS.....	05
HEALTH DIAGNOSING AND TREATING PRACTITIONERS.....	06
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN'S ASSISTANTS.....	07
WRITERS, ARTISTS, ENTERTAINERS AND ATHLETES	08
HEALTH TECHNOLOGISTS AND TECHNICIANS	09
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH	10
MARKETING AND SALES OCCUPATIONS	11
ADMINISTRATIVE SUPPORT OCCUPATION, INCLUDING CLERICAL.....	12
SERVICE OCCUPATIONS	13
AGRICULTURAL, FORESTRY, AND FISHING OCCUPATIONS.....	14
MECHANICS AND REPAIRERS	15
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS	16
PRECISION PRODUCTION OCCUPATIONS	17
TRANSPORTATION AND MATERIALS MOVING OCCUPATIONS	18
HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS	19
MISCELLANEOUS OCCUPATIONS	20
NEVER WORKED/HOMEMAKERS	21

VERSION BOX L3
 IF FIRST TIME THIS RESPONDENT IS INTERVIEWED, ASK L24,
 ELSE GO TO L26

{IF SC9 OR RESPONDENT FLAG = 15-30, d, r}

L24. **Las siguientes preguntas son acerca de los tipos de actividades educativas en las que usted tal vez participa. Hablaremos sobre programas que ofrecen títulos y clases en *colleges* o universidades y en escuelas vocacionales o técnicas, cursos o sesiones de entrenamiento relacionadas al trabajo o a un interés personal y sobre otras maneras de aprender nueva información o habilidades.**

¿Cuál es el grado o año de estudios más alto que usted completó?

NOTE: If „high school“, PROBE: **¿Cuál es el último grado o año que usted completó??**

NOTE: If „college“, PROBE: **¿Recibió usted un título? ¿Qué tipo de título?**

CODE ONLY ONE

- UP TO 8TH GRADE 1
- 9TH TO 11TH GRADE.....2
- 12TH GRADE BUT NO DIPLOMA3
- HIGH SCHOOL DIPLOMA/EQUIVALENT.....4
- VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA 5
- VOC/TECH DIPLOMA AFTER HIGH SCHOOL ... 6
- SOME COLLEGE BUT NO DEGREE 7
- ASSOCIATE’S DEGREE 8
- BACHELOR’S DEGREE 9
- GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE 10
- MASTER’S DEGREE (MA, MS)..... 11
- DOCTORATE DEGREE (PHD, EDD) 12
- PROFESSIONAL DEGREE AFTER BACHELOR’S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13
- DON’T KNOW d
- REFUSED..... r

{IF L24 = 4, 5, 6}

L25. ¿Qué tiene? ¿Un diploma de high school o un GED?

HIGH SCHOOL DIPLOMA 1
GED 0
DON'T KNOW d
REFUSED r

{IF SC9 OR RESPONDENT FLAG = 13-30, d, r}

L26. ((IF NO PREVIOUS INTERVIEW (¿Está actualmente asistiendo o inscrito(a) o matriculado(a))/ELSE(Desde [MONTH AND YEAR OF LAST INTERVIEW], asistió o se inscribió o matriculó (usted/él)) en algún curso, clase, o taller por razones relacionadas con el trabajo o por interés personal? Algunos ejemplos incluyen programas que ofrecen títulos de *college* o universidad o certificados, clases de computación, cursos de entrenamiento para trabajos, clases básicas de lectura o matemáticas, clases de alfabetización para la familia, o clases de preparación para el GED?

YES 1
NO 0
DON'T KNOW d
REFUSED r

→ GO TO L28

{IF L26 = 1}

L27. ¿Está actualmente tomando cursos de tiempo completo o de tiempo parcial?

FULL-TIME 1
PART-TIME 2
NOT CURRENTLY TAKING 0
DON'T KNOW d
REFUSED r

{IF SC9 = 13-30, d, r}

L28. ¿Está actualmente participando en un programa de entrenamiento para trabajar o un programa de entrenamiento dentro del trabajo?

YES 1
NO 0
DON'T KNOW d
REFUSED r

VERSION BOX L4

IF FALL 2009, GO TO L31, IF FOLLOW-UP INTERVIEW WITH RESPONDENT WHO HAS PREVIOUSLY BEEN INTERVIEWED, CONTINUE.

L29. ¿Ha recibido un certificado, diploma o título {(IF NO PREVIOUS INTERVIEW) en los últimos 12 meses/(ELSE) desde [MONTH AND YEAR OF LAST INTERVIEW]}?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED..... r

{IF L29 = 1}

L30. ¿Qué tipo de certificado, diploma o título recibió?

CODE ONLY ONE

- TRADE LICENSE OR CERTIFICATE 1
- GED CERTIFICATE OR EQUIVALENT 2
- HIGH SCHOOL DIPLOMA 3
- ASSOCIATE'S DEGREE 4
- CHILD DEVELOPMENT ASSOCIATE (CDA) 5
- BACHELOR'S DEGREE 6
- GRADUATE DEGREE 7
- CREDENTIAL FOR FAMILY SERVICE WORKER 9
- OTHER (SPECIFY)..... 8
- _____
- DON'T KNOW d
- REFUSED..... r

{IF L26 = 1} {Head Start Cases}

L31. ¿Le ayudó Head Start a tomar o encontrar los programas, cursos, clases o talleres que está tomando?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

BOX L31A
IF L26 IS NOT EQUAL TO 1 (IS NOT TAKING COURSES)
OR L28 IS NOT EQUAL TO 1 (IS NOT PARTICIPATING IN
JOB-TRAINING), ASK L32.
OTHERWISE, GO TO SECTION M

{IF L26 = 0, d, r OR L28 = 0, d, r}

L32. **A veces es difícil para los adultos tomar parte en actividades educativas aún cuando quieren hacerlo. ¿Cuál fue la razón principal por la que usted no siguió ningún programa, ni tomó cursos, clases o talleres?**

PROBE: **¿Cuál fue la razón principal?**

CODE ONLY ONE

ADMISSION REQUIREMENT/QUALIFICATION..	1
TOO OLD TO TAKE ANY COURSES.....	2
HEALTH PROBLEM	3
MENTAL HEALTH PROBLEM	15
LEARNING DISABILITY	16
PHYSICAL DISABILITY	17
DON'T LIKE LEARNING	4
LANGUAGE BARRIER	5
LACK OF CONFIDENCE	18
NO INFORMATION ABOUT OFFERING	6
LACK OF CHILD CARE	7
TIME CONSTRAINTS (HOME OR WORK).....	8
COST.....	9
INCONVENIENT LOCATION/ TRANSPORTATION NOT AVAILABLE	10
DID NOT NEED MORE.....	11
OTHER (SPECIFY).....	12
<hr/>	
DID NOT WANT TO/NO INTEREST	13
CHILD RELATED REASONS (PREGNANT/ STAY AT HOME TO CARE FOR CHILD)	14
DON'T KNOW.....	d
REFUSED.....	r

M. INCOME AND HOUSING

VERSION BOX M
 IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
 SURVEY, CONTINUE

M1. **En los últimos seis meses, ¿recibió usted o alguien en su hogar ingresos o ayuda de {INSERT a-h}**

	SÍ	NO	DON'T KNOW	REFUSED
a. [State Welfare name from Box M1a] o asistencia pública o welfare?	1	0	d	r
b. Unemployment Insurance o seguro por desempleo?	1	0	d	r
c. cupones de alimentos o "Food Stamps"?	1	0	d	r
d. WIC - Programa Especial de Comida Suplementaria para Mujeres, Infantes, y Niños?	1	0	d	r
e. manutención de niños o "Child Support"?	1	0	d	r
f. SSI o jubilación de Social Security, beneficios por incapacidad, o beneficios de sobreviviente?	1	0	d	r
g. Pagos por proveer cuidado de crianza o "foster care", subsidios para guardianes o asistencia de adopción?	1	0	d	r
h. ayuda para pagar la energía?	1	0	d	r

**BOX M1a
STATE WELFARE AGENCIES**

Alabama	FA (Family Assistance Program)	Nebraska	Employment First
Alaska	ATAP (Alaska Temporary Assistance Program)	Nevada	TANF
Arizona	EMPOWER (Employing and Moving People Off Welfare and Encouraging Responsibility)	New Hampshire	FAP (Family Assistance Program), financial aid for work exempt families NHEP (New Hampshire Employment Program), financial aid for work-mandated families
Arkansas	TEA (Transitional Employment Assistance)	New Jersey	WFNJ (Work First New Jersey)
California	CALWORKS (California Work Opportunity and Responsibility for Kids)	New Mexico	NM Works
Colorado	Colorado Works	New York	FA (Family Assistance Program), SNA (Safety Net Assistance) Work First
Connecticut	JOBS FIRST	North Carolina	
Delaware	ABC (A Better Chance)	North Dakota	TEEM (Training, Employment, Education Management)
District of Columbia	TANF	Ohio	OWF (Ohio Works First)
Florida	Welfare Transition Program	Oklahoma	TANF
Georgia	TANF	Oregon	JOBS (Job Opportunities and Basic Skills)
Hawaii	TANF	Pennsylvania	Pennsylvania TANF
Idaho	Temporary Assistance For Families in Idaho	Rhode Island	FIP (Family Independence Program)
Illinois	TANF	South Carolina	Family Independence
Indiana	TANF, cash assistance, IMPACT (Indiana Manpower Placement and Comprehensive Training, TANF work program)	South Dakota	TANF
Iowa	FIP (Family Investment Program)	Tennessee	Families First
Kansas	Kansas Works	Texas	Texas Works (Department of Human Services), cash assistance Choices (Texas Workforce Commission, TANF work program)
Kentucky	K-TAP (Kentucky Transitional Assistance Program)	Utah	FEP (Family Employment Program)
Louisiana	FITAP (Family Independence Temporary Assistance Program) cash assistance STEP (Strategies to Empower People)	Vermont	ANFC (Aid to Families with Needy Children), cash assistance Reach Up, TANF work program
Massachusetts	TAFDC (Transitional Aid to Families with Dependent Children), cash assistance ESP (Employment Services Program), TANF work program	Virginia	VIEW (Virginia Initiative for Employment, Not Welfare)
Michigan	FIP (Family Independence Program)	Washington	WorkFirst
Minnesota	MFIP (Minnesota Family Investment Program)	West Virginia	West Virginia Works
Mississippi	TANF	Wisconsin	W-2 (Wisconsin Works)
Missouri	Beyond Welfare	Wyoming	POWER (Personal Opportunities With Employment Responsibility)
Montana	FAIM (Families Achieving Independence in Montana)		

{CHECK M2 < OR = B1}

M2. **Incluyéndose a usted, ¿cuántos adultos contribuyen a los ingresos de su hogar?**

|_|_| NUMBER

DON'T KNOW..... d

REFUSED..... r

M3_amt and M3_per.

En los últimos 12 meses, ¿cuál fue el ingreso total de todos los miembros de su hogar, de todas las fuentes, antes de impuestos y otras deducciones? Por favor incluya sus propios ingresos y los de todas las otras personas que viven con usted. Por favor incluya el dinero del que ya me ha hablado, de trabajos y programas de asistencia pública, así como de cualquier otra fuente que no hayamos mencionado, como ingresos de alquiler o rentas, intereses y dividendos.

\$ |_|_|_|_|_|, |_|_|_|_|_| PER |_|_|_| CODE

por hora, 1

al día, 2

a la semana, 3

cada dos semanas, 4

al mes, o 5

al año? 6

OTHER (SPECIFY)..... 7

_____ DON'T KNOW..... d

REFUSED..... r

→ GO TO M7

PROGRAMMER: DISPLAY SOFT EDIT IF VALUES OUT OF RANGE

{IF M3=d, r}

M4. **Solamente necesito una cifra aproximada. ¿Fue . . .**

- \$25,000 o menos, o 1 → GO TO M5
 - más de \$25,000? 2 → GO TO M6
 - DON'T KNOW d
 - REFUSED r
- } → GO TO M7

{IF M4=1}

M5. **¿Fue . . .**

- \$5,000 o menos, 1
- entre \$5,001 y \$10,000, 2
- entre \$10,001 y \$15,000, 3
- entre \$15,001 y \$20,000, o 4
- entre \$20,001 y \$25,000? 5
- DON'T KNOW d
- REFUSED r

{IF M4=2}

M6. **¿Fue . . .**

- entre \$25,001 y \$30,000, 6
- entre \$30,001 y \$35,000, 7
- entre \$35,001 y \$40,000, 8
- entre \$40,001 y \$50,000, 9
- entre \$50,001 y \$75,000, o 10
- más de \$75,000? 11
- DON'T KNOW d
- REFUSED r

M7. Las siguientes preguntas son acerca de la vivienda. ¿Vive usted ahora . . .

- solamente con su familia en una casa,
un apartamento, o una casa móvil,..... 1
 - compartiendo con una o más familias una
casa, un apartamento, o una casa
móvil, 2
 - en una vivienda de transición
(apartamento) o un albergue o
refugio para personas sin hogar
(homeless shelter), o 3
 - algún otro lugar? (SPECIFY)..... 4
-
- DON'T KNOW..... d
REFUSED..... r

{IF M7 = 4}
M8aSpecify
STRING[75]

“Por favor dígame en qué tipo de vivienda usted vive.”

M8. ¿Cuántas veces se ha mudado [(IF FALL 2009) en los últimos 12 meses/(ELSE)
desde [MONTH AND YEAR OF LAST INTERVIEW)]?

- ____|____| NUMBER
- DON'T KNOW..... d
REFUSED..... r

{IF M8>0}

M8a. ¿Cuál fue la razón principal para la vez más reciente que usted se mudó?

CODE ONLY ONE

- FOR A JOB OR SCHOOLING 1
 - TO BE CLOSER TO FAMILY/FRIENDS 2
 - MOVED IN WITH PARTNER/SPOUSE 3
 - COULDN'T AFFORD PRIOR HOME 4
 - SAFER COMMUNITY 5
 - HOUSING WAS DESTROYED 6
 - ESCAPE DOMESTIC ABUSE..... 7
 - PRIOR LANDLORD SOLD HOUSING 8
 - FAMILY/FRIENDS NO LONGER WILLING TO HOUSE MY FAMILY 9
 - TIME LIMIT UP FOR TRANSITIONAL HOUSING/SHELTER..... 10
 - OTHER (SPECIFY)..... 11
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF M8a = 11}

M8aSpecify “Por favor dígame la razón principal para la vez más reciente que usted se mudó.”

STRING[75]

{IF M7 = 1, 2, 4, d, r}

M9. ¿Actualmente es usted dueño(a) de su casa o apartamento, paga renta, o vive en vivienda pública o subsidiada?

PROBE IF RESPONDENT SAYS “RENTS”: ¿Alquila o renta usted con o sin asistencia pública?

- OWNS OR IS BUYING HOME OR APARTMENT 1
 - RENTS (WITHOUT PUBLIC ASSISTANCE)..... 2
 - PUBLIC OR SUBSIDIZED HOUSING 3
 - SOME OTHER ARRANGEMENT (SPECIFY)..... 4
-
- LIVES WITH SOMEONE ELSE, WHETHER PAYS RENT OR NOT 5
 - DON'T KNOW..... d
 - REFUSED..... r

VERSION BOX M2
 IF SPRING 2010 OR SPRING 2011 OR KINDERGARTEN
 SURVEY, GO TO VERSION BOX N
 IF FIRST TIME INTERVIEW, CONTINUE

M10. **Cuando se están quedando sin dinero para comer, las personas hacen diferentes cosas para hacer que la comida o el dinero para la comida les dure más.**

Para cada afirmación que yo lea, dígame si eso fue cierto con frecuencia, a veces, o nunca para (usted/su hogar) [(IF FALL 2009) en los últimos 12 meses/(ELSE) desde [MONTH AND YEAR OF LAST INTERVIEW]] {INSERT a, b}

BOX M10a
 IF MORE THAN ONE ADULT IN HOUSEHOLD {B4 a - k > 17}, FILL
 "nosotros", OTHERWISE, FILL "yo"

	CON FRECUENCIA	A VECES	NUNCA	DON'T KNOW	REFUSED
a. La comida que (yo compraba/nosotros comprábamos) simplemente no duraba, y (no tenía/no teníamos) dinero para comprar más ...	1	2	3	d	r
b. No tenía(mos) suficiente dinero para comidas balanceadas	1	2	3	d	r

M11. **En los últimos 12 meses, ¿alguna vez (usted u otros adultos en su hogar) (redujo/redujeron) el tamaño de sus propias comidas o no (comió/comieron) alguna comida porque no había suficiente dinero para alimentos?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF M11=1}

M12. ¿Con qué frecuencia ocurrió eso? ¿Diría . . .

- casi todos los meses,..... 1
- algunos meses, pero no todos
los meses, o 2
- sólo 1 ó 2 meses?..... 3
- DON'T KNOW..... d
- REFUSED..... r

M13. En los últimos 12 meses, ¿alguna vez comió menos de lo que pensaba que debería de comer porque no había suficiente dinero para comprar comida?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

M14. En los últimos 12 meses, ¿alguna vez tuvo hambre pero no comió porque no tenía suficiente dinero para comprar comida?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

N. CHILD CARE

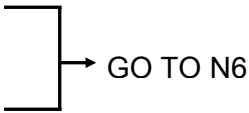
VERSION BOX N
 IF FALL 2009, SPRING 2010, SPRING 2011, OR KINDERGARTEN
 SURVEY, CONTINUE

NOTE: WE ARE ONLY INTERESTED IN ATTENDANCE AT A DAY CARE CENTER, (IF HEAD START CASE, DISPLAY: NURSERY SCHOOL, PRESCHOOL, OR PRE-KINDERGARTEN PROGRAM) ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N1. Ahora quisiera hablar con usted sobre todos los tipos de cuidado de niños o child care que [CHILD] recibe ahora en forma regular en las mañanas antes de (Head Start/Kindergarten), y en las tardes después de (Head Start/Kindergarten).

Primero quiero preguntarle sobre los centros de cuidado de niños o child care, (IF HEAD START CASE, READ: guarderías o *nurseries*, o programas de pre-kinder) a los que tal vez [CHILD] va, (IF HEAD START CASE, READ: sin incluir los programas de Head Start), aunque estén en el mismo edificio que [PROGRAM].

¿Asiste [CHILD] actualmente a un centro de cuidado de niños, (IF HEAD START CASE, READ: a una guardería o *nursery*, a un preescolar o a un programa de pre-kinder,) en forma regular antes o después de (Head Start/Kindergarten)?

- | | | |
|-----------------|---|---|
| YES | 1 |  |
| NO | 0 | |
| DON'T KNOW..... | d | |
| REFUSED..... | r | |

{IF N1=1}

N2. , ¿a cuántos centros de cuidado de niños, (IF HEAD START CASE, READ: guarderías o *nurseries*, pre-escolares, o programas de pre-kinder) diferentes asiste actualmente [CHILD] antes o después de (Head Start/Kindergarten)?

- | | |
|-------------------|---|
| ONE..... | 1 |
| TWO | 2 |
| THREE | 3 |
| FOUR OR MORE..... | 4 |
| DON'T KNOW..... | d |
| REFUSED..... | r |

{IF N2=1}

NOTE: WE ARE ONLY INTERESTED IN ATTENDANCE AT A DAY CARE CENTER, (IF HEAD START CASE, DISPLAY: NURSERY SCHOOL, PRESCHOOL, OR PRE-KINDERGARTEN PROGRAM) ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N3. ¿Cuántos días por semana va [CHILD] a ese programa?

{IF N2=2, 3, 4, d, r}

Piense en el centro al que [CHILD] va más. ¿Cuántos días a la semana va [CHILD] a ese programa?

NOTE: IF VARIES, PROBE: “¿En promedio?”

|__| NUMBER

DON'T KNOW..... d

REFUSED..... r

{IF N1=1}

NOTE: WE ARE ONLY INTERESTED IN ATTENDANCE AT A DAY CARE CENTER, (IF HEAD START CASE, DISPLAY: NURSERY SCHOOL, PRESCHOOL, OR PRE-KINDERGARTEN PROGRAM) ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N4. ¿Cuántas horas a la semana va [CHILD] a ese programa?

NOTE: IF VARIES, PROBE: “¿En promedio?”

|__| NUMBER

DON'T KNOW..... d

REFUSED..... r

{IF N1=1}

N5. ¿Va [CHILD] a ese programa antes o después de ir a (Head Start/Kindergarten)?

BEFORE (HEAD START/KINDERGARTEN) 1

AFTER (HEAD START/KINDERGARTEN) 2

BOTH BEFORE/AFTER (HEAD START/
KINDERGARTEN)..... 3

DON'T KNOW..... d

REFUSED..... r

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY A RELATIVE ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N6. **Ahora quisiera preguntarle acerca del cuidado de niños o child care a cargo de un pariente o familiar. Actualmente, ¿está [CHILD] recibiendo en forma regular cuidado de un pariente o familiar que no sea (IF SC9 OR RESPONDENT FLAG=11..16) uno de los padres/(ELSE) usted), por ejemplo de los abuelos, hermanos o hermanas u otros parientes, en la mañana antes de venir o en la tarde después (Head Start/Kindergarten)?**

NOTE: **No incluya cuidado por parte del padre (del niño/de la niña), también si él no vive con (el niño/la niña).**

- | | | |
|------------------|---|---------------|
| YES | 1 | } → GO TO N13 |
| NO | 0 | |
| DON'T KNOW | d | |
| REFUSED..... | r | |

{IF N6=1}

N7. **¿Con cuántos parientes diferentes tiene usted actualmente arreglos para el cuidado de [CHILD]?**

- | | |
|-------------------|---|
| ONE..... | 1 |
| TWO | 2 |
| THREE | 3 |
| FOUR OR MORE..... | 4 |
| DON'T KNOW | d |
| REFUSED..... | r |

{IF N6=1}

N8. {IF N7=2, 3, 4, d, r} **Hablemos sobre el pariente o familiar que más cuida a [CHILD] ahora. ¿Es ese pariente o familiar (el/la)...**

{IF N7 = 1} **¿Ese pariente o familiar de [CHILD] es (el/la) . . .**

- abuelo(a), 1
 - tía, 2
 - tío, 3
 - hermano, 4
 - hermana, u..... 5
 - otro pariente? (SPECIFY) 6
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF N8=6}

N8_Other. Please specify other relative.

{IF N6=1}

N9. **¿((El/la) [FILL N8 RELATIVE] de [CHILD]/(ELSE N8=6) ese pariente o familiar) (lo/la) cuida en el hogar de usted o en otro hogar?**

- OWN HOME 1
 - OTHER HOME 2
 - BOTH/VARIES..... 3
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO N10

{IF N9=1}

N9a. **¿Esa persona que cuida a [CHILD] vive en el mismo hogar que usted?**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{IF N6=1}

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY A RELATIVE ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N10. ¿Cuántos días a la semana cuida (su [FILL RESPONSE N8]/(ELSE IF N8=6) ese pariente o familiar) a [CHILD]?

NOTE: IF VARIES, PROBE: “¿En promedio?”

|__| NUMBER

DON'T KNOW..... d

REFUSED..... r

{IF N6=1}

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY A RELATIVE ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N11. ¿Cuántas horas a la semana cuida (su [FILL RELATIVE N8]/(IF N8=6) ese pariente o familiar) a [CHILD]?

NOTE: IF VARIES, PROBE: “¿En promedio?”

|__|__| NUMBER

DON'T KNOW..... d

REFUSED..... r

{IF N6=1}

N12. ¿Un pariente o familiar cuida a [CHILD] antes de (Head Start/Kindergarten), después de (Head Start/Kindergarten) o ambos antes y después de (Head Start/Kindergarten)?

BEFORE HEAD START/KINDERGARTEN..... 1

AFTER HEAD START/KINDERGARTEN 2

BOTH BEFORE/AFTER HEAD START KINDERGARTEN..... 3

DON'T KNOW..... d

REFUSED..... r

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY ANYONE ELSE IN A PRIVATE HOME ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N13. Finalmente, quisiera preguntarle acerca de otros tipos de cuidado de niños o child care que usted usa para [CHILD]. ¿Alguien más cuida actualmente a [CHILD] en una casa privada en forma regular, en la mañana antes de venir o en la tarde después de regresar de (Head Start/Kindergarten)?

- | | | |
|------------------|---|---------------|
| YES | 1 | |
| NO | 0 | } → GO TO N20 |
| DON'T KNOW | d | |
| REFUSED..... | r | |

{IF N13=1}

N14. ¿Con cuántas personas que no sean parientes o familiares tiene actualmente arreglos regulares de cuidado para [CHILD]?

- | | |
|-------------------|---|
| ONE..... | 1 |
| TWO | 2 |
| THREE | 3 |
| FOUR OR MORE..... | 4 |
| DON'T KNOW..... | d |
| REFUSED..... | r |

{IF N13=1}

N15. {IF N14=2, 3, 4, d, r} Hablemos de la persona que no es un pariente o familiar y que más cuida a [CHILD]. ¿(Lo/la) cuida en el hogar de usted o en otro hogar?

{IF N14=1} ¿(Lo/la) cuida en el hogar de usted o en otro hogar?

- | | |
|-------------------------|---|
| RESPONDENT'S HOME | 1 |
| OTHER HOME | 2 |
| BOTH/VARIES..... | 3 |
| DON'T KNOW..... | d |
| REFUSED..... | r |

{IF N15=1}

N16. ¿Esa persona que cuida a [CHILD] vive en el mismo hogar que usted?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF N13=1}

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY ANYONE ELSE IN A PRIVATE HOME ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N17. ¿Cuántos días a la semana cuida esa persona a [CHILD]?

NOTE: IF VARIES, PROBE: “¿En promedio?”

- NUMBER
- DON'T KNOW d
- REFUSED r

{IF N13=1}

NOTE: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY ANYONE ELSE IN A PRIVATE HOME ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N18. ¿Cuántas horas a la semana cuida esa persona a [CHILD]?

NOTE: IF VARIES, PROBE: “¿En promedio?”

- NUMBER
- DON'T KNOW d
- REFUSED r

{IF N13=1}

N19. ¿Alguna otra persona que no sea pariente o familiar cuida a [CHILD] antes o después de (Head Start/Kindergarten)?

- BEFORE (HEAD START/KINDERGARTEN) 1
- AFTER (HEAD START/KINDERGARTEN) 2
- BOTH BEFORE/AFTER (HEAD START/
KINDERGARTEN) 3
- DON'T KNOW d
- REFUSED r

BOX N20a
IF N1, N6, OR N13 = 1 CONTINUE, ELSE GO TO
VERSION BOX P.

{IF MORE THAN ONE OF THE FOLLOWING: N1, N6, N13 = 1}

N20. Piense en todos los tipos de cuidado de niños o child care que usa para [CHILD] antes o después de (Head Start/Kindergarten). ¿Cuántos días a la semana está (él/ella) bajo algún tipo de cuidado antes o después de (Head Start/Kindergarten)?

NOTE: IF VARIES, PROBE: “¿En promedio?”

|__| NUMBER

DON'T KNOW d

REFUSED r

{ONLY ASKED IF MORE THAN ONE OF THE FOLLOWING: N1 = 1, N6 = 1, OR N13 = 1}

N21. Y en total, ¿cuántas horas a la semana normalmente pasa [CHILD] en algún tipo de cuidado antes o después de ir a (Head Start/Kindergarten)?

NOTE: IF VARIES, PROBE: “¿En promedio?”

|__| NUMBER

DON'T KNOW d

REFUSED r

{IF N1, N6 OR N13 = 1}

N22. ¿Hay algún costo o cuota por cualquiera de los tipos de cuidados que recibe [CHILD] de parte de [FILL IF N1=1 un centro, IF N6 = 1 un pariente o familiar, IF N13 = 1 alguien que no es un pariente]?

PROBE: Esto puede ser pagado por usted, o por otra persona.

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

} → GO TO VERSION BOX P

{IF N22=1}

N23. El cuidado de niños o child care se paga de diferentes maneras. Por favor dígame de qué manera se paga el cuidado de niños o child care de [CHILD].

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF "GOVERNMENT AGENCY."

HELP SCREEN:

Government agencies that pay for child care most often include state or local human services, human resources, social services, or family services agencies or departments. In some states, help paying for child care may be available through agencies that deal with education or employment.

Agencias del gobierno que pagan por el cuidado de niños frecuentemente incluyen agencias o departamentos estatales o locales de servicios humanos, recursos humanos, servicios sociales o servicios de familia. En algunos estados ayuda para pagar por cuidado de niños puede ser disponible por medio de agencias que se ocupan con educación o empleo.

	SÍ	NO	DON'T KNOW	REFUSED
a. ¿Paga usted mismo(a) por parte o por todo?	1	0	d	r
b. ¿Paga una agencia del gobierno por parte o por todo?	1	0	d	r
c. ¿Paga un empleador por parte o por todo?	1	0	d	r
d. ¿Paga alguna otra persona por parte o por todo?	1	0	d	r
e. ¿Usted y otra persona con niños intercambian cuidado?	1	0	d	r
f. ¿De alguna otra manera? (SPECIFY)	1	0	d	r

{IF N22=1}

N24. **Piense en los arreglos de cuidado de niños o child care que tiene para [CHILD], tanto antes como después de ir a (Head Start/Kindergarten), y de los que acabamos de hablar. ¿Cuánto pagan en su hogar por ese cuidado de niños?**

- \$ |__|__|__|__| NUMBER PER |__| UNIT
- PER HOUR..... 1
- PER DAY..... 2
- PER WEEK..... 3
- BI-WEEKLY..... 4
- PER MONTH..... 5
- PER YEAR..... 6
- OTHER (SPECIFY)..... 7
-
- DON'T KNOW..... d
- REFUSED..... r

{IF HH ROSTER=>1 CHILD AGE 17 AND YOUNGER AND N24>0000}

N25. **¿Es esta suma por [CHILD] solamente, o incluye a otros niños en el hogar?**

- CHILD ONLY..... 1
- CHILD AND OTHERS..... 2
- DON'T KNOW..... d
- REFUSED..... r

P. CHILD HEALTH

VERSION BOX P
IF FALL 2009, SPRING 2010, SPRING 2011, OR KINDERGARTEN
SURVEY, CONTINUE

P1. Las siguientes preguntas son sobre la salud y asuntos relacionados con la salud.

Primero vamos a hablar sobre la salud de [CHILD]. En general, ¿diría que la salud de [CHILD] es . . .

- excelente, 1
- muy buena, 2
- buena, 3
- regular o, 4
- mala? 5
- DON'T KNOW d
- REFUSED r

VERSION BOX P1
IF NO PRIOR INTERVIEW, ASK P2, ELSE GO TO P4.

{Head Start Cases}

P2. ¿Cuánto pesaba [CHILD] cuando nació?

____ POUNDS ____ OUNCES

____.____ KILOGRAMS

- DON'T KNOW d
- REFUSED r

{Head Start Cases}

{!F P2=d, r}

P3. ¿El peso de [CHILD] al nacer fue . . .

- normal (5 1/2 libras – 2.5 kilos o más), 1
- bajo (entre 3 1/2 y 5 1/2 libras – entre
1.5 y 2.5 kilos), o 2
- muy bajo (menos de 3 1/2 libras – menos
de 1.5 kilo)?..... 3
- DON'T KNOW..... d
- REFUSED..... r

P4. Durante los últimos 12 meses, ¿tomó [CHILD] algún suplemento de vitaminas o minerales de cualquier clase?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

P5. ¿Adónde va [CHILD] para recibir atención médica de rutina, como chequeos regulares?

CODE ONLY ONE

- A PRIVATE DOCTOR, PRIVATE CLINIC,
OR HMO 1
- AN OUTPATIENT CLINIC RUN BY
A HOSPITAL..... 2
- THE EMERGENCY ROOM AT A HOSPITAL 3
- PUBLIC HEALTH DEPARTMENT
OR COMMUNITY HEALTH CENTER 4
- A MIGRANT HEALTH CLINIC 5
- THE INDIAN HEALTH SERVICE 6
- SOMEPLACE ELSE (SPECIFY)..... 7

- DON'T KNOW..... d
- REFUSED..... r

{ALL}

P5a. ¿Tiene [CHILD] un proveedor regular de servicios de salud?

- | | | |
|------------------|---|--------------|
| YES | 1 | } → GO TO P6 |
| NO | 0 | |
| DON'T KNOW | d | |
| REFUSED..... | r | |

{IF P5a=1}

P5b. Por favor dígame cuánto usted está de acuerdo con la siguiente declaración: El proveedor regular de servicios de salud de [CHILD] trabaja conmigo como socio (o pareja) para asegurar que se llenen todas sus necesidades de salud. ¿Está usted . . .

- | | |
|--------------------------|---|
| muy de acuerdo, | 1 |
| de acuerdo,..... | 2 |
| en desacuerdo, o | 3 |
| muy en desacuerdo? | 4 |
| DON'T KNOW | d |
| REFUSED..... | r |

{Head Start Cases}

P6. [(IF SPRING 2010 OR SPRING 2011) ¿(Lo/la) ha ayudado/(ELSE) ¿(Lo/la) ayudó] Head Start a encontrar un proveedor regular de servicios de salud o health care para [CHILD]?

- | | |
|------------------|---|
| YES | 1 |
| NO | 0 |
| DON'T KNOW | d |
| REFUSED..... | r |

{Head Start Cases}

{IF P6=1}

P6a. **¿Cómo (lo/la) ayudaron?**

NOTE: IF MORE THAN ONE RESPONSE SAY: **¿Cuál fue la forma principal en que le ayudaron?**

CODE ONLY ONE

- PROVIDED INFORMATION, INCLUDING BROCHURES, MEETINGS, OR CONVERSATIONS..... 1
 - MADE REFERRALS, FOR EXAMPLE, PHONE CALLS..... 2
 - PROVIDED HEALTH CARE DIRECTLY 3
 - HELPED IN SOME OTHER WAY (SPECIFY)..... 4
-
- DON'T KNOW..... d
 - REFUSED..... r

{Head Start Cases}

{IF P6=0}

P6b. **¿Por qué?**

- HAD A HEALTH CARE PROVIDER PRIOR TO ENROLLMENT 1
 - FOUND A HEALTH CARE PROVIDER ON MY OWN..... 2
 - OTHER (SPECIFY)..... 3
-
- DON'T KNOW..... d
 - REFUSED..... r

P7. ¿Cuándo fue la última vez que [CHILD] fue al doctor para un chequeo regular?
¿Fue . . .

SHOW
CARD

- hace 6 meses o menos, 1
- hace más de 6 meses pero no
más de un año, 2
- hace más de 1 año pero no más de 2 años, 3
- hace más de 2 años, o 4
- nunca? 5
- DON'T KNOW d
- REFUSED r

P8. ¿Cuándo fue la última vez que [CHILD] fue al dentista para un chequeo regular?
¿Fue . . .

SHOW
CARD

- hace 6 meses o menos, 1
- hace más de 6 meses pero no más
de un año, 2
- hace más de 1 año pero no más de 2 años, 3
- hace más de 2 años, o 4
- nunca? 5
- DON'T KNOW d
- REFUSED r

P9. Las siguientes preguntas son sobre los planes de seguro médico para [CHILD].
 ¿Qué tipo de seguro médico o cobertura de servicios de salud o health care tiene [CHILD]? ¿Tiene cobertura a través de alguno de los siguientes planes?

	SÍ	NO	DON'T KNOW	REFUSED
a. Un plan de seguro médico privado (de un empleador, lugar de trabajo, o comprado directamente, o comprado a través de un programa del gobierno local o estatal o de un programa de la comunidad)?.....	1	0	d	r
b. Un plan de Medicaid tal como [STATE PROGRAM NAME FROM BOX P9b]?	1	0	d	r
c. CHIP (Programa de seguro médico para niños) o [NAME OF STATE PROGRAM FROM BOX P9c]?	1	0	d	r
d. Atención médica militar/TRICARE/CHAMPUS/CHAMP-VA?.....	1	0	d	r
e. Servicio de Salud para los Indios o Indian Health Service?	1	0	d	r
f. Otro programa del gobierno tal como Medicare? (SPECIFY).....	1	0	d	r

BOX P9B/Q2B
STATE MEDICAID AGENCIES

Alabama	Alabama Medicaid	Nebraska	NE Medicaid
Alaska	Alaska Medicaid	Nevada	NV Medicaid
Arizona	Arizona Health Care Cost Containment System (AHCCCS)	New Hampshire	Medicaid plan such as New Hampshire Medicaid
Arkansas	Arkansas Connect Care	New Jersey	New Jersey Medicaid
California	Medi-Cal	New Mexico	SALUD/Molina/Presbyterian/Lovelace
Colorado	Colorado Medicaid	New York	New York Medicaid CHOICE/Family Health Plus
Connecticut	Connecticut Medicaid	North Carolina	Community Care of North Carolina /Carolina ACCESS
Delaware	Diamond State Health Plan	North Dakota	Medicaid plan such as North Dakota Medicaid
District of Columbia	Medical Assistance Administration (MAA)	Ohio	Healthy Families
Florida	MediPass	Oklahoma	SoonerCare
Georgia	Georgia Better Health Care	Oregon	Oregon Health Plan
Hawaii	Hawaii Medicaid: FFS (fee for Service) and QUEST	Pennsylvania	HealthChoices/ ACCESS Plus
Idaho	Idaho Medicaid	Rhode Island	Medicaid/Medical Assistance
Illinois	Family Care	South Carolina	Healthy Connections
Indiana	Hoosier Healthwise	South Dakota	Medicaid/Medical Assistance
Iowa	Medical Assistance	Tennessee	TennCare
Kansas	Kansas Medical Assistance Program	Texas	STAR/STAR+PLUS
Kentucky	KYHealthChoices/Kentucky Patient Access and Care System(KenPAC)	Utah	Utah Medical Assistance Program (UMAP)
Louisiana	CommunityCARE Program /Louisiana KIDMED	Vermont	Medicaid, VHAP(Health insurance for adults who are not covered by Medicaid)/Healthy Vermonters (prescription program)
Maine	MaineCare		
Maryland	HealthChoice Program	Virginia	Medicaid/Medallion/Medallion II
Massachusetts	MassHealth	Washington	Healthy Options/medical coupons
Michigan	Michigan Medicaid	West Virginia	West Virginia Physician Assured Access System (PAAS)/Mountain Health Trust-(MHT)
Minnesota	Medical Assistance (MA)		
Mississippi	Mississippi Health Benefits Program (Mississippi Medicaid)	Wisconsin	BadgerCare Plus/Medical Assistance
Missouri	MC+	Wyoming	EqualityCare
Montana	Montana Medicaid		

BOX P9c
CHIP - STATE AGENCIES

Alabama	ALLKids	Nebraska	Kids Connection
Alaska	DenaliKid Care	Nevada	Nevada Check UP
Arizona	KidsCare	New Hampshire	HealthyKids
Arkansas	ARKids First	New Jersey	New Jersey FamilyCare (formerly NJ KidCare)
California	Healthy Families	New Mexico	NewMexiKids
Colorado	CHP+ (Child Health Plan Plus)	New York	Child Health Plus (CHPlus)
Connecticut	HUSKY (Healthcare for Uninsured Kids and Youth)	North Carolina	NC Health Choice for Children
Delaware	Healthy Children	North Dakota	Healthy Steps
District of Columbia	Healthy DC Kids/Healthy Families	Ohio	Healthy Start
Florida	Florida KidCare	Oklahoma	The State Children's Health Insurance Program (SCHIP)/SoonerCare
Georgia	PeachCare for Kids	Oregon	Oregon SCHIP/Oregon Health Plan
Hawaii	Hawaii Covering Kids	Pennsylvania	Pennsylvania's Children's Health Insurance Program
Idaho	Idaho CHIP	Rhode Island	Rlte Care
Illinois	All Kids	South Carolina	SC Healthy Connections Kids (SCHIP)
Indiana	CHIP	South Dakota	CHIP
Iowa	HAWK-I (Healthy and Well Kids in Iowa)	Tennessee	TennderCare
Kansas	Health Wave	Texas	CHIP
Kentucky	Kentucky Children's Health Insurance Program	Utah	CHIP
Louisiana	LaCHIP (Louisiana Children's Health Insurance)	Vermont	Dr. Dynasaur
Maine	MaineCare (formerly CubCare)	Virginia	FAMIS (Family Access to Medical Insurance Security), formerly Virginia Children's Medical Security Insurance Plan (VCMSIP)
Maryland	Maryland Children's Health Program (MCHP)	Washington	CHIP/Healthy Options
Massachusetts	MassHealth	West Virginia	West Virginia Children's Health Insurance Program (WV CHIP)
Michigan	MiChild/Healthy Kids	Wisconsin	BadgerCare Plus for Children and Families
Minnesota	MinnesotaCare/PMAP (Prepaid Medical Assistance Program)/General Assistance Medical Care Program (GAMC)	Wyoming	KidCare CHIP
Mississippi	CHIP		
Missouri	MC+ for Kids		
Montana	SCHIP		

P10. **Ahora quiero preguntarle acerca de cualquier lesión o herida que [CHILD] puede haber tenido. [(IF FALL 2009)En los últimos 12 meses/ (ELSE) Desde [MONTH AND YEAR OF LAST INTERVIEW]] ¿cuántas veces ha visto (él/ella) a un doctor u otro profesional médico, o ha visitado una clínica o sala de emergencia debido a una lesión o herida?**

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF PROFESSIONAL

HELP SCREEN:

Professional: This includes health professionals such as doctors, pediatricians and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, school or other psychologists, school or other psychiatric social workers, speech pathologists, etc. Do not include teachers or some other non-health professional.

Profesional: Esto incluye profesionales médicos tales como doctores, pediatras y otras personas con licencia, incluyendo enfermeras o enfermeras con práctica médica, optometristas, oculistas y oftalmólogos, psicólogos escolares o de fuera de las escuelas, trabajadores sociales psiquiátricos escolares o de fuera de las escuelas, especialistas del habla o fonoaudiólogos, etc. No incluya a maestros ni a otros profesionales no relacionados con la salud.

NEVER 0
 ONCE 1
 TWICE..... 2
 THREE OR MORE TIMES 3
 DON'T KNOW d
 REFUSED..... r

{IF P10=1, 2, OR 3}

P11. **¿Las actividades de [CHILD] fueron limitadas como resultado de esta lesión o herida?**

YES 1
 NO 0
 DON'T KNOW d
 REFUSED..... r

{IF P10=1, 2, OR 3}

P12. **¿Faltó [CHILD] a (Head Start/Kindergarten) como resultado de esta lesión o herida?**

YES 1
 NO 0
 DON'T KNOW d
 REFUSED..... r

{ALL}

P13. [(IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY)Desde [MONTH AND YEAR OF LAST INTERVIEW]] ¿le ha dicho un doctor, enfermera u otro profesional médico que [CHILD] tiene . . .

	SÍ	NO	DON'T KNOW	REFUSED
a. asma?.....	1	0	d	r
b. una enfermedad respiratoria como bronquitis, neumonía o pulmonía o bronquiolitis?.....	1	0	d	r
c. una grave enfermedad del estómago o gastrointestinal, caracterizada por vómitos frecuentes, diarrea o deshidratación?.....	1	0	d	r
d. una infección de oído?	1	0	d	r
e. un problema muscular o de movimiento como parálisis cerebral?.....	1	0	d	r
f. un retraso en el desarrollo?	1	0	d	r
g. epilepsia o convulsiones?.....	1	0	d	r
h. un defecto en el corazón?	1	0	d	r
i. retraso mental o un impedimento cognitivo?	1	0	d	r
j. intolerancia a la lactosa?.....	1	0	d	r
k. alergia o sensibilidad a otros alimentos, como a los cacahuates o maníes?	1	0	d	r
l. problema con alergias a cosas que no sean alimentos, por ejemplo al polvo, a los animales o a medicinas?	1	0	d	r
m. déficit de atención, hiperactividad, ADD o ADHD?..	1	0	d	r
n. diabetes?	1	0	d	r
o. una necesidad de bajar peso?	1	0	d	r

BOX P13a
 IF ANY P13 a – n = 1, AND NOT FALL 2009, GO TO P14.
 OTHERWISE, GO TO P15.

{IF P13 a-n = 1}

P14. ¿Faltó [CHILD] a las actividades regulares de (Head Start/Kindergarten) como resultado de [FILL P13 a – n]?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

P15. ¿Están limitadas las actividades de [CHILD] como resultado de algún impedimento o problema de salud?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

VERSION BOX P2
IF FALL 2009, GO TO P42, ELSE CONTINUE

P16. ¿Ha faltado [CHILD] a (Head Start/Kindergarten) como resultado de algún impedimento o problema de salud?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

P17. Ahora tengo algunas preguntas acerca de diferentes necesidades especiales que [CHILD] pueda tener.

((IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY) Desde [MONTH OF LAST INTERVIEW]) ¿Ha sido [CHILD] evaluado(a) por un doctor, psicólogo o un profesional médico debido a preocupaciones sobre su capacidad para prestar atención o para aprender?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P20

{IF P17=1}

P18. ¿Un doctor, psicólogo o profesional médico le dio una diagnosis de un problema?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P20

{IF P18=1}

P19. ¿Cuál fue la diagnosis?

CODE ALL THAT APPLY

- MENTAL RETARDATION OR
COGNITIVE IMPAIRMENT 1
 - EMOTIONAL/BEHAVIOR DISABILITY 2
 - AUTISM OR PERVASIVE
DEVELOPMENTAL DELAY (PDD) 3
 - TRAUMATIC BRAIN INJURY 4
 - OPPOSITIONAL DEFIANT DISORDER 5
 - OTHER (SPECIFY)..... 6
-
- NO PROBLEM 9
 - ADD/ADHD 10
 - DON'T KNOW d
 - REFUSED r

{IF P18=1}

P19a. ¿Le recetaron o sugirieron algún medicamento?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P20

{IF P19a=1}

P19b. ¿[CHILD] está tomando actualmente algún medicamento por este problema/diagnóstico?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

P20. (IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY DISPLAY: Desde [MONTH OF LAST INTERVIEW]) ¿Ha sido [CHILD] evaluado(a) por un psicólogo o un profesional médico debido a preocupaciones sobre su nivel de actividad en general?

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF ACTIVITY LEVEL.

HELP SCREEN:

By activity level we mean concern about excessive physical activity. Examples of excessive activity include fidgetiness, an inability to sit still, and hyperactivity.

Por nivel de actividad queremos decir una preocupación por un exceso de actividad física. Ejemplos de exceso de actividad incluyen inquietud, no tener la habilidad de estar sentado en calma y la hiperactividad.

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P23

{IF P20=1}

P21. ¿Un doctor, psicólogo o profesional médico le dio una diagnosis de un problema?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P23

{IF P21=1}

P22. ¿Cuál fue la diagnosis?

CODE ALL THAT APPLY

- ATTENTION DEFICIT DISORDER (ADD) 1
 - ATTENTION DEFICIT HYPERACTIVITY
DISORDER (ADHD) 2
 - OTHER (SPECIFY)..... 3
-
- NO PROBLEM..... 9
 - DON'T KNOW..... d
 - REFUSED..... r

{IF P21=1}

P22a. ¿Le recetaron o sugirieron algún medicamento?

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P23

{IF P22a=1}

P22b. ¿[CHILD] está tomando actualmente algún medicamento por este problema/diagnóstico?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

P23. (IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY, DISPLAY: Desde [MONTH AND YEAR OF LAST INTERVIEW]) ¿Ha sido [CHILD] evaluado(a) por un doctor u otro profesional médico debido a preocupaciones sobre la forma en que (él/ella) usa sus brazos o piernas?

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P30

{IF P23=1}

P24. ¿Un doctor u otro profesional médico le dio una diagnosis de un problema?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P30

{IF P24=1}

P25. ¿Cuál fue la diagnosis?

CODE ALL THAT APPLY

- CEREBRAL PALSY 1
- EPILEPSY OR SEIZURES 2
- OTHER PHYSICAL IMPAIRMENT (SPECIFY) 3
- _____
- _____
- NO PROBLEM 9
- DON'T KNOW d
- REFUSED r

{IF P24=1}

P26. ¿Usa [CHILD] equipo especial, como aparatos ortopédicos, silla de ruedas, o zapatos ortopédicos?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

P30. ¿Tiene [CHILD] dificultad para oír y comprender el lenguaje en una conversación normal?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P27

{IF P30=1}

P31. ((IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY) (Desde MONTH AND YEAR OF LAST INTERVIEW) ¿Ha sido [CHILD] evaluado(a) por un doctor u otro profesional médico debido a preocupaciones sobre su capacidad para oír y comprender el lenguaje en una conversación normal?

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P27

{IF P31=1}

P32. ¿ Un doctor u otro profesional médico le dio una diagnosis de un problema?

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P27

{IF P32=1}

P33. ¿Cuál fue la diagnosis?

CODE ALL THAT APPLY

- EAR INFECTION 1
 - HEARING IMPAIRMENT/HARD OF HEARING ... 2
 - DEAFNESS 3
 - LANGUAGE IMPAIRMENT 4
 - AUTISM OR PERVASIVE DEVELOPMENTAL DELAY (PDD) 5
 - MENTAL RETARDATION..... 6
 - EMOTIONAL/BEHAVIOR DISABILITY 7
 - OTHER (SPECIFY)..... 8
-
- NO PROBLEM 9
 - DON'T KNOW..... d
 - REFUSED..... r

{P33 = 2, 3}

P34. ¿Usa [CHILD] un aparato auditivo?

NOTE: **Aparatos auditivos son pequeños amplificadores electrónicos de sonido que se usan dentro o detrás de la oreja y que compensan por la pérdida de audición.**

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{P33 = 2, 3}

P35a. ¿Tiene [CHILD] implantes cocleares?

NOTE: **Implantes cocleares son aparatos electrónicos que se colocan mediante cirugía en el oído interno, y que están diseñados para proporcionar la capacidad de audición útil y mejor comunicación a individuos que son profundamente sordos y que no pueden entender el habla con aparatos auditivos.**

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO P27

{P34 = 1} OR {P35a = 1}

P35b. ¿Qué efecto tiene el aparato en la capacidad de [CHILD] de oír y comprender el habla en conversaciones normales? ¿Diría que . . .

- mejora enormemente su audición, 1
- mejora un poco su audición,..... 2
- mejora mínimamente su audición, o 3
- no mejora su audición? 4
- DON'T KNOW..... d
- REFUSED..... r

P27. (IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY, DISPLAY: Desde [MONTH AND YEAR OF LAST INTERVIEW]) ¿Ha sido [CHILD] evaluado(a) por un doctor u otro profesional médico debido a preocupaciones sobre su capacidad de comunicación?

YES	1	} → GO TO P36
NO	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{IF P27=1}

P28. ¿ Un doctor u otro profesional médico le dio una diagnosis de un problema?

YES	1	} → GO TO P36
NO	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{IF P28=1}

P29. ¿Cuál fue la diagnosis?

CODE ALL THAT APPLY

SPEECH IMPAIRMENT	1
LANGUAGE IMPAIRMENT.....	2
AUTISM OR PERVASIVE DEVELOPMENTAL DELAY (PDD)	3
MENTAL RETARDATION OR COGNITIVE IMPAIRMENT	4
EMOTIONAL/BEHAVIOR DISABILITY	5
OTHER (SPECIFY).....	6
<hr/>	
HEARING IMPAIRMENT	8
NO PROBLEM.....	9
DON'T KNOW.....	d
REFUSED.....	r

P36. **Ahora quiero preguntarle acerca de la vista de [CHILD]. ¿Tiene [CHILD] dificultad para ver objetos a lo lejos o para ver las letras en el papel?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO BOX P39a

{IF P36=1}

P37. (IF SPRING 2010, SPRING 2011, KINDERGARTEN SURVEY, DISPLAY: **Desde [MONTH AND YEAR OF LAST INTERVIEW]**) **¿Algún doctor u otro profesional médico le ha evaluado la vista a [CHILD]?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO BOX P39a

{IF P37=1}

P38. **¿Un doctor u otro profesional médico le dio una diagnosis de un problema?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO BOX P39a

{IF P38=1}

P39. **¿Cuál fue la diagnosis?**

CODE ALL THAT APPLY

- NEARSIGHTED 1
- FARSIGHTED 2
- LEGALLY BLIND 3
- OTHER (SPECIFY) 4
- _____
- ASTIGMATISM 5
- LAZY EYE/AMBLYOPIA 6
- DON'T KNOW d
- REFUSED r

{IF P38=1}

P39a. ¿[CHILD] generalmente usa (gafas/anteojos/lentes) o lentes de contacto?

YES1

NO0

DON'T KNOW.....d

REFUSED.....r

{P39a = 1}

P39b. ¿Cuál de las siguientes opciones describe mejor la vista de [CHILD]? ¿Diría que es . . .

corregible con (gafas/anteojos/lentes),1

mejorable con (gafas/anteojos/lentes), o2

no es corregible con (gafas/anteojos/lentes)?...3

DON'T KNOW.....d

REFUSED.....r

BOX P39a
IF P18, P21, P24, P28, P32, OR P38= 1, ASK P40.
ELSE GO TO BOX P41a.

{IF P18, P21, P24, P28, P32, P38 = 1}

P40. **Voy a leerle una lista de servicios. Para cada servicio, por favor dígame si [CHILD] o su familia ha recibido este servicio para ayudar con las necesidades especiales de [CHILD]. Desde (IF FALL 2009([CHILD] que cumplió [IF 3 YEAR OLD SAMPLE "3," IF 4 YEAR OLD SAMPLE "4"] años de edad/(IF SPRING AND FIRST INTERVIEW) la primavera pasada (SPRING 2011)2010(SPRING 2012)2011/(ELSE)MONTH OF LAST INTERVIEW)], o alguna vez [CHILD] o alguien en su hogar ha recibido (SERVICIOS a – m) para ayudar con las necesidades especiales de [CHILD]?**

	SÍ	NO	DON'T KNOW	REFUSED
a. terapia para hablar o del lenguaje	1	0	d	r
b. terapia ocupacional u OT	1	0	d	r
c. terapia física o PT	1	0	d	r
d. servicios para la vista	1	0	d	r
e. servicios para el oído o de audiología PROBE: Esto no incluye la pérdida temporal del oído debido a un resfriado o congestión.	1	0	d	r
f. servicios sociales	1	0	d	r
g. servicios psicológicos	1	0	d	r
h. apoyo o entrenamiento para padres	1	0	d	r
i. clases especiales con otros niños, en donde algunos o todos de ellos también tienen necesidades especiales	1	0	d	r
j. tutoría o escuela privada para problemas de aprendizaje	1	0	d	r
k. {IF P39 = 3}. instrucción en Braille	1	0	d	r
l. {IF P33 = 2,3}. instrucción en lenguaje de señas, palabra complementada (o cued speech), ASL, o TOCO	1	0	d	r
m. visitas en el hogar	1	0	d	r

{IF P18, P21, P24, P28, P32, P38 = 1}

P41. ¿Actualmente participa [CHILD] en un programa de intervención temprana o recibe regularmente algún servicio por su(s) condición(es), de . . .

	SÍ	NO	DON'T KNOW	REFUSED
a. su distrito escolar local?	1	0	d	r
b. una agencia estatal o local de salud o de servicios sociales?	1	0	d	r
c. un doctor, una clínica, u otro proveedor de atención médica?	1	0	d	r
d. alguna otra fuente? (SPECIFY)..... _____	1	0	d	r

BOX P41a
IF NO PROBLEM EVALUATED {P17, P20, P23, P27, P31, AND P37 ALL = 0, d, r} OR FALL 2009 THEN ASK P42. ELSE GO TO P43

{IF P17, P20, P23, P27, P31, P37 ALL = 0, d, r}

P42. [(IF PRIOR INTERVIEW Desde [MONTH AND YEAR OF LAST INTERVIEW])], ¿[IF FALL OR NO PRIOR INTERVIEW (Alguna vez)] alguien le ha sugerido que hiciera evaluar a [CHILD] para ver si tiene alguna condición, problema o necesidad especial?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO P42b

{P42=1}

P42a. ¿Qué condición, problema o necesidad especial?

CODE ALL THAT APPLY

- BEHAVIOR PROBLEM 1
 - EMOTIONAL PROBLEM 2
 - ATTENTION PROBLEM 3
 - DEVELOPMENTAL DELAY 4
 - PROBLEM WITH USE OF ARMS OR LEGS 5
 - OPPOSITIONAL DEFIANT DISORDER 6
 - SPEECH PROBLEM..... 7
 - HEARING PROBLEM 8
 - VISION PROBLEM 9
 - OTHER (SPECIFY)..... 10
-
- DON'T KNOW d
 - REFUSED..... r

{IF FALL 2009 OR NO PRIOR INTERVIEW}

P42b. ¿Tenía [CHILD] un Plan de Servicio Familiar Individual (IFSP, por sus siglas en inglés) en los últimos 12 meses?

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF INDIVIDUAL FAMILY SERVICE PLAN.

HELP SCREEN:

An Individual Family Service Plan (IFSP) describes services that will be provided to support the development of a child with a disability or special need and the child's family. It includes what the child will achieve and the specific early intervention services that will be provided to the family and child.

Un Plan Individual de Servicios para Familias (también conocido por sus siglas en inglés IFSP) describe los servicios que serán proporcionados para apoyar el desarrollo de un niño o niña con alguna incapacidad o necesidad especial y también para apoyar a la familia del niño. Incluye lo que el niño o niña logrará y los servicios específicos de intervención temprana que serán proporcionados a la familia y al niño.

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

P43. ¿Tiene [CHILD] actualmente un Programa o Plan de Educación Individualizado (IEP, por sus siglas en inglés), o un Plan de Servicio Familiar Individual (IFSP, por sus siglas en inglés)?

NOTE: A HELP SCREEN IS AVAILABLE WITH AN EXPLANATION OF INDIVIDUAL EDUCATION PLAN AND INDIVIDUAL FAMILY SERVICE PLAN.

HELP SCREEN:

An Individual Education Plan (IEP) is developed for children with a disability and is geared toward children who are older than three years. The plan includes what the child will achieve and the specific services that will be provided to the child.

An Individual Family Service Plan (IFSP) describes services that will be provided to support the development of a child with a disability or special need and the child's family. It includes what the child will achieve and the specific early intervention services that will be provided to the family and child.

Un Plan Individual de Educación (también conocido por sus siglas en inglés IEP) es desarrollado para niños con alguna incapacidad y es dirigido hacia niños que son mayores de tres años. El plan incluye lo que el niño o niña logrará y los servicios específicos que serán proporcionados al niño.

Un Plan Individual de Servicios para Familias (también conocido por sus siglas en inglés IFSP) describe los servicios que serán proporcionados para apoyar el desarrollo de un niño o niña con alguna incapacidad o necesidad especial y también para apoyar a la familia del niño. Incluye lo que el niño o niña logrará y los servicios específicos de intervención temprana que serán proporcionados a la familia y al niño.

YES	1	} → GO TO Q1
NO	0	
DON'T KNOW	d	
REFUSED.....	r	

{IF P43=1}

P44. ¿Participó usted u otro miembro de la familia en el diseño del actual IEP o IFSP para [CHILD]?


YES	1
NO	0
DON'T KNOW	d
REFUSED.....	r

{IF P43=1}

P45. ¿Diseñaron este plan con personal de (Head Start/Kindergarten) o con alguna otra persona o agencia?

SCHOOL STAFF	1
NOT SCHOOL STAFF	2
DON'T KNOW	d
REFUSED.....	r

{IF P43=1}
P46. ¿[CHILD] . . .

- no está recibiendo ninguno de los servicios
identificados en el IEP o IFSP,1 → GO TO Q1
 - está recibiendo alguno de los servicios,2
 - la mayoría de los servicios, o,3
 - todos los servicios identificados en el
IEP o IFSP?4
 - DON'T KNOWd
 - REFUSEDr
- 

{IF P46=2, 3, 4}
P47. ¿Qué tan satisfecho(a) (está usted/ha estado usted) con esos servicios?
(¿Está/Ha estado) . . .

- muy insatisfecho(a),1
- algo insatisfecho(a),2
- algo satisfecho(a), o3
- muy satisfecho(a)?4
- DON'T KNOWd
- REFUSEDr

Q. FAMILY HEALTH

VERSION BOX Q
 IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
 SURVEY, CONTINUE

Q1. Ahora hablemos sobre su salud. ¿Diría que por lo general su salud es . . .

- excelente, 1
- muy buena, 2
- buena, 3
- regular, o, 4
- mala? 5
- DON'T KNOW d
- REFUSED r

{ALL}

Q1a. En el último año, ¿hubo alguna vez que usted necesitaba ver a un doctor o ir al hospital, pero no pudo ir?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO Q2

{IF Q1a=1}

Q1b. ¿Cuáles fueron las razones por las que no pudo ir?

CODE ALL THAT APPLY

- DIDN'T HAVE THE MONEY 1
- DIDN'T HAVE INSURANCE 2
- DIDN'T KNOW WHERE TO GO 3
- COULDN'T TAKE TIME OFF FROM WORK 4
- TRANSPORTATION PROBLEMS 5
- NEED CHILDCARE 7
- OTHER (SPECIFY) 6
-
- DON'T KNOW d
- REFUSED r

{IF Q1b=6}
 Q1bSpecify
 STRING[75]

“Por favor dígame por qué usted no pudo ir a ver al doctor o al hospital.”

Q2. Las próximas preguntas son acerca de la cobertura de seguro de salud que tiene para usted mismo(a). ¿Qué clase de cobertura de seguro de salud tiene? ¿Tiene cobertura a través de alguno de los siguientes planes o programas?

	SÍ	NO	DON'T KNOW	REFUSED
a. Un plan de seguro de salud privado (de un empleador, lugar de trabajo, o comprado directamente, o a través de un programa del gobierno local o estatal o de un programa de la comunidad)?.....	1	0	d	r
b. Un plan de Medicaid tal como [STATE PROGRAM NAME FROM BOX P9b]?	1	0	d	r
c. Atención médica militar / TRICARE / CHAMPÚS / CHAMP-VA?	1	0	d	r
d. Servicio de Salud para los Indios o Indian Health Service?	1	0	d	r
e. Otro programa del gobierno como Medicare? (SPECIFY).....	1	0	d	r

Q3. ¿Tiene algún impedimento o problema de salud que le impide trabajar en un trabajo o negocio?

YES1
 NO0
 DON'T KNOW.....d
 REFUSED.....r

Q4. ¿Está usted limitado(a) en el tipo o cantidad de trabajo que puede hacer debido a un impedimento o problema de salud?

YES1
 NO0
 DON'T KNOW.....d
 REFUSED.....r

VERSION BOX Q1
 IF FALL 2009, GO TO VERSION BOX R,
 ELSE CONTINUE.

Q5. En los últimos 30 días, ¿fumó tabaco, como cigarrillos o (cigarros/puros)?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO Q7

{IF Q5=1}

Q6. ¿Cuántos cigarrillos o cajetillas de cigarrillos fuma en un día típico?

- __|__| NUMBER PER __| CODE
- CIGARETTES 1
 - PACKS 2
- ENTER "1" IF RESPONDENT SMOKES LESS THAN 1 CIGARETTE A DAY
- DON'T KNOW d
 - REFUSED r

Q7. ¿Hay (alguien más) en su hogar que fumó tabaco, por ejemplo cigarrillos o (cigarros/puros), en los últimos 30 días?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO Q7a IF Q5=1
 GO TO Q9 IF Q5=0,
 d, r

{IF Q5=1 OR Q7=1}

Q7a. ¿[(IF Q5=1 AND Q7=0, d, r) **Usted** / (IF Q5=0, d, r AND Q7=1) **Miembros de su hogar** / (IF Q5=1 AND Q7=1) / **Usted u otros miembros de su hogar**] fuman en algún lugar dentro del hogar?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO Q9

{IF Q7a=1}

Q7b. [(IF Q5=1) **Incluyendo a usted,**] ¿cuántas personas actualmente fuman dentro de su hogar?

|_|_| NUMBER

- DON'T KNOW d
- REFUSED r

{IF Q7b>=1}

Q7c. **En promedio,** ¿más o menos cuántos días a la semana personas que viven ahí fuman en algún lugar dentro de su hogar?

PROBE: ¿Diría usted que es menos de un día o rara vez, un día, dos días, tres días o entre cuatro a siete días a la semana?

- LESS THAN ONE DAY/RARELY 1
- 1 DAY 2
- 2 DAYS 3
- 3 DAYS 4
- 4-7 DAYS 5
- DON'T KNOW d
- REFUSED r

Q9. Las próximas preguntas son acerca de la frecuencia con que usted toma bebidas alcohólicas. Por una “bebida” nos referimos ya sea a una botella de cerveza, un *wine cooler*, una copa o vaso de vino, un trago o medida de licor, o una bebida mezclada.

Durante los últimos 30 días, ¿con qué frecuencia tomó bebidas alcohólicas, incluyendo cerveza, vino o licor? ¿Diría que . . .

- menos de una vez a la semana, 1
- 1 ó 2 días a la semana, 2
- 3 ó 4 días a la semana, 3
- 5 ó 6 días a la semana, 4
- todos los días, o..... 5
- nunca? 0
- DON'T KNOW..... d
- REFUSED..... r

{IF Q9=1,2,3,4,5}

Q10. En los días que usted tomó bebidas alcohólicas (incluyendo cerveza, vino y licor) en los últimos 30 días, ¿cuántas bebidas o tragos generalmente tomó?

NOTE: A HELP SCREEN IS AVAILABLE WITH EQUIVALENCIES.

HELP SCREEN:			
ALCOHOL EQUIVALENTS:			
<u>Beer:</u>		<u>Hard Liquor:</u>	
1 12 oz. or 16 bottle	= 1 drink	1 highball	= 1 drink
1 case of beer	= 24 drinks	1 shot glass	= 1 drink
<u>Wine:</u>		1/2 pint of liquor	= 6 drinks
1 4 oz. glass of wine	= 1 drink	1 pint of liquor	= 12 drinks
1 liter of wine	= 6 drinks	1 fifth of liquor	= 20 drinks
1 wine cooler	= 1 drink	1 quart of liquor	= 24 drinks

____|____| NUMBER

- DON'T KNOW..... d
- REFUSED..... r

Q11. ¿Hay ((Q9=0)alguien/(ELSE)alguien más) en su hogar que toma alcohol?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF Q11=1}

Q12. ((IF Q9=1, 2, 3, 4, 5) Además de usted)/(ELSE) ¿Cuántas personas actualmente toman alcohol en su hogar?

- NUMBER
- DON'T KNOW d
- REFUSED r

Q13. ¿Hay alguien en su hogar que usa drogas?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{IF Q13=1}

Q14. En total, ¿cuántas personas usan actualmente drogas en su hogar?

- NUMBER
- DON'T KNOW d
- REFUSED r

VERSION BOX Q15
HEAD START CASES: GO TO Q15
KINDERGARTEN CASES: GO TO VERSION BOX T

{IF Q9 = 1, 2, 3, 4, 5 OR Q11=1 OR Q13=1} {Head Start Cases}

Q15. **Ahora quisiera que piense acerca de los problemas que usted o alguien en su hogar puede haber tenido en los últimos doce meses cuando consumía ((Q9=1,2,3,4,5 OR Q11=1) alcohol/ (Q13=1)drogas/ (Q9=1,2,3,4,5 OR Q11=1 AND Q13=1)alcohol y drogas).**

En los últimos doce meses, {INSERT a1-c2}

	NUNCA	UNA O DOS VECES	TRES O CUATRO VECES	CINCO O SEIS VECES	MAS DE SEIS VECES	NUNCA O NO USA	DON'T KNOW	REFUSED
a. ¿Cuántas veces usted o alguien de su hogar ha tenido problemas con familiares o amigos (incluyendo un(a) esposo(a)/pareja debido al uso de								
{IF Q9=1,2,3,4,5 OR Q11=1} 1. alcohol?.....	1	2	3	4	5	6	d	r
{IF Q13=1} 2. drogas?	1	2	3	4	5	6	d	r
b. ¿Cuántas veces usted o alguien de su hogar ha tenido problemas con la policía debido al uso de								
{IF Q9=1,2,3,4,5 OR Q11=1}..... 1. alcohol?.....	1	2	3	4	5	6	d	r
{IF Q13=1} 2. drogas?	1	2	3	4	5	6	d	r
c. ¿Cuántas veces usted o alguien en su hogar faltó al trabajo o a la escuela o tuvo que reportarse enfermo(a) debido al uso de								
{IF Q9=1,2,3,4,5 OR Q11=1} 1. alcohol?.....	1	2	3	4	5	6	d	r
{IF Q13=1} 2. drogas?	1	2	3	4	5	6	d	r

R. HOME AND NEIGHBORHOOD CHARACTERISTICS

VERSION BOX R
 HEAD START CASES ONLY: IF FALL 2009 OR FIRST
 INTERVIEW WITH FAMILY, CONTINUE
 ELSE GO TO VERSION BOX S

{Head Start Cases}

R1. **Las siguientes preguntas son acerca de situaciones que pueden ser difíciles para las familias. Le voy a preguntar acerca de cosas que le pueden haber sucedido a usted o a otros en su hogar durante el año pasado. Por favor recuerde, todas sus respuestas son mantenidas en la más estricta confidencialidad. No le diremos a nadie lo que usted diga, incluyendo a Head Start.**

Para cada una de las siguientes cosas, por favor dígame qué tan frecuentemente le sucedió a usted cada una en el último año.

{insert a-d} **¿Diría que nunca, una vez, o más de una vez?**

NOTE: A HELP SCREEN IS AVAILABLE WITH DEFINITIONS OF „VIOLENT CRIME“ AND „NON-VIOLENT CRIME“.

HELP SCREEN:

Violent crime is composed of four offenses: murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault. According to the Uniform Crime Reporting (UCR) Program’s definition, violent crimes involve force or threat of force.

Nonviolent Crime: Nonviolent crimes are defined as property, drug, and public order offenses that do not involve a threat of harm or an actual attack upon a victim.

Crímenes violentos es compuesto de cuatro delitos: homicidio y homicidio impremeditado sin-negligencia, violación forzada, robo y asalto agravado. Según la definición del Uniform Crime Reporting (UCR) Program – Programa de Reporte Uniforme de Crímenes – crímenes violentos involucran fuerza o la amenaza de fuerza.

Crímenes No-violentos: Crímenes no-violentos se definen como delitos de propiedad o bienes, drogas, y del orden público, que no incluyen una amenaza de daño o un ataque actual de una víctima.

	NUNCA	UNA VEZ	MÁS DE UNA VEZ	DON'T KNOW	REFUSED
a. Vi crímenes no violentos en mi vecindario – por ejemplo, venta de drogas o robo	1	2	3	d	r
b. Escuché o vi un crimen violento en mi vecindario	1	2	3	d	r
c. Conozco a alguien que fue víctima de un crimen violento en mi vecindario	1	2	3	d	r
d. Fui víctima de un crimen violento en mi vecindario	1	2	3	d	r

{Head Start Cases}

R2. ¿Alguna vez alguien (lo/la) ha golpeado, pateado o dado puñetazos o lastimado a usted de alguna otra manera durante el último año?

PROBE: Por favor conteste sólo con sí o no.

YES 1
NO 0
DON'T KNOW..... d
REFUSED..... r

{IF R2=1} {Head Start Cases}

R3. ¿Cuál era el parentesco o la relación de esa persona con usted?

CODE ALL THAT APPLY

CURRENT SPOUSE 11
FORMER SPOUSE 12
CURRENT PARTNER 13
FORMER PARTNER 14
FATHER 15
MOTHER..... 16
SISTER..... 17
BROTHER 18
GRANDMOTHER 19
GRANDFATHER..... 20
AUNT..... 21
UNCLE 22
COUSIN..... 23
OTHER RELATIVE 24
OTHER PERSON NOT RELATED
TO RESPONDENT 25
DON'T KNOW..... d
REFUSED..... r

{Head Start Cases}

Las próximas preguntas son acerca de situaciones que pueden ser difíciles para las familias. Voy a preguntarle acerca de cosas que pudieron haberle ocurrido a usted o a otras personas de su hogar durante el último año. Por favor recuerde que todas sus respuestas se mantendrán bajo la más estricta confidencialidad. No le diremos a nadie lo que usted diga, incluyendo a Head Start.

R4. En el último año, ¿alguna vez ha sido [CHILD] testigo a un crimen violento?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

R5. En el último año, ¿alguna vez ha sido [CHILD] testigo a violencia doméstica?

NOTE: A HELP SCREEN IS AVAILABLE WITH A DEFINITION OF DOMESTIC VIOLENCE.

HELP SCREEN:

Domestic violence is any type of physical, mental or emotional abuse that happens between people who are married, in a romantic relationship, who are former partners or who are related by family. Examples of domestic violence include being beaten up, murder, kidnapping, rape, sexual assault and robbery.

Violencia doméstica es cualquier tipo de abuso físico, mental o emocional que ocurre entre personas que están casadas o en una relación romántica, o entre personas que fueron pareja anteriormente o que son parientes o familiares. Ejemplos de violencia doméstica incluyen golpes, homicidio, secuestro, violación, asalto sexual y robo.

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

R6. En el último año, ¿alguna vez ha sido [CHILD] víctima de un crimen violento?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

R7. **En el último año, ¿alguna vez ha sido [CHILD] víctima de violencia doméstica?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

R8. **Desde que [CHILD] nació, ¿ha sido usted, otro miembro del hogar, [(IF SC9 OR RESPONDENT FLAG = 12, 14-30) o la madre de [CHILD] (IF SC9 OR RESPONDENT FLAG OR = 11, 13, 15-30) o el padre de [CHILD]]] arrestado(a) o acusado(a) de un crimen por la policía?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{Head Start Cases}

{IF R8=1}

R9. ¿Cuál era el parentesco o la relación de esa persona con usted?

CODE ALL THAT APPLY

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER	13
ADOPTIVE FATHER	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER	17
GRANDFATHER.....	18
GREAT GRANDMOTHER	19
GREAT GRANDFATHER	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE)	23
OTHER RELATIVE OR IN-LAW (MALE)	24
FOSTER PARENT (FEMALE)	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE)	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE)	30
DON'T KNOW.....	d
REFUSED.....	r

{Head Start Cases}

{IF R8=1}

R10. ¿Alguien pasó algún tiempo en la cárcel por eso?

YES	1
NO	0
DON'T KNOW.....	d
REFUSED.....	r

Ahora voy a preguntarle acerca de sus relaciones románticas.

{Head Start Cases}

R11. **¿Se siente segura(o) en su relación actual?**

YES 1
NO 0
DO NOT HAVE RELATIONSHIP 3
DON'T KNOW d
REFUSED r

{Head Start Cases}

R12. **¿Hay alguna pareja de una relación anterior que actualmente le hace sentirse inseguro(a)?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{R12=1} {Head Start Cases}

R13. **¿Qué relación tenía esta persona con usted?**

SPOUSE 1
PARTNER 2
DON'T KNOW d
REFUSED r

S. COMMUNITY SERVICES

VERSION BOX S

HEAD START CASES ONLY: IF SPRING 2010 OR NO SPRING
2010 INTERVIEW CONTINUE,
ELSE GO TO VERSION BOX T

Las familias con niños pequeños algunas veces necesitan diferentes tipos de ayuda. Ahora quisiera hacerle algunas preguntas sobre formas en que Head Start puede haber ayudado a su familia.

{Head Start Cases}

S1. **¿Usted u otro miembro de su familia completó una Evaluación de Necesidades de la Familia (Family Needs Assessment) o un Acuerdo de Asociación con la Familia con Head Start (Family Partnership Agreement), en el cual le preguntaron sobre las particulares necesidades, intereses, metas, puntos fuertes, etc. de su familia?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

Ahora le voy a preguntar acerca de específicos tipos de servicios que alguien en su hogar pueda haber recibido, y si Head Start le informó o le ayudó a obtener los servicios

{Head Start Cases}

S2. **[(IF NO PREVIOUS INTERVIEW) En los últimos 12 meses/(ELSE) Desde (MONTH AND YEAR OF LAST INTERVIEW)], ¿usted o alguien en su hogar recibió ... [INSERT ITEM a-n]**

Note to programmer: S3 should be asked for any service for which respondent replies "YES" in question S2. Please program so that any of S3a-n is asked immediately following a "YES" response to any of S2a-n.

{Head Start Cases}

{IF RELEVANT PART OF S2=1}

S3. ¿Head Start le informó o le ayudó a obtener este servicio?

	S2. ¿ALGUIEN EN EL HOGAR RECIBIÓ SERVICIO?				S3. HEAD START LE INFORMÓ O LE AYUDÓ A OBTENER EL SERVICIO?			
	SÍ	NO	DON'T KNOW	REFUSED	SÍ	NO	DON'T KNOW	REFUSED
a. Ayuda con la vivienda	1	0	d	r	1	0	d	r
b. Entrenamiento para un trabajo	1	0	d	r	1	0	d	r
c. Ayuda para encontrar trabajo ..	1	0	d	r	1	0	d	r
d. Ayuda para ir a la escuela, college o universidad	1	0	d	r	1	0	d	r
e. Clases de inglés como segundo idioma	1	0	d	r	1	0	d	r
f. Transporte al trabajo o entrenamiento	1	0	d	r	1	0	d	r
g. Cuidado de niños o child care .	1	0	d	r	1	0	d	r
h. Tratamiento o consejería por el uso de alcohol o drogas	1	0	d	r	1	0	d	r
i. Asesoramiento o consejo de un abogado.....	1	0	d	r	1	0	d	r
j. Consejería o servicios de salud mental.....	1	0	d	r	1	0	d	r
k. Ayuda para manejar o tratar con violencia familiar	1	0	d	r	1	0	d	r
l. Ayuda o consejería para otro tipo de problemas familiares....	1	0	d	r	1	0	d	r
m. Atención dental o de ortodoncia	1	0	d	r	1	0	d	r
n. Atención médica?	1	0	d	r	1	0	d	r

T. SOCIAL SUPPORT

VERSION BOX T
 IF SPRING 2010 OR NO SPRING 2010, OR KINDERGARTEN
 CASE CONTINUE, ELSE GO TO U1

T1. **Ahora voy a leer algunas afirmaciones acerca de otros tipos de ayuda que usted puede recibir. Por favor dígame si cada una de las afirmaciones es nunca cierta en su caso, a veces es cierta en su caso, o siempre es cierta en su caso.**

PROBE: **¿Diría que nunca es cierto en su caso, a veces es cierto en su caso, o siempre es cierto en su caso?**

	NUNCA CIERTO	A VECES CIERTO	SIEMPRE CIERTO	DON'T KNOW	REFUSED
a. Si necesito hacer un mandado o recado, puedo encontrar fácilmente a alguien que cuide a [CHILD]	1	2	3	d	r
b. Si necesito que alguien me lleve al doctor con [CHILD], tengo amigos o familiares que me ayudarán.....	1	2	3	d	r
c. Si [CHILD] está enfermo(a), tengo amigos o familiares que llamarán o pasarán por la casa para ver cómo están las cosas.....	1	2	3	d	r
d. Si [CHILD] está teniendo problemas en (Head Start/ Kindergarten), tengo un amigo, vecino o familiar con quien puedo hablar del asunto	1	2	3	d	r
e. Si tengo una emergencia y necesito dinero en efectivo, tengo familiares o amigos que me lo prestarán	1	2	3	d	r
f. Si tengo problemas o necesito un consejo, tengo con quién hablar.	1	2	3	d	r

T2. Muchas personas y grupos pueden ser una ayuda para los miembros de una familia que está criando a un niño pequeño. Queremos saber cuánta ayuda le prestan diferentes personas y grupos a su familia.

Por favor dígame cuánta ayuda le han dado en el último mes cada una de las siguientes personas o grupos en relación a criar a [CHILD]. ¿Cuánta ayuda le ha dado {INSERT a – m}? ¿Diría que no mucha ayuda, algo de ayuda o mucha ayuda?

BOX T2a

IF RESPONDENT IS [CHILD]'S FATHER {IF SC9 OR RESPONDENT FLAG = 12, 14}, CODE T2a AS 4. IF RESPONDENT IS CHILD'S MOTHER {IF SC9 OR RESPONDENT FLAG = 11, 13}, CODE T2b AS 4. IF CURRENT SPOUSE OR PARTNER IS [CHILD]'S FATHER/MOTHER {IF B9 = 1 OR J15 = 1}, CODE T2c AS 4.

	no mucha ayuda	algo de ayuda	mucha ayuda	NOT APPLICABLE	DON'T KNOW	REFUSED
a. <u>el padre</u> de [CHILD].....	1	2	3	4	d	r
b. <u>la madre</u> de [CHILD].....	1	2	3	4	d	r
c. <u>su actual esposo(a) o pareja</u> ...	1	2	3	4	d	r
d. <u>los abuelos</u> de [CHILD].....	1	2	3	4	d	r
e. <u>otros parientes o familiares</u>	1	2	3	4	d	r
f. <u>sus amigos</u>	1	2	3	4	d	r
g. <u>compañeros de trabajo</u>	1	2	3	4	d	r
h. <u>profesionales que proveen ayuda, tal como consejeros o trabajadoras sociales</u>	1	2	3	4	d	r
i. <u>personal de (Head Start/Kindergarten)</u>	1	2	3	4	d	r
j. <u>otros padres que ha conocido a través de (Head Start/Kindergarten)</u>	1	2	3	4	d	r
k. <u>otros proveedores de cuidado de niños</u>	1	2	3	4	d	r
l. <u>miembros de un grupo religioso o social</u>	1	2	3	4	d	r
m. <u>¿Hubieron otras personas que le prestaron ayuda, y de cuánta ayuda le fueron?</u> (SPECIFY)	1	2	3	4	d	r

{IF T2m = 2 OR 3}

T2n. ¿Quién le ayudó?

(SPECIFY) _____

U. YOUR FEELINGS

VERSION BOX U
 IF FALL 2009, SPRING 2010, SPRING 2011, KINDERGARTEN
 SURVEY, CONTINUE

U1. **Las siguientes preguntas son acerca de cómo se ha sentido en la última semana con respecto a usted mismo(a) y a su vida. No hay respuestas correctas ni incorrectas.**

Le voy a leer una lista de maneras en que usted puede haberse sentido o comportado. Por favor dígame con qué frecuencia se ha sentido así durante la última semana.

[ITEM]. **En la última semana, ¿se sintió así rara vez o nunca, algo o un poco, ocasionalmente o una cantidad moderada de tiempo, o la mayor parte o todo el tiempo?**

NOTE: A HELP SCREEN IS AVAILABLE WITH A DEFINITION FOR UC-1 "SHAKE OFF THE BLUES."

HELP SCREEN:

Not being able to "shake off the blues" refers to feeling sad, unhappy, miserable, or down in the dumps for short periods. True clinical depression is a mood disorder in which feelings of sadness, loss, anger, or frustration interfere with everyday life for an extended period of time.

No poder quitarse la tristeza se refiere a sentirse triste, melancólica(o), infeliz, miserable, o deprimida(o) por cortos periodos de tiempo. La verdadera depresión clínica es un desorden en el cual sentimientos de tristeza, pérdida, enojo o frustración interfieren con la vida diaria por un extenso periodo de tiempo.

USE
SHOW
CARD

	RARA VEZ O NUNCA	ALGO O UN POCO	OCASIONALMENTE O UNA CANTIDAD MODERADA DE TIEMPO	LA MAYOR PARTE O TODO EL TIEMPO	DON'T KNOW	REFUSED
a. Molesto(a) por cosas que generalmente no le molestan..	1	2	3	4	d	r
b. No tenía ganas de comer, no tenía apetito.....	1	2	3	4	d	r
c. No podía quitarse la tristeza, ni siquiera con la ayuda de su familia y sus amigos.....	1	2	3	4	d	r
d. Tenía problemas para concentrarse en lo que estaba haciendo.....	1	2	3	4	d	r
e. Deprimido(a).....	1	2	3	4	d	r
f. Que todo lo que usted hizo era un esfuerzo.....	1	2	3	4	d	r
g. Temeroso(a), tenía miedo.....	1	2	3	4	d	r
h. Usted durmió inquieto(a).....	1	2	3	4	d	r
i. Hablaba menos que lo de costumbre.....	1	2	3	4	d	r
j. Solitario(a).....	1	2	3	4	d	r
k. Triste.....	1	2	3	4	d	r
l. Usted no podía empezar a hacer nada.....	1	2	3	4	d	r

VERSION BOX U1
HEAD START CASES: GO TO V1
KINDERGARTEN CASES: GO TO BOX X1A

V. GETTING READY FOR KINDERGARTEN

VERSION BOX V
 HEAD START CASES ONLY: IF SPRING 2010 OR SPRING 2011 CONTINUE,
 ELSE GO TO VERSION BOX W

{Head Start Cases}

V1. ¿A qué escuela va a ir [CHILD] el próximo otoño? ¿Va a . . .

- | | | | |
|---------------------------------------|---|-----|----------|
| regresar a Head Start,..... | 1 | } → | GO TO W1 |
| ir al Pre-Kinder | 2 | | |
| ir al Kindergarten | 3 | } → | GO TO W1 |
| ir a otro programa pre-escolar | 4 | | |
| no va a ir a ninguna escuela, o | 5 | | |
| todavía no sabe?..... | d | | |
| REFUSED..... | r | | |

{Head Start Cases}

{IF V1=3}

NOTE: HIT THE SPACEBAR TO BRING UP THE SCHOOL LIST

NOTE: USE THE DROP DOWN LIST TO SEARCH FOR SCHOOL. IF SCHOOL IS NOT LISTED ENTER "99" AND RECORD THE SCHOOL NAME AND ADDRESS IN SUBSEQUENT FIELDS.

V2. ¿Cuál es el nombre de la escuela a la que irá [CHILD] el próximo año?

SCHOOL NAME

- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

{IF V1=3}

V3. ¿En qué ciudad y estado está la escuela primaria o "elementary"?

CITY

____|____ STATE

- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}
{IF V1=3 AND V3<>d, r}
V4. ¿Cuál es la dirección?

STREET

DON'T KNOW.....d

REFUSED.....r

W. HEAD START CONCLUDING QUESTIONS

VERSION BOX 2
HEAD START CASES ONLY: IF SPRING 2010 OR SPRING 2011
INTERVIEW CONTINUE, ELSE GO TO BOX X1a

Ahora quisiera hacerle algunas preguntas sobre el programa de Head Start de [CHILD].

{Head Start Cases} {IF C2=1}

W1. Basándose en lo que ha sucedido en Head Start desde que [CHILD] empezó a ir a ese programa, ¿qué tan satisfecho(a) está usted con lo bien que se desempeña Head Start en cada una de las siguientes áreas?

	MUY INSATISFECHO(A)	ALGO INSATISFECHO(A)	ALGO SATISFECHO(A)	MUY SATISFECHO(A)	DON'T KNOW	REFUSED	NUNCA FUE OFRECIDO
a. Ayudar a [CHILD] a crecer y desarrollarse	1	2	3	4	d	r	
b. Estar abierto a las ideas y la participación de usted en el programa.....	1	2	3	4	d	r	
c. Apoyar y respetar la cultura y orígenes de su familia	1	2	3	4	d	r	
d. Identificar y proporcionar servicios para [CHILD]—por ejemplo, chequeos médicos, ayuda con el desarrollo del lenguaje y el habla	1	2	3	4	d	r	<input type="checkbox"/>
e. Identificar y ayudar a proporcionar servicios que ayuden a su familia—por ejemplo asistencia pública, transporte o entrenamiento para trabajar	1	2	3	4	d	r	<input type="checkbox"/>
f. Mantener un programa sin peligros—por ejemplo parque de niños seguro, salón de clases limpios y ordenados	1	2	3	4	d	r	
g. Preparar a [CHILD] para que entre en el Kindergarten	1	2	3	4	d	r	
h. Ayudarle a usted a participar más en grupos activos en su comunidad .	1	2	3	4	d	r	<input type="checkbox"/>
i. Apoyar a su relación con [CHILD]	1	2	3	4	d	r	
{IF D10 = 11-21}							
j. Ayudar a [CHILD] a desarrollar sus habilidades de idioma en inglés	1	2	3	4	d	r	
{IF D10 = 11-21}							
k. Ayudar al desarrollo de idioma de [CHILD] en [FILL LANGUAGE FROM D10].....	1	2	3	4	d	r	

{Head Start Cases}

W2. **Ahora le voy a preguntar acerca de las experiencias de [CHILD] y de usted en Head Start. Por favor dígame qué respuesta describe mejor la experiencia de [CHILD] y de usted en Head Start.**

PROBE: [IF NECESSARY, READ AFTER EACH STATEMENT]: **¿Diría usted que nunca, a veces, a menudo, o siempre**

	NUNCA	A VECES	A MENUDO	SIEMPRE	DON'T KNOW	REFUSED
a. [CHILD] se ((C2=1) siente/(C2=2) sentía) seguro(a) y a salvo en Head Start.....	1	2	3	4	d	r
b. [CHILD] recib((C2=1)e/(C2=2)ía) mucha atención individual.....	1	2	3	4	d	r
c. La maestra de [CHILD] est((C2=1)á/(C2=2)ba) abierta a recibir nueva información y a aprender.....	1	2	3	4	d	r
d. [CHILD] ((C2=1)ha estado/(C2=2)estaba) contento(a) en el programa.....	1	2	3	4	d	r
e. La maestra ((C2=1)es/(C2=2)era) cariñosa y afectuosa con [CHILD].....	1	2	3	4	d	r
f. [CHILD] ((C2=1)es/(C2=2)era) tratado(a) con respeto por los maestros.....	1	2	3	4	d	r
g. La maestra ((C2=1)se interesa/(C2=2)tomó interés) en [CHILD].....	1	2	3	4	d	r
h. [CHILD] ((C2=1)se siente/(C2=2)se sintió) aceptado(a) por la maestra.....	1	2	3	4	d	r
i. La maestra (lo/la) ((C2=1)apoya/(C2=2)apoyaba) a usted como (padre/madre) .	1	2	3	4	d	r
k. Usted se ((C2=1)siente/(C2=2)sentía) bien recibido(a) por la maestra.....	1	2	3	4	d	r
l. La maestra ((C2=1)maneja/(C2=2)manejaba) la disciplina con facilidad y sin ser severa	1	2	3	4	d	r
m. La maestra ((C2=1)parece/(C2=2)parecía) estar feliz y contenta.....	1	2	3	4	d	r
n. La ayudante de la maestra ((C2=1)es/(C2=2)era) cariñosa y afectuosa con [CHILD].....	1	2	3	4	d	r
o. Los administradores le [(C2=1)son/(C2=2) eran] de apoyo a usted como (padre/madre).....	1	2	3	4	d	r
p. Su relación con su trabajadora) de servicios de familia ((C2=1)es/(C2=2) era)) de apoyo y de ayuda.....	1	2	3	4	d	r

{Head Start Cases}{IF C2 = 1}

W3. Para cada declaración que le leo, por favor dígame qué tal el programa de Head Start de [CHILD] ha estado haciendo las siguientes cosas (durante este año escolar):

PROBE: [IF NECESSARY, READ AFTER EACH STATEMENT]: ¿Diría usted que el programa de [CHILD] hace esto muy bien, más o menos bien, o no lo hace?

	HACE ESTO MUY BIEN	MÁS O MENOS BIEN	NO LO HACE	DON'T KNOW	REFUSED
a. Le informa a usted (entre las conferencias de maestros y padres) cómo le va a [CHILD] en el programa	1	2	3	d	r
b. Le ayuda a entender cómo son los niños a la edad de [CHILD]	1	2	3	d	r
c. Le informa de oportunidades de ser voluntaria(o) en el programa	1	2	3	d	r
d. Proporciona talleres, materiales o consejo sobre cómo ayudar a [CHILD] a aprender en el hogar	1	2	3	d	r
e. Proporcionar información sobre servicios de la comunidad para ayudar a [CHILD] o a su familia	1	2	3	d	r
[IF D7=1] f. Entender las necesidades de familias que no hablan inglés	1	2	3	d	r

{Head Start Cases}

W4. ¿Cuáles son las principales maneras en las que usted piensa que Head Start ha ayudado a [CHILD] este año?

PROBE: ¿Qué más?

{Head Start Cases}

W5. **¿Cuáles son las principales maneras en las que usted piensa que Head Start ha ayudado a su familia este año?**

PROBE: **¿Ayudaron a su familia en alguna otra área además de la educación de [CHILD]? ¿Qué más?**

{Head Start Cases}

W6. **Si usted pudiera cambiar algo de Head Start que usted cree que le ayudaría a Head Start a prestar mejores servicios a los niños y sus familias, ¿qué cambiaría?**

X. TRACKING INFORMATION

BOX X1a
PROGRAMMING INSTRUCTIONS: PRELOAD ALL
INFORMATION FROM DATABASE
IF SPRING 2012, ASK ONLY X4

{ SC2c_2=2}

Gracias por su ayuda. Mis siguientes preguntas serán acerca de cómo puedo ponerme en contacto con usted en caso de que tengamos preguntas.

GO TO X4.

{IF C2 = 1}

Muchas gracias por el tiempo que me dedicó. (IF FALL 2009, SPRING 2010 OR SPRING 2011 AND IN PERSON INTERVIEW: En unos pocos minutos le entregaré su pago de agradecimiento) (IF TELEPHONE INTERVIEW: Vamos a enviarle su dinero de agradecimiento dentro de dos semanas. (IF FALL 2009, SPRING 2010, OR SPRING 2011: Como mencionamos anteriormente, planeamos entrevistar(a) nuevamente en la próxima primavera y necesitamos saber cómo ponernos en contacto con usted.

(IF FALL 2009, SPRING 2010, SPRING 2011 OR SPRING 2012: Las siguientes preguntas serán acerca de cómo ponernos en contacto con usted o con personas que sabrán cómo encontrarlo(a).

X1. **Primero, quisiera verificar su número de teléfono. ¿Cuál es su número de teléfono?**

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|_|_|_|_|_|
AREA CODE

NO TELEPHONE..... 1
DON'T KNOW..... d
REFUSED..... r

→ GO TO X2

{IF NUMBER PROVIDED AT X1}

X1a. **¿Bajo qué nombre está ese número en la guía telefónica?**

_____ → GO TO X3a
NAME

DON'T KNOW..... d
REFUSED..... r

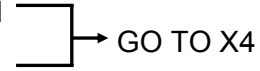
→ GO TO X4

{IF X1 = d, r}

X2. ¿Me puede dar un número donde pueda encontrarlo(a) a usted?

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|
AREA CODE

DON'T KNOW.....d
REFUSED.....r



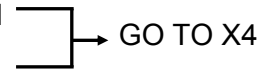
{IF NUMBER PROVIDED AT X2}

X3. ¿De quién es ese teléfono?

NAME

→ GO TO X3a

DON'T KNOW.....d
REFUSED.....r



X3a. ¿Tiene otro número de teléfono, como el número de un beeper o teléfono celular?

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_| CELL PHONE
AREA CODE

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_| BEEPER
AREA CODE

NO BEEPER OR CELL PHONE 1
DON'T KNOW..... d
REFUSED..... r

X4. Por favor déme su dirección permanente.

Name: _____

Address: _____

DON'T KNOW..... d
REFUSED..... r

IF C2 = 2, d, r – GO TO ENDING

{J17, K17, OR L17 = 1} OR {J17, K17, OR L17 = 0 AND J18, K18, OR L18 = 1}

X5. ¿(Lo/la) podemos llamar en su trabajo?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{X5=1}

X6. ¿Cuál es el número de teléfono de su trabajo?

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|
AREA CODE

- DON'T KNOW d
- REFUSED r

X7a. Por favor dígame los nombres, direcciones y números de teléfono de tres personas que no viven con usted, pero que sabrán cómo ponerse en contacto con usted de aquí a un año. Eso nos ayudará a ponernos en contacto con usted para completar una entrevista, en caso de que se mude.

¿Cuál es el nombre de la primera persona que sabrá cómo podremos ponernos en contacto con usted?

- DON'T KNOW d
 - REFUSED r
- } → GO TO SECTION Y

X7b. **¿Qué relación o parentesco tiene esa persona con usted?**

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER	13
ADOPTIVE FATHER	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER	17
GRANDFATHER.....	18
GREAT GRANDMOTHER	19
GREAT GRANDFATHER	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE)	23
OTHER RELATIVE OR IN-LAW (MALE)	24
FOSTER PARENT (FEMALE)	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE)	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE)	30
DON'T KNOW.....	d
REFUSED.....	r

X7c. **¿Cuál es el número de teléfono de esa persona?**

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|_|
 AREA CODE

DON'T KNOW.....	d
REFUSED.....	r

X7d. **Por favor déme la dirección permanente de esa persona.**

ADDRESS: _____

DON'T KNOW..... d

REFUSED..... r

X8a. **¿Cómo se llama la segunda persona?**

DON'T KNOW..... d

REFUSED..... r

X8b. **¿Cuál es la relación o parentesco de esa persona con usted?**

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER.....	13
ADOPTIVE FATHER.....	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER.....	17
GRANDFATHER.....	18
GREAT GRANDMOTHER.....	19
GREAT GRANDFATHER.....	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE).....	23
OTHER RELATIVE OR IN-LAW (MALE).....	24
FOSTER PARENT (FEMALE).....	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE).....	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE).....	30
DON'T KNOW.....	d
REFUSED.....	r

X7c. **¿Cuál es el teléfono de esa persona?**

(|_|_|_|_|)-|_|_|_|_|-|_|_|_|_|_|
 AREA CODE

DON'T KNOW.....	d
REFUSED.....	r

X7d. **Por favor déme la dirección permanente de esa persona.**

ADDRESS: _____

DON'T KNOW..... d

REFUSED..... r

X9a. **¿Cuál es el nombre de la tercera persona?**

DON'T KNOW..... d

REFUSED..... r

X9b. **¿Cuál es la relación o parentesco de esa persona con usted?**

- BIOLOGICAL MOTHER..... 11
- BIOLOGICAL FATHER..... 12
- ADOPTIVE MOTHER 13
- ADOPTIVE FATHER 14
- STEPMOTHER..... 15
- STEPFATHER..... 16
- GRANDMOTHER 17
- GRANDFATHER..... 18
- GREAT GRANDMOTHER 19
- GREAT GRANDFATHER 20
- SISTER/STEPSISTER..... 21
- BROTHER/STEPBROTHER..... 22
- OTHER RELATIVE OR IN-LAW (FEMALE) 23
- OTHER RELATIVE OR IN-LAW (MALE) 24
- FOSTER PARENT (FEMALE) 25
- FOSTER PARENT (MALE)..... 26
- OTHER NON-RELATIVE (FEMALE)..... 27
- OTHER NON-RELATIVE (MALE) 28
- PARENT'S PARTNER (FEMALE)..... 29
- PARENT'S PARTNER (MALE) 30
- DON'T KNOW..... d
- REFUSED..... r

X9c. **¿Cuál es el teléfono de esa persona?**

(|_|_|_|_|_|)-|_|_|_|_|_|-|_|_|_|_|_|
AREA CODE

DON'T KNOW..... d

REFUSED..... r

X9d. **Por favor déme la dirección permanente de esa persona.**

ADDRESS: _____

DON'T KNOW..... d

REFUSED..... r

Y. INTERVIEWER RATINGS

Y1. Please rate the following qualities of the respondent, the interviewing situation, and the data:

The respondent (was/had) . . .

	HIGH	LOW
a. able to understand questions easily	7 6 5 4 3 2 1	hardly able to understand
b. truthful	7 6 5 4 3 2 1	untruthful
c. accurate	7 6 5 4 3 2 1	inaccurate
d. interested in the interview	7 6 5 4 3 2 1	not interested in the interview
e. cooperative	7 6 5 4 3 2 1	uncooperative
f. no English language problem	7 6 5 4 3 2 1	spoke English with great difficulty
g. interviewed without interruption	7 6 5 4 3 2 1	interrupted often
h. your opinion about the overall quality of the data		
High	7 6 5 4 3 2 1	Low

ZZ. LANGUAGE ISSUES

ZZ1. Was a translator used?

YES 1
NO 0
DON'T KNOW d
REFUSED r

ZZ2. Which language was used?

CODE ONLY ONE

FRENCH 11
SPANISH 12
CAMBODIAN (KHMER) 13
CHINESE 14
HAITIAN CREOLE 15
HMONG 16
JAPANESE 17
KOREAN 18
VIETNAMESE 19
ARABIC 20
OTHER (SPECIFY) 21

ENGLISH 25
DON'T KNOW d
REFUSED r

Head Start Family and Child Experiences Survey

*Teacher's Child Report
Form – Head Start*



*Fall 2009, Spring 2010,
Spring 2011*



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information is 0970-0151. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

Section A.

Section B. Child's Accomplishments

A1. Are you currently the Head Start teacher for the child listed above? (Use an "X" to mark your response.)

- Yes → GO TO B1
- No

A2. What is the main reason you are no longer this child's teacher?

- Child moved to another class in the same center →GO TO A3
- Child moved to another center →GO TO A3a
- Child left the Head Start program→GO TO A4
- Child was never in my class / I don't know this child →GO TO A5

A3. What is the name of the Head Start teacher whose class this child currently attends?

Name: _____

A3a. What is the name of the Head Start center where this child went?

Name: _____

A4. Please record the last date this child was in your class.

/ /
 Month Day Year

A5. Thank you for completing this form.

These questions are about things that different children do at different ages. These things may or may not be true for this child.

B1. Can this child recognize...

- All of the letters of the alphabet,
- Most of them,
- Some of them, or
- None of them?

B2. How high can this child count? Would you say...

- Not at all,
- Up to five,
- Up to ten,
- Up to twenty,
- Up to fifty, or
- Up to 100 or more?

B3. How often does this child like to write or pretend to write? Would you say...

- Never,
- Has done it once or twice,
- Sometimes, or
- Often?

B4. Can this child identify the colors red, yellow, blue, and green by name? Would you say...

- All of them,
- Some of them, or
- None of them?
- CHILD IS COLOR BLIND

Section C. Social Skills

B4a. Can this child demonstrate a beginning understanding of the relationship between sounds and letters (e.g., the letter B makes a “buh” sound)? Would you say...

- 1 Not at all,
- 2 For one or two letters,
- 3 For a few (up to 5) letters, or
- 4 For several (6 or more) letters?

B5. Please answer “Yes” or “No” to each question about this child’s abilities.

	MARK “YES” OR “NO” ON EACH LINE	
	YES	NO
a. Does this child mostly write and draw rather than scribble? .	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Can this child write (his/her) first name even if some of the letters are backward?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Does this child trip, stumble, or fall easily?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. When this child speaks, is (he/she) understandable to a stranger?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Does this child stutter or stammer?.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Does this child ever look at a book with pictures and pretend to read?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Does this child recognize (his/her) own first name in writing or in print?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Does this child read any other words in writing or in print?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Can this child identify rhyming words?	1 <input type="checkbox"/>	0 <input type="checkbox"/>

All instruments used in FACES 2009 are available on the web site with the exception of instruments that include items that are copyrighted. The social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between Mathematica and NCS Pearson, Inc. prohibit us from distributing the actual rating scales used in FACES 2009 to the public such that those items have been deleted in this section. Permission to use or adapt the SSRS for your specific needs must be obtained from NCS Pearson, Inc.

Section D. Classroom Conduct

All instruments used in FACES 2009 are available on the web site with the exception of instruments that include items that are copyrighted. Part of the social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between Mathematica and NCS Pearson, Inc. prohibit us from distributing the actual rating scales used in FACES 2009 to the public such that those items have been deleted in this section. Permission to use or adapt the SSRS for your specific needs must be obtained from NCS Pearson, Inc.

Please describe this child according to how true each of these statements has been during the past month, from “not true” to “somewhat or sometimes true” to “very true or often true.” For each item, mark only one code.

	MARK ONLY ONE		
	NOT TRUE	SOMEWHAT OR SOMETIMES TRUE	VERY TRUE OR OFTEN TRUE
a. Acts too young for his or her age	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Can't concentrate, can't pay attention for long	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Hits or fights with others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Keeps to herself or himself; tends to withdraw	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Lacks confidence in learning new things or trying new activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Is nervous, high-strung, or tense	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Is very restless, fidgets all the time, can't sit still	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Has temper tantrums or hot temper	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Often seems unhappy, sad, or depressed	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Worries about things for a long time.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Section H. Approaches to Learning

H1. Please describe this child according to how he or she approaches tasks. How often in the past month did he or she act this way? For each item, mark only one code: “never,” “sometimes,” “often,” or “very often?”

	MARK ONLY ONE FOR EACH ITEM			
	NEVER	SOMETIMES	OFTEN	VERY OFTEN
a. Keeps belongings organized	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Pays attention well.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Shows eagerness to learn new things.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Easily adapts to changes in routine.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Persists in completing tasks	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Works independently	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Section F. Health and Developmental Conditions or Concerns

F1. Has any professional such as a doctor or other health or education professional mentioned this child having a developmental problem or delay, for example, any special need or disability, such as physical, emotional, language, hearing difficulty or other special need?

MARK ONLY ONE

- 1 Yes
- 0 No → GO TO F3
- d Don't know →

F2. How did the doctor or other health or education professional describe this child's needs or disability?

MARK ALL THAT APPLY

- 1 VISION IMPAIRMENT
 - 2 BLINDNESS
 - 3 HEARING IMPAIRMENT/HARD OF HEARING
 - 4 DEAFNESS
 - 5 MOTOR IMPAIRMENT
 - 6 SPEECH IMPAIRMENT/DIFFICULTY COMMUNICATING
 - 7 MENTAL RETARDATION
 - 8 DEVELOPMENT DELAY
 - 9 AUTISM OR PERVASIVE DEVELOPMENTAL DISORDER (PDD)
 - 10 BEHAVIOR PROBLEMS/HYPERACTIVITY/ ATTENTION DEFICIT (ADD or ADHD)
 - 11 OPPOSITIONAL DEFIANT DISORDER
 - 12 OTHER (*Specify*)
-

d Don't know

GO TO F5

F3. Since this child has enrolled in Head Start, has anyone reported concerns about (his/her) health or development?

Note: This item does not refer to normal health concerns (e.g., "she has a lot of colds"); it refers to the conditions listed in F4 below. The concerns may be identified by yourself, another staff member, a parent or anyone else.

- 1 Yes
- 0 No → GO TO F6 ON NEXT PAGE
- d Don't know →

F4. To your knowledge, what areas of this child's health and development appear to be of concern?

MARK ALL THAT APPLY

- 1 VISION IMPAIRMENT
 - 2 BLINDNESS
 - 3 HEARING IMPAIRMENT/HARD OF HEARING
 - 4 DEAFNESS
 - 5 MOTOR IMPAIRMENT
 - 6 SPEECH IMPAIRMENT/DIFFICULTY COMMUNICATING
 - 7 MENTAL RETARDATION
 - 8 DEVELOPMENT DELAY
 - 9 AUTISM OR PERVASIVE DEVELOPMENTAL DISORDER (PDD)
 - 10 BEHAVIOR PROBLEMS/HYPERACTIVITY/ ATTENTION DEFICIT (ADD or ADHD)
 - 11 OPPOSITIONAL DEFIANT DISORDER
 - 12 OTHER (*Specify*)
-
- d Don't know

F5. What has been done so far to address the child's condition or the concerns about the child's health and development?

The definition of IFSP/IEP is as follows: "a written plan that describes goals for this child and the services (he/she) should receive."

MARK ALL THAT APPLY

- 1 Discussions/plans are in progress
- 2 A specialist has been contacted
- 3 The child has been observed or evaluated
- 4 A meeting with the parents and the special needs team has been made
- 5 An individualized education plan (IEP) or an Individual Family Service Plan (IFSP) has been developed
- 6 Modifications or accommodations to the classroom or class activities have been made
- d Don't know

IF F5 = 5 (An IEP or IFSP has been developed), GO TO F5a. OTHERWISE, GO TO F6.

F5a. Did you participate in the child's IEP or IFSP meeting?

- 1 Yes
- 0 No
- d Don't know

F5b. Which of the following services has the child received?

MARK ALL THAT APPLY

- 1 Speech or language therapy
- 2 Social work services
- 3 Psychological services
- 4 Special education teacher services
- 5 Other services
- d Don't know

IF F5b = 1, 2, 3, 4, OR 5, GO TO F5c. OTHERWISE, GO TO F6.

F5c. How were these services delivered?

MARK ALL THAT APPLY

- 1 Consultation in the classroom

Note: Consultation includes recommending modifications, accommodations, or other methods to support the child's learning and development

- 2 Direct teaching or services by a specialist in the classroom
- 3 Direct teaching or services by a specialist in another classroom or setting
- d Don't know

F6. About how often has this child missed a Head Start class during the past year?

- 1 Never
- 2 One to five days
- 3 Six to ten days
- 4 Eleven to twenty days
- 5 More than 20 days

Section G.

G1. Why did you choose to complete the paper questionnaire rather than complete the questionnaire on the Web?

MARK ALL THAT APPLY

- 1 Did not have access to a computer
- 2 Computers were in use by others at the times I wanted to do the questionnaire
- 3 Started survey, but experienced technical problems such as...
 - 3a Screen frozen
 - 3b took too long to load the first page
 - 3c Took too long to load subsequent pages
- 4 Tried to log into Web address, but an **error message** appeared...
 - 4a "Invalid password"
 - 4b "This page has expired"
 - 4c "This website is busy, please try again later"
- 5 Computer screen too small to read questions, such as required too much scrolling—up or down, side to side
- 6 Unable to read the questions on the screen because of the color scheme on the computer
- 7 Chose to complete the paper questionnaire because it was readily available

G2. What kind of help could we have given you to make it easier to complete this form on the web?

Thank you for your participation in FACES!



Fall/Spring Head Start Teacher Interview

Fall 2009, Spring 2010,
Spring 2011

NOTE: IF A QUESTION IS NOT DESIGNATED AS SPRING VERSION ONLY, THE QUESTION WILL BE ASKED IN THE FALL AND THE SPRING VERSION.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-151. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

Head Start Teacher Interview Routing Explanations

Some Head Start teachers may teach more than one class with sampled Head Start children. If this is the case, the teacher will be asked questions about one class first and then at the end of the interview, the interview was programmed to ask certain questions on classroom practices about her second class. Any reference in this document to {SECOND} indicates questions that get asked a second time.

A spring Head Start teacher interview has the potential to be conducted with two types of respondents: 1) a respondent who completed the fall interview (the teacher was a “new respondent” in fall 2009) or 2) a spring “new respondent.” A spring new respondent means that either: 1) the teacher was not interviewed in fall 2009 and/or spring 2010, but the teacher is still teaching the same classroom she was teaching in the fall, 2) the teacher is new but teaching a classroom sampled already, or 3) there is a new classroom in the sample (because of child movement). An item or box that indicates “if respondent is new to the study” would mean spring rounds only ask it for new respondents; however, this information was asked in the fall and captured for those original respondents. Additionally, there are a few items that have notes for “New Spring Class” which refer to new classrooms in the sample (if it was a new respondent but a classroom already in the sample in a prior wave this item would not be asked).

INTRODUCTION

Thank you for taking the time to let us speak with you today. This survey is part of a study of families and children's experiences with the Head Start program. We obtained permission from the director of the center to talk with you about your experiences in Head Start. We appreciate your time and effort in completing this survey.

Your participation in the study is voluntary and you may refuse to answer any questions you are not comfortable answering. Your answers will be completely confidential and will not be shared with parents or other staff in your center, or anybody else not working on this study. The survey will take about 30 minutes of your time to complete.

Do you have any questions before we begin?

PROGRAMMER NOTE FOR TEACHERS WITH SECOND CLASS: ASK QUESTIONS ABOUT FIRST CLASS FIRST AND THEN ASK QUESTIONS ABOUT SECOND CLASS AT THE END OF THE INTERVIEW.

PROGRAMMER NOTE FOR CLASS FILL:

(ONE CLASS) **your classroom**/(MORNING CLASS) **your morning class**/(AFTERNOON CLASS) **your afternoon class**)

REVISE FILL USING FullPart (1=AM, 2=PM, 3=FD, 4=HV) SUCH THAT

(FullPart = 3, 4) **your classroom**/(FullPart=1) **your morning class**/(FullPart=2) **your afternoon class**)

If OneOrTwo=2 AND ONE OF THE SESSIONS IS 4 (HOME VISITOR), FullPart=4 SHOULD BE ABOUT FIRST CLASS AND THEN SECOND CLASS IS XFullPart=1 or 2.

If OneOrTwo=2 AND NO SESSION IS 4 (HOME VISITOR), FULLPART =1 SHOULD BE ABOUT THE FIRST CLASS AND THEN SECOND CLASS IS XFULLPART=2.

FALL, GO TO SECTION A

SPRING, CONTINUE

MPRCONTACT.REVIEW.SAMPLEINFO.

NOTE: {(If SameTeacherFall09 = No and SameTeacherSp2010 = No)FIRST INTERVIEW/(ELSE) RETURNING RESPONDENT}

NOTE: {IF RETURNING RESPONDENT}SAME TEACHER THIS YEAR?: To Be Determined at field S1

Classroom: {KeyItems.Classroom and aSecondClass}

Sample Member: {KeyItems.SMem.FullName }

Respondent's Name: {KeyItems.Respondent.FullName }

SPRING SCREENER

(SECOND) (ASKED ONLY IF TEACHER WAS INTERVIEWED FALL 2009 OR SPRING 2010)

S1. Our records indicate that we interviewed you for the FACES study last [(if Spring 2010) fall/(if Spring 2011) year] in [FILL FROM SMS (Fall 2009/(and) Spring 2010)]. Is that correct?

NOTE: FALL 2009 TEACHER: {FILL Fall2009TeachName}

NOTE: FALL 2009 INTERVIEW DATE: {Fall09InterviewDate}

NOTE: SPRING 2010 TEACHER: {FILL Spring2010TeachName}

NOTE: SPRING 2010 INTERVIEW DATE: {Spring10InterviewDate}

YES 1 → GO TO A0-1
NO 0
DON'T KNOW d
REFUSED r

{tYesNo}

{IF S1 = 0, d, r}

S1a. Please give me your full name so that I can update my records.

First name: _____
Middle name: _____
Last name: _____

(SECOND)

{IF S1 = 0, d, r}

S1b. When did you become the teacher of this (ONE CLASS) classroom/(MORNING CLASS) morning class/(AFTERNOON CLASS) afternoon class)?

DATATYPE

____/____/____
MONTH DAY YEAR

DON'T KNOW d
REFUSED r

(SECOND)

IF S1b < 1965 OR > 2011

[SOFT S1b] YEAR RESPONDENT BECAME TEACHER MAY BE TOO EARLY OR TOO LATE

I may have mistyped something. I have entered [S1b] as the year you became a teacher of this class.

Is that correct?

{ASKED ONLY IF NEW TEACHER ACCORDING TO SMS OR IF NEW TEACHER IN S1=0,d,r}

S1c. **According to our records you were not teaching this (ONE CLASS) classroom/(MORNING CLASS) morning class/(AFTERNOON CLASS) afternoon class) last [(if Spring 2010) fall/(if Spring 2011) year] when we conducted the [(if Spring 2010) first /(if Spring 2011) last], interview, is that correct?**

CORRECT—DID NOT TEACH CLASS AT [(IF SPRING 2010) FIRST/(IF SPRING 2011) LAST] INTERVIEW	1	
INCORRECT—SAME TEACHER AS AT [(IF SPRING 2010) FIRST/(IF SPRING 2011) LAST] INTERVIEW	0	GO TO BOX AA1
DON'T KNOW.....	d	
REFUSED.....	r	

{IF S1c = 1}

S1d. **Let me confirm that we have your name recorded correctly:**

We have you listed as: [NAME OF NEW TEACHER TO BE FILLED FROM SMS OR FROM S1a]. Is this correct?

YES	1	→ GO TO S2
NO	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{IF S1d = 0,d,r}

S1e. **Could you please tell me how to spell your name?**

First name: _____

Middle name: _____

Last name: _____

(SECOND)

{IF S1b was not asked}

S2. **When did you become the teacher of this (ONE CLASS) classroom/(MORNING CLASS) this morning class/(AFTERNOON CLASS) this afternoon class)?**

DATETYPE

_ _	/	_ _	/	_ _ _ _
MONTH		DAY		YEAR

DON'T KNOW.....	d
REFUSED.....	r

(SECOND)
IF S2 < 1965 OR > 2011

[SOFT S2] YEAR RESPONDENT BECAME TEACHER MAY BE TOO EARLY OR TOO LATE

I may have mistyped something. I have entered [S2] as the year you became a teacher of this class.

Is that correct?

(SECOND)

S3. **Before you became the teacher of (ONE CLASS) this classroom/(MORNING CLASS) this morning class/(AFTERNOON CLASS) this afternoon class), were you teaching in Head Start?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO S6

{tYesNo}

(SECOND)

{If S3 = 1}

S4. **Where were you teaching before you came to this (ONE CLASS) classroom/(MORNING CLASS) this morning class/(AFTERNOON CLASS) this afternoon class)? Were you teaching . . .**

CODE ONLY ONE

- in the same classroom as an assistant teacher,..... 1**
 - in a different classroom at the same Head Start center, 2**
 - at a different Head Start center operated by the same program, 3**
 - at a Head Start center operated by a different program, or 4**
 - somewhere else? (SPECIFY)..... 5**
-
- DON'T KNOW d
 - REFUSED r

{If S4 = 5}

S4Specify
STRING[50]

“Please tell me where you taught before coming to this classroom?”

(SECOND)

{IFS4=2,3,4,5,d,r}

S5. **What was your position at the center or classroom you were in before coming to this classroom?**

CODE ONLY ONE

- LEAD TEACHER 1
- ASSISTANT TEACHER/TEACHER AIDE 2
- PART-TIME SUBSTITUTE TEACHER..... 3
- VOLUNTEER..... 4
- COORDINATOR/SUPERVISOR
(E.G., EDUCATIONAL COORDINATOR..... 5
- CENTER DIRECTOR 6
- OTHER POSITION (SPECIFY)..... 7

DON'T KNOW..... d

REFUSED..... r

{IF S5 = 7}

S5Specify

“Please tell me what was your position at the center or classroom before coming to this classroom?”

STRING[50]

GO TO BOX AA1

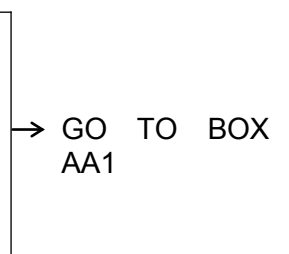
{IF S3 = 0, D, R}

(SECOND)

S6. Before you became the teacher of this class, were you working . . .

CODE ONLY ONE

- at an early childhood education or child care center, ... 1
 - at a family-based child care setting (family day care),... 2 → GO TO BOX AA1
 - in a state sponsored pre-K program,..... 3
 - in a kindergarten classroom, 4
 - in an elementary school classroom,..... 5
 - in a non-education setting,..... 6
 - not working full-time, or 7
 - somewhere else? (SPECIFY)..... 8
-
- DON'T KNOW..... d
 - REFUSED..... r



{IF S6 = 8}

S6Specify

“Please tell me where were you working before coming to this classroom as a teacher?”

STRING[50]

(SECOND)

{If S6 = 1, 3, 4,5}

S7. What was your position at the previous center or classroom?

CODE ONLY ONE

- LEAD TEACHER 1
 - ASSISTANT TEACHER/TEACHER AIDE 2
 - PART-TIME SUBSTITUTE TEACHER..... 3
 - VOLUNTEER..... 4
 - COORDINATOR/SUPERVISOR
(E.G., EDUCATIONAL COORDINATOR) 5
 - CENTER DIRECTOR 6
 - OTHER POSITION (SPECIFY)..... 7
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF S7 = 7}

S7Specify

“Please tell me what was your position at the previous center or classroom?”

STRING[50]

AA. CLASSROOM SESSION TYPE

BOX AA1
 IF FALL, CONTINUE TO AA1Intro.
 OTHERWISE GO TO A0-1Intro.

{ALL}

AA1Intro.

[(FULLPART=4 or XFULLPART = 4) **For this interview, I may use the term classroom in some questions. In those questions we would like you to think about all of the children in your caseload.**]

First, I wanted to ask about all of the classes you teach at this center. I am only interested in classes with Head Start children enrolled.

{ALL}

AA1. **Do you currently work with Head Start children as a home visitor?**

PROBE: **Although Head Start teachers may perform home visits from time to time, this does not qualify them as a home visitor. A home visitor interacts with children on a weekly basis at the family's home, not in a classroom setting.**

- YES.....1
 - NO0
 - DON'T KNOWd
 - REFUSEDr
- } → GO TO AA3

{tYesNo}

{IF AA1 = 1}

AA2. **Do you also teach a class with Head Start children at this center?**

- YES.....1
 - NO0
 - DON'T KNOWd
 - REFUSEDr
- } → GO TO A0-1Intro

{tYesNo}

{!FAA1 = 0} {IF AA2 = 1}

AA3. **Do you teach . . .**

CODE ONLY ONE

- a full-day class,**.....1
- a morning class only,**.....2
- an afternoon class only, or**3
- both a morning and afternoon class?**4
- DON'T KNOWd
- REFUSEDr

A. CLASSROOM ACTIVITIES

(SECOND) {ALL}
A0-1Intro.

Now, I'd like to ask you some questions about your classroom activities and the children in (ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class).

{IF FIRST OF TWO CLASSES }

PROBE: The first class is the {FILL Class name FROM SMS} classroom.

{IF SECOND OF TWO CLASSES}

PROBE: The second class is the {FILL Class name FROM SMS} classroom.

IF TEACHER OF TWO CLASSES (OneOrTwo=2): **After I have asked you about [(FULLPART=1)your morning class/(FULLPART=2) your afternoon class/(FULLPART=4) your home visiting cases] I will have a few further questions about [(XFULLPART=1)your morning class/(XFULLPART=2) your afternoon class/(XFULLPART=4) your home visiting cases].**

(SECOND) {ALL}

{SOFT 1 ..20} {HARD 1 ..30} {DATA DEFINITION 1..50}

A0-1. **How many children are enrolled in this class?**

|_|_| CHILDREN

DON'T KNOW..... d

REFUSED..... r

(SECOND)

{ALL}

{SOFT 0 ..20}

{DATA DEFINITION 0..50}

A0-1A through A0-1C

As of today's date, how many children in this class are at each of the following age levels?

	CHILDREN	DON'T KNOW	REFUSED
A. 3 years old (or younger)	_ _	d	r
B. 4 years old	_ _	d	r
C. 5 years old (or older).....	_ _	d	r

{IFA0-1A > 20}

[SOFT A0-1A] NUMBER OF 3 YEAR OLDS MAY BE TOO HIGH

I may have mistyped something. I have entered [A0-1A] as the number of children who are 3 years old (or younger) in your class.

Is that correct?

{IFA0-1B > 20}

[SOFT A0-1B] NUMBER OF 4 YEAR OLDS MAY BE TOO HIGH

I may have mistyped something. I have entered [A0-1B] as the number of children who are 4 years old in your class.

Is that correct?

{IFA0-1C > 20}

[SOFT A0-1C] NUMBER OF 5 YEAR OLDS MAY BE TOO HIGH

I may have mistyped something. I have entered [A0-1C] as the number of children who are 5 years old (or older) in your class.

Is that correct?

{IF A0-1 DOES NOT EQUAL A0-1A + A0-1B + A0-1C}

[HARD A0-1] NUMBER OF CHILDREN BY AGE HIGHER THAN TOTAL NUMBER

I may have mistyped something. I have entered [A0-1] as the number of children enrolled in your class, but with [A0-1A] 3-year-old(s), [A0-1B] 4-year-old(s), and [A0-1C] 5-year-old(s) which is [A0-1A+A0-1B+A0-1C] children total.

Is [A0-1] correct?

NOTE: IF R REPORTS A NEW TOTAL NUMBER OF CHILDREN ENROLLED, CHOOSE A0-1 AND CHANGE THAT ANSWER.

IF R REPORTS A NEW NUMBER OF CHILDREN WHO ARE 3 YEARS OLD OR YOUNGER, CHOOSE A0-1A AND CHANGE THAT ANSWER.

IF R REPORTS A NEW NUMBER OF CHILDREN WHO ARE 4 YEARS OLD, CHOOSE A0-1B AND CHANGE THAT ANSWER.

IF R REPORTS A NEW NUMBER OF CHILDREN WHO ARE 5 YEARS OLD OR OLDER, CHOOSE A0-1C AND CHANGE THAT ANSWER.

(SECOND)

{ALL}

{SOFT 1..5}

A0-2 **How many lead teachers are usually with this class?**

|_|_| LEAD TEACHERS

DON'T KNOW..... d

REFUSED..... r

(SECOND)

{ALL}

{SOFT 1..5}

A0-3 **And how many assistant teachers?**

|_|_| ASSISTANT TEACHERS

DON'T KNOW..... d

REFUSED..... r

(SECOND)

{ALL}

{SOFT 1..5}

A0-4 **And how many paid aides?**

|_|_| PAID AIDES

DON'T KNOW..... d

REFUSED..... r

(SECOND)

{ALL}

{DATA DEFINITION 1..7}

{SOFT1..5}

A0-5 **How many days a week does this class meet?**

|_|_| DAYS EACH WEEK

DON'T KNOW..... d

REFUSED..... r

{IFA0-5 > 5}

[SOFT A0-5] NUMBER OF DAYS MAY BE TOO HIGH

I may have mistyped something. I have entered [A0-5] as the number of days a week this class meets.

Is that correct?

(SECOND)

{ALL}

{ DATA DEFINITION 1..168}

{SOFT 5..40}

A0-6 How many hours a week does this class meet?

____ HOURS EACH WEEK

DON'T KNOW..... d

REFUSED..... r

{IF A0-6<5 OR > 40 }

[SOFT A0-5] NUMBER OF HOURS CLASS MEETS MAY BE TOO LOW OR HIGH

I may have mistyped something. I have entered [A0-6] as the number of hours a week this class meets.

Is that correct?

(SECOND)

{All}

A1.



We would like you to tell us how a typical day is spent in (ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class). Not including lunch or nap breaks, how much time do the children spend in the following kinds of activities?

How about (READ ITEM)? Would you say the children spend no time, half an hour or less, about one hour, about two hours, or three hours or more in (READ ITEM AGAIN)?

	NO TIME	HALF HOUR OR LESS	ABOUT ONE HOUR	ABOUT TWO HOURS	THREE HOURS OR MORE	DON'T KNOW	REFUSED
a. teacher-directed whole class activities	1	2	3	4	5	d	r
b. teacher-directed small group activities	1	2	3	4	5	d	r
c. teacher-directed individual activities	1	2	3	4	5	d	r
d. child-selected activities	1	2	3	4	5	d	r

(SECOND)

A2. How often do children in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class do each of the following reading and language activities? Would you say children (READ ITEM) never, about once a month or less, two or three times a month, once or twice a week, three or four times a week, or every day?



	NEVER	ONCE A MONTH OR LESS	TWO OR THREE TIMES A MONTH	ONCE OR TWICE A WEEK	THREE OR FOUR TIMES A WEEK	EVERY DAY	DON'T KNOW	REFUSED
a. work on learning the names of letters.....	1	2	3	4	5	6	d	r
b. practice writing the letters of the alphabet.....	1	2	3	4	5	6	d	r
c. discuss new words.....	1	2	3	4	5	6	d	r
d. dictate stories to a teacher, aide, or volunteer.....	1	2	3	4	5	6	d	r
e. work on phonics.....	1	2	3	4	5	6	d	r
f. listen to you read stories where they see the print (e.g., Big Books).....	1	2	3	4	5	6	d	r
g. listen to you read stories but they don't see the print.....	1	2	3	4	5	6	d	r
h. retell stories.....	1	2	3	4	5	6	d	r
i. learn about conventions of print (such as left to right orientation, book holding).....	1	2	3	4	5	6	d	r
j. write their own name.....	1	2	3	4	5	6	d	r
k. learn about rhyming words and word families.....	1	2	3	4	5	6	d	r
l. learn about common prepositions, such as over and under, up and down.....	1	2	3	4	5	6	d	r

(SECOND)

A3. How often do children in (ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class do each of the following math activities? Would you say children (READ ITEM) never, about once a month or less, two or three times a month, once or twice a week, three or four times a week, or every day?

SHOW CARD

	NEVER	ONCE A MONTH OR LESS	TWO OR THREE TIMES A MONTH	ONCE OR TWICE A WEEK	THREE OR FOUR TIMES A WEEK	EVERY DAY	DON'T KNOW	REFUSED
a. count out loud.....	1	2	3	4	5	6	d	r
b. work with geometric manipulatives (for example, parquetry blocks, or shape puzzles)	1	2	3	4	5	6	d	r
c. work with counting manipulatives (things for children to count) to learn basic operations (for example, adding or subtracting)	1	2	3	4	5	6	d	r
d. play math-related games	1	2	3	4	5	6	d	r
e. use music to understand math concepts.....	1	2	3	4	5	6	d	r
f. use creative movement or creative drama to understand math concepts	1	2	3	4	5	6	d	r
g. work with rulers, measuring cups, spoons, or other measuring instruments.....	1	2	3	4	5	6	d	r
h. engage in calendar-related activities	1	2	3	4	5	6	d	r
i. engage in activities related to telling time.....	1	2	3	4	5	6	d	r
j. engage in activities that involve shapes and patterns	1	2	3	4	5	6	d	r

VERSION BOX A3A
 IF FALL, GO TO A3A.
 IF SPRING, IF NEW RESPONDENT (S1=0,d,r OR S1c = 1), CONTINUE TO A3A, OTHERWISE GO TO A3E.

Next, I am going to ask you some questions about the languages you and others may speak.

{ALL}

A3A. Do you speak any language other than English, either in the classroom or outside of the classroom such as at home?

- | | | |
|------------------|---|---------------|
| YES..... | 1 | |
| NO | 0 | } → GO TO A3E |
| DON'T KNOW | d | |
| REFUSED | r | |

{tYesNo}

{IF A3A=1}

A3B. What languages?

PROBE: Any other languages?

CODE ALL THAT APPLY

- | | |
|---------------------------|---|
| SPANISH | 2 |
| VIETNAMESE | 3 |
| CHINESE | 4 |
| JAPANESE | 5 |
| KOREAN | 6 |
| A FILIPINO LANGUAGE | 7 |
| OTHER (SPECIFY)..... | 8 |
| _____ | |
| OTHER (SPECIFY)..... | 9 |
| _____ | |

ASK A3C and A3D FOR EACH LANGUAGE REPORTED IN A3B

{IF A3A=1 & A3B>1}

A3C. & A3D. How well do you . . .		
CIRCLE ONE PER ROW		
	A3C. understand [fill language A3B]? Would you say . . .	A3D. speak [fill language]? Would you say . . .
SPANISH.....	Not at all,.....1 Not well,2 Well, or.....3 Very well?4 DON'T KNOW.....d REFUSED.....r	Not at all, 1 Not well, 2 Well, or 3 Very well?..... 4 DON'T KNOW d REFUSED r
VIETNAMESE	Not at all,.....1 Not well,2 Well, or.....3 Very well?4 DON'T KNOW.....d REFUSED.....r	Not at all, 1 Not well, 2 Well, or 3 Very well?..... 4 DON'T KNOW d REFUSED r
CHINESE	Not at all,.....1 Not well,2 Well, or.....3 Very well?4 DON'T KNOW.....d REFUSED.....r	Not at all, 1 Not well, 2 Well, or 3 Very well?..... 4 DON'T KNOW d REFUSED r
JAPANESE.....	Not at all,.....1 Not well,2 Well, or.....3 Very well?4 DON'T KNOW.....d REFUSED.....r	Not at all, 1 Not well, 2 Well, or 3 Very well?..... 4 DON'T KNOW d REFUSED r
KOREAN	Not at all,.....1 Not well,2 Well, or.....3 Very well?4 DON'T KNOW.....d REFUSED.....r	Not at all, 1 Not well, 2 Well, or 3 Very well?..... 4 DON'T KNOW d REFUSED r
A FILIPINO LANGUAGE.....	Not at all,.....1 Not well,2 Well, or.....3 Very well?4 DON'T KNOW.....d REFUSED.....r	Not at all, 1 Not well, 2 Well, or 3 Very well?..... 4 DON'T KNOW d REFUSED r
OTHER (SPECIFY)..... _____	Not at all,.....1 Not well,2 Well, or.....3 Very well?4 DON'T KNOW.....d REFUSED.....r	Not at all, 1 Not well, 2 Well, or 3 Very well?..... 4 DON'T KNOW d REFUSED r
OTHER (SPECIFY)..... _____	Not at all,.....1 Not well,2 Well, or.....3 Very well?4	Not at all, 1 Not well, 2 Well, or 3 Very well?..... 4

A3C. & A3D. How well do you . . .

CIRCLE ONE PER ROW

A3C. understand <u>[fill language A3B]</u> ? Would you say . . .	A3D. speak <u>[fill language]</u> ? Would you say . . .
DON'T KNOW.....d REFUSED.....r	DON'T KNOW.....d REFUSED.....r

(SECOND)

{ALL}

{SOFT 0..20}

A3E. **How many dual language learner children are there in [(ONE CLASS) your classroom/(MORNING CLASS) your morning classroom/(AFTERNOON CLASS) your afternoon classroom]? Dual language learners include children who are from homes where a language other than English is the primary language spoken.**

PROBE: **Dual language learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. These children are also often referred to as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).**

____|____ CHILDREN

DON'T KNOW..... d

REFUSED..... r

{IF A3E>20}

[SOFT A0-5] NUMBER OF CHILDREN MAY BE TOO HIGH

I may have mistyped something. I have entered [A03E] as the number of dual language learner children in this class.

Is that correct?

VERSION BOX A3E

IF A3E > 0, CONTINUE TO A3F.

IF A3E = 0, GO TO A4.

(SECOND)

{A3E>0}

A3F. **Thinking about all [FILL A0-1] children in [(ONE CLASS) your classroom/(MORNING CLASS) your morning classroom/(AFTERNOON CLASS) your afternoon classroom] what languages do children enrolled in the class currently speak, including English?**

(SECOND)

{A3E>0}

{DATA DEFINITION 0..100}

THEN ASK FOR EACH LANGUAGE IN A3F:

A3G. **Approximately what percent of children speak [fill language(s) CODED IN A3F]?**

	A3F.	A3G.		
	CODE ALL THAT APPLY	ASK FOR EACH LANGUAGE IN A3F:		
	LANGUAGE SPEAK	PERCENT	DON'T KNOW	REFUSED
ENGLISH.....	1	_ _ _	d	r
SPANISH.....	2	_ _ _	d	r
VIETNAMESE.....	3	_ _ _	d	r
CHINESE.....	4	_ _ _	d	r
JAPANESE.....	5	_ _ _	d	r
KOREAN.....	6	_ _ _	d	r
A FILIPINO LANGUAGE.....	7	_ _ _	d	r
OTHER LANGUAGE (SPECIFY).....	8	_ _ _	d	r
_____ OTHER LANGUAGE (SPECIFY).....	9	_ _ _	d	r

{IF A3F = 8, 9}

A3FSpecify **“Please tell me what other languages children enrolled in the class currently speak?”**

STRING[50]

(SECOND)

A4. **What languages are used for instruction in [(ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class] by you or another adult? I am not asking about language lessons. We want to know if the children are taught using a language in addition to or other than English.**

CODE ALL LANGUAGES NAMED.

(SECOND)

{FOR EACH LANGUAGE NAMED IN A4}

A4A. **Who speaks [fill language FROM A4]? Is it you/the lead teacher, the assistant teacher, a classroom aide, or a volunteer?**

	A4. CODE ALL THAT APPLY	A4A. CODE FOR EACH LANGUAGE IN A4 CODE ALL THAT APPLY			
	LANGUAGE USED	YOU/LEAD TEACHER	ASSISTANT TEACHER	CLASSROOM AIDE	VOLUNTEER/ NON STAFF
ENGLISH	1	1	2	3	4
SPANISH	2	1	2	3	4
VIETNAMESE	3	1	2	3	4
CHINESE	4	1	2	3	4
JAPANESE	5	1	2	3	4
KOREAN	6	1	2	3	4
A FILIPINO LANGUAGE	7	1	2	3	4
SIGN LANGUAGE	10	1	2	3	4
OTHER LANGUAGE (SPECIFY)	9	1	2	3	4

OTHER LANGUAGE (SPECIFY)	8	1	2	3	4

{IF A4 = 8, 9}

A4Specify **“Please tell me what other languages are used for instruction in this classroom?”**

STRING[50]

(SECOND)

A5A. **What language do you use most often when you read to children in [(ONE CLASS) your classroom/(MORNING CLASS) your morning classroom/(AFTERNOON CLASS) your afternoon classroom]?**

	<u>CODE ONLY ONE</u>
ENGLISH.....	1
SPANISH.....	2
VIETNAMESE.....	3
CHINESE.....	4
JAPANESE.....	5
KOREAN	6
A FILIPINO LANGUAGE.....	7
SIGN LANGUAGE	10
OTHER LANGUAGE (SPECIFY).....	8
<hr/>	
OTHER LANGUAGE (SPECIFY).....	9
<hr/>	

{IF A5A = 8, 9}

A5ASpecify **“Please tell me what other language is used most often when you read to children in this classroom?”**

STRING[50]

(SECOND)

A5B. **Are there any other languages you use when you read to children in [(ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class]?**

YES	1	} → GO TO A5D
NO	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{tYesNo}

(SECOND)

{IF A5B=1}

A5C. **What other languages are used when you read to children in this classroom?**

CODE ALL THAT APPLY

ENGLISH.....	1
SPANISH.....	2
VIETNAMESE.....	3
CHINESE.....	4
JAPANESE.....	5
KOREAN	6
A FILIPINO LANGUAGE.....	7
SIGN LANGUAGE	10
OTHER LANGUAGE (SPECIFY).....	9

OTHER LANGUAGE (SPECIFY).....	8

{IF A5C = 8, 9}

A5CSpecify **“Please tell me what other languages are used when you read to children in this classroom.”**

STRING[50]

(SECOND)

A5D. **What language do you use most often when you speak to a group of children to present information or give directions in [(ONE CLASS) your classroom/ (MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class]?**

CODE ONLY ONE

ENGLISH.....	1
SPANISH.....	2
VIETNAMESE.....	3
CHINESE.....	4
JAPANESE.....	5
KOREAN	6
A FILIPINO LANGUAGE.....	7
SIGN LANGUAGE	10
OTHER LANGUAGE (SPECIFY).....	9
<hr/>	
OTHER LANGUAGE (SPECIFY).....	8
<hr/>	

{IF A5D = 8, 9}

A5DSpecify **“Please tell me what other language is used most often when you speak to a group of children to present information or give directions in this classroom.”**

STRING[50]

(SECOND)

A5E. **Are there any other languages you use when you speak to a group of children in [(ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class]?**

YES	1	} → GO TO A5G
NO	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{tYesNo}

(SECOND)

{IF A5E=1}

A5F. **What other languages are used when you speak to a group of children in this classroom?**

CODE ALL THAT APPLY

ENGLISH.....	1
SPANISH.....	2
VIETNAMESE.....	3
CHINESE.....	4
JAPANESE.....	5
KOREAN	6
A FILIPINO LANGUAGE.....	7
SIGN LANGUAGE	10
OTHER LANGUAGE (SPECIFY).....	9
<hr/>	
OTHER LANGUAGE (SPECIFY).....	8
<hr/>	

{IF A5F = 8, 9}

A5FSpecify **“Please tell me what other languages are used when you speak to a group of children in this classroom.”**

STRING[50]

A5G. **In what languages are printed materials like children’s books available in your classroom?**

CODE ALL THAT APPLY

ENGLISH.....	1
SPANISH.....	2
VIETNAMESE.....	3
CHINESE.....	4
JAPANESE.....	5
KOREAN	6
A FILIPINO LANGUAGE.....	7
SIGN LANGUAGE	10
OTHER LANGUAGE (SPECIFY).....	9
<hr/>	
OTHER LANGUAGE (SPECIFY).....	8
<hr/>	

{IF A5G = 8, 9}
 A5GSpecify “Please tell me what other languages printed materials are available in.”
 STRING[50]

My next questions are about the curriculum you use in your classroom.

{All}

A6. **Is a specific curriculum or combination of curricula used in your program?**

- YES, SPECIFIC CURRICULUM 1
 - YES, COMBINATION 2
 - NO CURRICULUM 3
 - DON'T KNOW d
 - REFUSED r
- } → GO TO A18

{If A6 = 1, 2}

A7. **What do you use?**

PROBE: **Any others?**

CODE ALL CURRICULA NAMED. IF MORE THAN ONE CURRICULA IS NAMED, ASK A8, ELSE GO TO A10. IF A COMBINATION OF CURRICULA IS NAMED, PROBE, “ANY OTHERS?”

CODE ALL THAT APPLY

- CREATIVE CURRICULUM 11
- HIGH/SCOPE 12
- HIGH REACH 13
- LET’S BEGIN WITH THE LETTER PEOPLE .. 14
- MONTESSORI..... 15
- BANK STREET 16
- CREATING CHILD CENTERED
CLASSROOMS – STEP BY STEP 17
- SCHOLASTIC CURRICULUM 18
- LOCALLY DESIGNED CURRICULUM 19
- CURIOSITY CORNER-JOHN HOPKINS 20
- OTHER (SPECIFY)..... 21

- OTHER (SPECIFY)..... 22

{IF A7 = 21 or 22}
A7Specify **“Please tell me the name of the curriculum.”**
STRING[50]

{If A6 = 1, 2 AND A7 HAS MORE THAN ONE RESPONSE CODED}
A8. **What is your main curriculum?**

	A8. CODE ONLY ONE		
	MAIN CURRICULUM	DON'T KNOW	REFUSED
CREATIVE CURRICULUM.....	11	d	r
HIGH/SCOPE	12	d	r
HIGH REACH	13	d	r
LET’S BEGIN WITH THE LETTER PEOPLE ..	14	d	r
MONTESSORI	15	d	r
BANK STREET.....	16	d	r
CREATING CHILD CENTERED CLASSROOMS – STEP BY STEP	17	d	r
SCHOLASTIC CURRICULUM.....	18	d	R
LOCALLY DESIGNED CURRICULUM	19	d	R
CURIOSITY CORNER-JOHN HOPKINS	20	d	R
{FILL WITH A7Specify}.....	21	d	R
{FILL WITH A7Specify}.....	22	d	R

{If A6 = 1, 2 }
A10. **How many hours of training in (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8) have you had in the past 12 months?**

0...299

NOTE: IF LESS THAN ONE HOUR, CODE AS 0. IF NO TRAINING IN PAST 12 MONTHS, CODE AS 0.

|_|_|_| HOURS

DON'T KNOW.....d

REFUSED.....r

IF 0 or R skip to A13.

{IFA10 > 299}

[HARD A10] NUMBER OF HOURS IN TRAINING MAY BE TOO HIGH

I may have mistyped something. I have entered [A10] as the number of hours of training you had in [MAIN CURRICULUM] in the past 12 months.

Is that correct?

{If A6 = 1, 2 & A10 = D or A10 > 0}

A11. Listed on this card are the types of staff who typically provide training. Please tell me what type of staff provided you with the most training on (IF A7 OR A8 = d, r, THEN DISPLAY [this curriculum])/ (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8).



INTERVIEWER NOTE: IF RESPONSE IS HEAD START STAFF, ASK: **From this Head Start or another Head Start program?**

CODE ONE ONLY

- STAFF FROM THIS HEAD START PROGRAM 1
 - STAFF FROM ANOTHER HEAD START PROGRAM 2
 - STAFF OR CONSULTANT(S) FROM CURRICULUM DEVELOPERS (E.G., HIGH SCOPE, TEACHING STRATEGIES, ETC.)..... 3
 - FACULTY FROM SCHOOL OF EDUCATION 4
 - HEAD START STATE TRAINING AND TECHNICAL ASSISTANCE PROVIDER 5
 - OTHER (SPECIFY)..... 6
-
- DON'T KNOW d
 - REFUSED..... r

{IF A11 = 6}
A11Specify
STRING[50]

“Please tell me who provided the most training?”

A13. SPRING VERSION ONLY

{If A6 = 1, 2}

A13. Listed on this card are some types of support teachers have told us they receive.

Please tell us which types of support you have received to help you use (IF A7 OR A8=d, r, THEN DISPLAY [this curriculum])/(IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8).



PROBE: Any others?

CODE ALL THAT APPLY

- HELP UNDERSTANDING THE CURRICULUM..... 1
 - PROVIDE OPPORTUNITIES TO OBSERVE
SOMEONE IMPLEMENTING THE CURRICULUM..... 2
 - REFRESHER TRAINING ON THE CURRICULUM..... 3
 - HELP IMPLEMENTING THE CURRICULUM..... 4
 - HELP PLANNING CURRICULUM-BASED ACTIVITIES 5
 - HELP INDIVIDUALIZING THE CURRICULUM FOR
CHILDREN 6
 - HELP IDENTIFYING AND/OR RECEIVING
ADDITIONAL RESOURCES TO EXPAND THE
SCOPE OF THE CURRICULUM AND ACTIVITIES..... 7
 - FEEDBACK ON IMPLEMENTING THE CURRICULUM..... 8
 - NO SUPPORT 10
 - OTHER (SPECIFY)..... 9
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF A13 = 9}

A13Specify
STRING[100]

“Please tell me what kind of support you received?”

A14. SPRING VERSION ONLY

{If A6 = 1, 2}

A14. **From whom did you receive support?**

PROBE: **Anyone else?**

CODE ALL THAT APPLY

- MENTOR OR MASTER TEACHER 1
 - OTHER HS TEACHERS IN PROGRAM2
 - SUPERVISOR/EDUCATION COORDINATOR3
 - STAFF FROM ANOTHER HEAD START PROGRAM 4
 - STAFF OR CONSULTANT(S) FROM CURRICULUM
DEVELOPERS (E.G., HIGH SCOPE,
TEACHING STRATEGIES, ETC.).....5
 - FACULTY FROM SCHOOL OF EDUCATION 6
 - HEAD START STATE TRAINING
AND TECHNICAL ASSISTANCE PROVIDER7
 - NO SUPPORT9
 - OTHER (SPECIFY)..... 8
-
- DON'T KNOW d
 - REFUSED..... r

{IF A14 = 9}
A14Specify
STRING[50]

“Please tell me from whom did you receive support?”

A15. SPRING VERSION ONLY

{If A6 = 1, 2}

A15. **What are the strengths of (DISPLAY IF A7 OR A8 = d, r [main curriculum]/ELSE [main curriculum, that is (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8)]?**

PROBE: **Any others?**

CODE ALL THAT APPLY

- PROVIDES CLEAR GUIDANCE ON HOW TO PLAN LESSONS/UNITS 1
 - HAS ADEQUATE LEARNING MATERIALS/ RESOURCES/EXAMPLES OF ACTIVITIES 2
 - IS EASY TO USE AND ADAPT 3
 - ADDRESSES MULTIPLE DOMAINS OF LEARNING (E.G., COGNITIVE, SOCIO-EMOTIONAL, PHYSICAL, ETC.)..... 4
 - ADDRESSES EARLY LITERACY AND/OR NUMERACY 5
 - INVOLVES PARENTS AS PARTNERS IN CHILDREN’S LEARNING..... 6
 - PROVIDES ROOM FOR TEACHER CREATIVITY 7
 - IS CULTURALLY SENSITIVE..... 8
 - IS DEVELOPMENTALLY-APPROPRIATE..... 9
 - PROVIDES INDIVIDUAL REPORTS ON CHILD ASSESSMENT FOR PARENTS 10
 - PROVIDES GUIDANCE FROM CHILD ASSESSMENT TO PLAN FOR LEARNING ACTIVITIES..... 11
 - IS CHILD-DIRECTED OR HAS CHILD-INITIATED ACTIVITIES 13
 - PROVIDES GUIDANCE FOR SUPPORTING LANGUAGE DEVELOPMENT OF DUAL LANGUAGE LEARNER CHILDREN 14
 - OTHER (SPECIFY)..... 12
-
- DON’T KNOW..... d
 - REFUSED..... r

{IF A15 =12}

A15Specify
STRING[100]

“Please tell me what are the strengths of your main curriculum?”

A16. SPRING VERSION ONLY

A16. **What are the weaknesses or drawbacks of (IF A7 OR A8 = d, r, THEN DISPLAY [this curriculum] ELSE DISPLAY [this curriculum, that is [FILL FROM A8]])?**

PROBE: **Any others?**

CODE ALL THAT APPLY

- DOES NOT PROVIDE CLEAR GUIDANCE ON HOW TO PLAN LESSONS/UNITS 1
 - DOES NOT HAVE ADEQUATE LEARNING MATERIALS/RESOURCES/EXAMPLES OF ACTIVITIES 2
 - NOT EASY TO USE AND ADAPT 3
 - DOES NOT ADDRESS MULTIPLE DOMAINS OF LEARNING (E.G., COGNITIVE, SOCIO-EMOTIONAL, PHYSICAL, ETC.)..... 4
 - NOT ENOUGH INFORMATION ON EARLY LITERACY AND/OR NUMERACY 5
 - DOES NOT INVOLVE PARENTS AS PARTNERS IN CHILDREN’S LEARNING..... 6
 - DOES NOT PROVIDE ROOM FOR TEACHER CREATIVITY 7
 - NOT CULTURALLY SENSITIVE..... 8
 - NOT DEVELOPMENTALLY-APPROPRIATE 9
 - DOES NOT PROVIDE INDIVIDUAL REPORTS ON CHILD ASSESSMENT FOR PARENTS..... 10
 - DOES NOT PROVIDE GUIDANCE FROM CHILD ASSESSMENT TO PLAN FOR LEARNING ACTIVITIES.... 11
 - DOES NOT PROVIDE GUIDANCE FOR SUPPORTING LANGUAGE DEVELOPMENT OF DUAL LANGUAGE LEARNER CHILDREN 14
 - NO WEAKNESSES IDENTIFIED..... 13
 - OTHER (SPECIFY)..... 12
-
- DON’T KNOW..... d
 - REFUSED..... r

{IF A16 =12}
A16Specify
STRING[100]

“Please tell me what are the weaknesses of your main curriculum?”

IF {a16 = 13 (NO WEAKNESSES IDENTIFIED) AND(1 OR 2 OR 3 OR 4 OR 5 OR 6 OR 7 OR 8 OR 9 OR 10 OR 11 OR 12 OR 14) }

[SOFT] YOU HAVE SELECTED “NO WEAKNESSES IDENTIFIED” AS WELL AS ONE OR MORE WEAKNESSES. IF RESPONDENT NAMED WEAKNESSES, PLEASE UNCHECK “NO

WEAKNESSES IDENTIFIED”

{ALL}

A18. In your center, who makes most of the decisions about the day-to-day instructional plans for children, such as the calendar or sequence of activities?

CODE ONLY ONE

- HEAD START PROGRAM ADMINISTRATORS 1
 - INDIVIDUAL CENTER DIRECTORS/MANAGERS 2
 - CONTENT AREA SPECIALISTS/COORDINATORS 3
 - INDIVIDUAL TEACHERS 4
 - PARENTS..... 5
 - SOMEONE ELSE (SPECIFY)..... 6
-
- DON'T KNOW..... d
 - REFUSED..... r

{IF A18 = 6}

A18Specify

“Please tell me who makes most of the decisions about instructional plan for children?”

STRING[50]

{ALL}

A19. Do you have a daily written plan for your classroom activities?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

{tYesNo}

{If A6 = 1, 2 AND A19 = 1}

A20. **How much do you use your (DISPLAY IF A7 OR A8 = d, r [main curriculum]/ ELSE[main curriculum, that is (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8),] in developing a daily written plan for classroom experiences? Would you say . . .**

CODE ONLY ONE

- a great deal,..... 1
- somewhat, 2
- a little bit, 3
- hardly at all, or 4
- not at all? 5
- DON'T KNOW d
- REFUSED..... r

SPRING VERSION ONLY

These next questions are about the primary assessment tool you use in your classroom.

NOTE: USE SHOW CARD IF NEEDED

A21. SPRING VERSION ONLY

{All}

A21. What is the main child assessment tool that you use?

IF DIFFICULTY NAMING: **Would you like to see a list of some assessment tools? You may be using one of these or something else.**



CODE ONLY ONE

- THE CREATIVE CURRICULUM DEVELOPMENTAL CONTINUUM ASSESSMENT TOOLKIT FOR AGES 3-5 ... 1
 - HIGH/SCOPE CHILD OBSERVATION RECORD (COR).... 2
 - GALILEO 3
 - AGES AND STAGES QUESTIONNAIRES: A PARENT-COMPLETED, CHILD-MONITORING SYSTEM..... 4
 - DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)..... 5
 - WORK SAMPLING SYSTEM FOR HEAD START 6
 - LEARNING ACCOMPLISHMENT PROFILE SCREENING (LAP INCLUDING E-LAP, LAP-R AND LAP-D)..... 7
 - HAWAII EARLY LEARNING PROFILE (HELP)..... 8
 - BRIGANCE PRESCHOOL SCREEN FOR THREE AND FOUR YEAR OLD CHILDREN 9
 - ASSESSMENT DESIGNED FOR THIS PROGRAM 10
 - OTHER (SPECIFY)..... 12
-
- DO NOT USE A CHILD ASSESSMENT TOOL 13
 - DON'T KNOW..... d
 - REFUSED..... r

→ GO TO A26

{IF A21 = 12}
A21Specify
STRING[50]

“Please tell me what is the main assessment tool you use.”

A22. SPRING VERSION ONLY

{If A21 = 1, 2, 3, 4, 5, 6, 7, 8, 9 10, 12}

A22. **What methods do you use for these assessments? Would you say . . .**

CODE ONLY ONE

- ratings based on classroom observation
or work sampling, 1
 - testing with standardized tests or assessment
instruments, or 2
 - both observation-based ratings and direct
assessment? 3
 - OTHER (SPECIFY)..... 4
-
- DON'T KNOW d
 - REFUSED..... r

{IF A22 = 4}

A22Specify
STRING[150]

“Please tell what methods do you use for these assessments?”

A23. SPRING VERSION ONLY

{If A21 = 1, 2, 3, 4, 5, 6, 7, 8, 9 10, 12}

A23. **How do you use the information from those assessments in planning for each child?**

CODE ALL THAT APPLY

- TO IDENTIFY CHILD'S DEVELOPMENTAL LEVEL 1
 - TO INDIVIDUALIZE ACTIVITIES FOR CHILD 2
 - TO DETERMINE IF CHILD NEEDS REFERRAL
FOR SPECIAL SERVICES 3
 - TO DETERMINE CHILD'S STRENGTHS
AND WEAKNESSES 4
 - TO IDENTIFY ACTIVITIES FOR PARENTS
TO DO WITH THE CHILD AT HOME..... 5
 - OTHER (SPECIFY)..... 6
-
- DON'T KNOW d
 - REFUSED..... r

{IF A23 = 6}

A23Specify
STRING[150]

“Please tell me how do you use the information from those assessments in planning for each child?”

MENTORING

A26. SPRING VERSION ONLY

{All}

A26. **Next, I have a few questions about mentoring. Is there someone who mentors or coaches you in your classroom, that is someone who observes your teaching on a regular basis and provides feedback, guidance, and training?**

YES 1

NO 0

DON'T KNOW d

REFUSED r

→ GO TO A31

{tYesNo}

A26A. SPRING VERSION ONLY

{If A26 = 1}

A26A. **Is this mentoring or coaching relationship a formal or informal one?**

PROBE: **By formal we mean that a person was assigned to you or is part of your program.**

CODE ONLY ONE

FORMAL 1

INFORMAL 2

DON'T KNOW d

REFUSED r

A27. SPRING VERSION ONLY

{If A26 = 1}

A27. **Who is the mentor or coach that usually comes to your classroom?**

CODE ONLY ONE

ANOTHER TEACHER 1

EDUCATION COORDINATOR, SPECIALIST 2

CENTER/PROGRAM DIRECTOR 3

SOMEONE FROM OUTSIDE THE PROGRAM 4

OTHER (SPECIFY)..... 5

_____ DON'T KNOW d

REFUSED r

{If A27 = 5}

A27Specify

“Please tell me who is the mentor or coach that usually comes to your classroom?”

STRING[50]

A28. SPRING VERSION ONLY

{If A26 = 1}

A28. In the past year, did your mentor or coach come for a concentrated visit that . . .

NOTE: IF LESS THAN A DAY, CODE 0.

CODE ONLY ONE

- lasted an entire week,..... 1
- lasted an entire month or,2
- was the visit for a day or two at a time?..... 3
- NO CONCENTRATED VISIT-LESS THAN A DAY..... 0
- DON'T KNOW..... d
- REFUSED..... r

A29. SPRING VERSION ONLY

{If A26 = 1}

A29. How often does your mentor or coach come to your classroom? Would you say . . .

CODE ONLY ONE

- once a week or more,..... 1
- once every two weeks,2
- once a month, or3
- less than once a month?4
- DON'T KNOW..... d
- REFUSED..... r

A30. SPRING VERSION ONLY

{If A26 =1}

A30. Have you been to observe your mentor or coach in her or his classroom or gone with your mentor or coach to another classroom?

- YES 1
- NO0
- DON'T KNOW..... d
- REFUSED..... r

{tYesNo}

A31. SPRING VERSION ONLY

{All}

A31. Have you acted as a mentor or coach for other Head Start teachers or teacher trainees?

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

{tYesNo}

A32. SPRING VERSION ONLY

{All}

A32. Have you participated in training or technical assistance activities with staff from the state T/TA provider (to include TA specialists, TA content specialists, or other TA providers)?

NOTE: TRAINING AND TECHNICAL ASSISTANCE (T/TA) IS PROVIDED BY STATE TA PROVIDERS.

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

{tYesNo}

A32A through C. SPRING VERSION ONLY

{ALL}

A32A through C

{SOFT 0...40}

During this Head Start year, how many trainings or workshops have you attended that were

	NUMBER	DON'T KNOW	REFUSED
A. less than one day?	_ _	d	r
B. one day?.....	_ _	d	r
C. more than one day?.....	_ _	d	r

IFA32A>40

[SOFT A32A] NUMBER OF LESS THAN ONE-DAY TRAININGS MAY BE TOO HIGH

I may have mistyped something. I have entered [A32A] as the number of trainings or workshops you attended this year that were less than one day long.

Is that correct?

IFA32B>40

[SOFT A32B] NUMBER OF ONE-DAY TRAININGS MAY BE TOO HIGH

I may have mistyped something. I have entered [A32B] as the number of trainings or workshops you attended this year that were one day long.

Is that correct?

IFA32C>40

[SOFT A32C] NUMBER OF MULTI-DAY TRAININGS MAY BE TOO HIGH

I may have mistyped something. I have entered [A32C] as the number of trainings or workshops you attended this year that were more than one day long.

Is that correct?

CHILDREN IN THE CLASSROOM

The next questions are about the children in your classroom.

(SECOND)

A33. SPRING VERSION ONLY

{All}

A33. On an average day, how many children are absent from (ONE CLASS) this class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class)? Would you say . . .

CODE ONLY ONE

- none, 1
- one or two, 2
- three or four, 3
- five or six, or 4
- seven or more? 5
- DON'T KNOW d
- REFUSED r

A34. SPRING VERSION ONLY

(SECOND)

{All}

A34. About how many children are chronically absent from (ONE CLASS) this class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class)? Would you say . . .

CODE ONLY ONE

- none, 1
- one or two, 2
- three or four, or 3
- five or more? 4
- DON'T KNOW d
- REFUSED r

(SECOND)

{All}

A35. At this point in the Head Start year, how would you rate the behavior of children in (ONE CLASS) this class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class) your class? Would you say . . .

CODE ONLY ONE

- the group misbehaves very frequently and is almost always difficult to handle, 1
- the group misbehaves frequently and is often difficult to handle, 2
- the group misbehaves occasionally, 3
- the group behaves well, or 4
- the group behaves exceptionally well? 5
- DON'T KNOW d
- REFUSED r

{All}

A35A. How well does your program support teachers when they experience challenges in managing children's behavior? Would you say...

CODE ONLY ONE

- Not at all, 1
- Not well, 2
- Well, or 3
- Very well? 4
- NO CHALLENGES EXPERIENCED 0
- DON'T KNOW d
- REFUSED r

A35B. SPRING VERSION ONLY

{ALL}

{SOFT 0...20}

A35B. **During this Head Start year, for how many children did you seek advice or support to address concerns about their behavior?**

|_|_| CHILDREN

DON'T KNOW..... d

REFUSED..... r

{IF A35B>20}

[SOFT A35B] NUMBER OF CHILDREN MAY BE TOO HIGH

I may have mistyped something. I have entered [A35B] as the number of children you sought advice or support to address concerns about behavior this year.

Is that correct?

A35C. SPRING VERSION ONLY

{ALL}

A35C. **From whom is this advice or support available?**

CODE ALL THAT APPLY

OTHER TEACHERS..... 1

EDUCATION COORDINATOR, SPECIALIST 2

CENTER/PROGRAM DIRECTOR 3

MENTAL HEALTH PROFESSIONAL..... 4

OTHER (SPECIFY)..... 5

_____ DON'T KNOW..... d

REFUSED..... r

{IF A35C = 5}

A35CSpecify **“Please tell me from whom is this advice or support available?”**

STRING[50]

A35D-A35G.
{ALL}

Does your program use any of the following to help teachers with children's behavior?

	YES	NO	DON'T KNOW	REFUSED
D. a social skills curriculum?	1	0	d	r
E. consultation for teachers from a mental health professional?	1	0	d	r
F. training materials from the Center for the Social and Emotional Foundations for Early Learning (CSEFEL)?	1	0	d	r
G. meetings with a supervisor, mentor, or coach for direction and guidance?	1	0	d	r

A36. FALL OR NEW SPRING CLASS
(SECOND)

A36. **We would like to know about equipment that is available to you. For each type I read please tell me if it is available in (ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class, in another part of the center, or not available**

NOTE: IF AVAILABLE IN BOTH CLASS AND CENTER, CODE IN CLASS.

	IN CLASS	IN CENTER	NOT AVAILABLE	DON'T KNOW	REFUSED
a. a television?	1	2	3	d	r
b. a computer for children to use? .	1	2	3	d	r
c. a computer for you to use?	1	2	3	d	r
d. a DVD or videotape player?	1	2	3	d	r

A38A. SPRING ONLY
(SECOND)

A38A. **Think for a moment about a typical day in your program during the last month. On a typical day, about how many minutes per day do the children in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class play outside?**

NOTE: IF TEACHER REPORTS NO PLACE FOR OUTDOOR PLAY, CODE AS 0 MINUTES.
0..180

|_|_|_| MINUTES PER DAY

DON'T KNOW..... d

REFUSED..... r

[SOFT A38A] NUMBER OF MINUTES OUTSIDE MAY BE TOO HIGH

I may have mistyped something. I have entered [A38A] as the number of minutes per day the children have spent outside on a typical day during the past month.

Is that correct?

(SECOND)

SPRING VERSION ONLY

My next question is about drinks served to your class.

A40. SPRING VERSION ONLY

(SECOND)

{ALL}

A40. During the past 7 days, how many times did the children in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class drink 100% fruit juices such as orange juice, apple juice, or grape juice? Do not count punch, Sunny Delight, Kool-Aid, sports drinks, or other fruit-flavored drinks. Was it . . .

SHOW
CARD

CODE ONLY ONE

- four or more times a day, 1
- two to three times a day, 2
- once a day, 3
- almost every day, 4
- 1 to 3 times during the past 7 days, or 5
- they did not drink these beverages? 6
- DON'T KNOW d
- REFUSED r

A42. SPRING VERSION ONLY

{All}

A42. **Now, I would like to ask you a few questions about special needs children in your class(es). What do you do when you first suspect a child might have a special need?**

PROBE: **Anything else?**

CODE ALL THAT APPLY

- DOCUMENT CONCERN ON A SPECIAL REPORT FORM 1
- NOTIFY YOUR PROGRAM DIRECTOR/DISABILITIES COORDINATOR/EDUCATION COORDINATOR..... 2
- ARRANGE FOR A LOCAL SPECIALIST TO OBSERVE AND EVALUATE..... 3
- ARRANGE A CONFERENCE WITH PARENTS TO SHARE THE INFORMATION AND CONCERNS 4
- PARTICIPATE IN DEVELOPING AN INDIVIDUAL EDUCATION PLAN (IEP) OR SIMILAR PLAN 5
- MONITOR AND RECORD THE CHILD’S PROGRESS AND ACTIVITIES..... 6
- NO CHILDREN WITH SPECIAL NEEDS IN CLASS 8
- OTHER (SPECIFY)..... 7

DON’T KNOW d

REFUSED r

{IF A42 = 5}

A42Specify

“Please tell me what do you do when you suspect a child might have a special need?”

STRING[150]

IF {a42 = 8 (NO CHILDREN WITH SPECIAL NEEDS IN CLASS) AND(1 OR 2 OR 3 OR 4 OR 5 OR 6 OR 7) }

[SOFT] YOU HAVE SELECTED “NO CHILDREN WITH SPECIAL NEEDS IN CLASS” AS WELL AS ONE OR MORE OTHER RESPONSE OPTIONS. IF RESPONDENT NAMED ONE OR MORE THINGS SHE DOES WHEN SHE SUSPECTS SHE HAS A CHILD WITH SPECIAL NEEDS IN THE CLASS, PLEASE UNCHECK “NO CHILDREN WITH SPECIAL NEEDS IN CLASS”

A43. SPRING VERSION ONLY

{All}

A43. **When a special education specialist sees a child, what kind of feedback does the specialist provide you with?**

CODE ONLY ONE

- WRITTEN REPORT DESCRIBING CHILD'S SPECIFIC NEEDS 1
- ORAL ADVICE ONLY 2
- BOTH WRITTEN REPORTS AND ORAL ADVICE 3
- NEVER RECEIVED FEEDBACK 5
- NO CHILDREN WITH SPECIAL NEEDS IN CLASS 6
- OTHER (SPECIFY)..... 4

DON'T KNOW..... d

REFUSED..... r

{IF A43 = 3}

A43Specify

“Please tell me what kind of feedback do you receive from the education specialist when she sees a child?”

STRING[100]

A44. SPRING VERSION ONLY

{All}

A44. **How often do you meet with the parents to discuss the progress or status of a child with special needs?**

CODE ONLY ONE

NEVER 0

NO CHILDREN WITH SPECIAL NEEDS IN CLASS 1

ONCE EVERY 6 MONTHS OR LESS OFTEN 2

ONCE EVERY 2 TO 6 MONTHS 3

ONCE A MONTH 4

MORE THAN ONCE A MONTH 5

DON'T KNOW..... d

REFUSED..... r

A44A. SPRING VERSION ONLY

{All}

A44A. **How often do you meet with the parents to discuss the progress or status of a child without special needs?**

CODE ONLY ONE

- NEVER 0
- ONCE EVERY 6 MONTHS OR LESS OFTEN 1
- ONCE EVERY 2 TO 6 MONTHS 2
- ONCE A MONTH 3
- MORE THAN ONCE A MONTH 4
- DON'T KNOW d
- REFUSED r

{ALL}

A46. **The next questions are about communicating with families. How do you communicate with families who speak a language other than you speak? For each item I read, tell me if you use this method. Do you . . .**

	CODE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
b. use an informal interpreter or a formal translator, like a staff member or parent?	1	0	d	r
c. use physical cues or hand gestures?	1	0	d	r
d. use translated materials?	1	0	d	r
a. communicate only in English?	1	0	d	r
e. use any other ways? (SPECIFY)..... _____	1	0	d	r

{IF A46e = 1}

A46eSpecify **“Please tell me any of the other ways you communicate with families who speak a language other than you speak?”**

STRING[100]

B. TEACHER EXPERIENCES

Now, let's talk about your experiences as a teacher.

B2. SPRING VERSION ONLY

{All}

B2. On average, how many times this school year did you conduct a home visit to a family?

0..12

|_|_| NUMBER OF VISITS

DON'T KNOW..... d

REFUSED..... r

IFB2 > 4

[SOFT B2] NUMBER OF HOME VISITS CONDUCTED PER FAMILY MAY BE TOO HIGH

I may have mistyped something. I have entered [B2] as the number of home visits you conduct to a family in a school year.

Is that correct?

{All}

B3. Please tell me how much you agree with each of the following statements about teaching. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.

SHOW CARD

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. I really enjoy my present teaching job. .	1	2	3	4	5	d	r
b. I am certain I am making a difference in the lives of the children I teach.	1	2	3	4	5	d	r
c. If I could start over, I would choose teaching again as my career.....	1	2	3	4	5	d	r

B4. SPRING VERSION ONLY

{All}

B4. The next questions are about the policies and procedures in your program. Remember, all your responses are confidential. Now, please tell me the extent to which you agree with each of the following statements. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. For this question, “teachers” refers to both teachers and teacher assistants.

Your Head Start Program . . .

SHOW CARD

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. helps teachers feel good about their jobs?	1	2	3	4	5	d	r
b. promotes teamwork among teachers?	1	2	3	4	5	d	r
c. helps teachers feel that they are part of a team?	1	2	3	4	5	d	r
d. ensures that teachers do not feel isolated?	1	2	3	4	5	d	r
e. provides enough assistance to teachers in the classroom?.....	1	2	3	4	5	d	r
f. provides orientation to new teachers?	1	2	3	4	5	d	r
g. helps new teachers adjust to the classroom?	1	2	3	4	5	d	r

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
h. knows what teachers deal with in the classroom?	1	2	3	4	5	d	r
i. has timely delivery of materials for use in classrooms?.....	1	2	3	4	5	d	r
j. provides opportunities for teachers to identify their strengths and weakness? ..	1	2	3	4	5	d	r
k. provides an atmosphere that is free from destructive gossip?	1	2	3	4	5	d	r
l. provides freedom for teachers to create their own unique classrooms? ...	1	2	3	4	5	d	r
m. has clear guidelines for ordering classroom materials efficiently?	1	2	3	4	5	d	r

B4n through q SPRING VERSION ONLY

{ALL}

B4. The next questions are about the level of support for interactions between Head Start staff and parents. Please tell me the extent to which you agree with each of the following statements. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.

Your Head Start Program.



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
n. promotes cooperation between Head Start staff and parents?	1	2	3	4	5	d	r
o. ensures that parents do not feel isolated?	1	2	3	4	5	d	r
p. encourages parents to supplement classroom learning at home?	1	2	3	4	5	d	r
q. supports staff in their efforts to engage parents? .	1	2	3	4	5	d	r

B4r. SPRING VERSION ONLY

B4r. **Some parents have a hard time participating in their child’s Head Start program. What do you see as the major barriers to engaging parents? In other words, for parents who aren’t engaged, what keeps them from participating? Would you say . . .**

	YES	NO	DON'T KNOW	REFUSED
1. They have a need for child care?	1	0	d	r
2. Their work schedules interfere?	1	0	d	r
3. Their school or training schedules interfere?	1	0	d	r
4. They need transportation?	1	0	d	r
5. They don’t know others at Head Start?	1	0	d	r
6. They feel uncomfortable at Head Start?	1	0	d	r
7. They have health problems that interfere?.....	1	0	d	r
8. Some of the teachers are uncomfortable with parents in the classroom?	1	0	d	r
9. Head Start doesn’t provide enough opportunities for them to participate?	1	0	d	r
10. They have had bad experiences with Head Start in the past?	1	0	d	r
11. They are uncomfortable because of language or cultural differences?	1	0	d	r
12. They are concerned for their safety while getting to Head Start?	1	0	d	r
13. They need more support from their spouse or partner?	1	0	d	r
14. The opportunities Head Start provides are not of interest to them?	1	0	d	r
15. Has anything else kept them from participating in Head Start activities?	1	0	d	r

{IF B4r15 = 1}

B4r15Specify What else kept parents from participating in Head Start activities?

STRING[100]

{All}

B5. How likely are you to continue working for Head Start through the next Head Start year (through 2011-2012)? Would you say you are . . .

- very likely, 1
- somewhat likely, 2
- somewhat unlikely, or..... 3
- very unlikely? 4
- DON'T KNOW..... d
- REFUSED..... r

VERSION BOX B6
 IF FALL, GO TO B6.
 IF SPRING, RESPONDENT IS NEW TO THE STUDY (S1=0,d,r OR S1c = 1),
 ASK B6, OTHERWISE GO TO VERSION BOX B7.

B6. I'm going to read some statements that some teachers have made about how children in Head Start should be taught and managed. Remember all your responses are confidential. Please tell me whether each statement agrees or disagrees with your personal beliefs about good teaching practice in Head Start.

(READ ITEM) Do you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree with that statement?

SHOW
CARD

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. Head Start classroom activities should be responsive to individual differences in development.	1	2	3	4	5	d	r
b. Each curriculum area should be taught as a separate subject at separate times.	1	2	3	4	5	d	r
c. Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, etc.).	1	2	3	4	5	d	r
d. Children should be allowed to cut their own shapes, perform their own steps in an experiment, and plan their own creative drama, art, and	1	2	3	4	5	d	r

writing activities.

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED

B6. (continued)

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
e. Children should work silently and alone on seatwork.	1	2	3	4	5	d	r
f. Children in Head Start classrooms should learn through active explorations.	1	2	3	4	5	d	r
g. Head Start teachers should use treats, stickers, or stars to encourage appropriate behavior.	1	2	3	4	5	d	r
h. Head Start teachers should use punishments or reprimands to encourage appropriate behavior.	1	2	3	4	5	d	r
i. Children should be involved in establishing rules for the classroom.	1	2	3	4	5	d	r
j. Children should be instructed in recognizing the single letters of the alphabet, isolated from words.	1	2	3	4	5	d	r
k. Children should learn to color within predefined lines.	1	2	3	4	5	d	r
l. Children in Head Start classrooms should learn to form letters correctly on a printed page.	1	2	3	4	5	d	r
m. Children should dictate stories to the teacher.	1	2	3	4	5	d	r
n. Children should know their letter sounds before they learn to read.	1	2	3	4	5	d	r
o. Children should form letters correctly before they are allowed to create a story.	1	2	3	4	5	d	r

VERSION BOX B7
 IF FALL, GO TO C1.
 IF SPRING, RESPONDENT IS NEW TO THE STUDY (S1=0,d,r OR S1c = 1),
 GO TO C1, OTHERWISE ASK B7.

B7. SPRING VERSION ONLY
 {S1=1 or S1c=0,d,r}

B7. **Since our interview with you last [(if Spring 2010) fall/(if Spring 2011) year], have you received a degree, certificate, or license?**

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO C1

{tYesNo}

B8. SPRING VERSION ONLY
 {If B7 = 1}

B8. **What type of degree, certificate, or license did you receive?**

CODE ONLY ONE

- CHILD DEVELOPMENT ASSOCIATE (CDA)
 DEGREE PROGRAM 1
 - TEACHING CERTIFICATE 2
 - SPECIAL EDUCATION TEACHING DEGREE 3
 - BACHELOR'S DEGREE 4
 - GRADUATE DEGREE (MASTER'S, PH.D., OR ED.D.) 5
 - OTHER (SPECIFY) 6
-
- ASSOCIATE'S DEGREE 7
 - DON'T KNOW d
 - REFUSED r

{If B8 = 6}
 B8Specify
 STRING[50]

“Please tell me what type of degree, certificate, or license did you receive?”

C. YOUR FEELINGS

The next questions are about how you have felt about yourself and your life in the past week. There are no right or wrong answers.

C1. I am going to read a list of ways you may have felt or behaved. Please tell me how often you have felt this way during the past week.

During the past week you have felt (READ ITEM). Have you felt this way: rarely or never, some or a little, occasionally or a moderate amount of time, or most or all of the time? . . .

HELP SCREEN:

Not being able to “shake off the blues” refers to feeling sad, unhappy, miserable, or down in the dumps for short periods. True clinical depression is a mood disorder in which feelings of sadness, loss, anger, or frustration interfere with everyday life for an extended period of time.

SHOW
CARD

	RARELY OR NEVER	SOME OR A LITTLE	OCCASIONALLY OR MODERATELY	MOST OR ALL OF THE TIME	DON'T KNOW	REFUSED
a. bothered by things that usually don't bother you?	1	2	3	4	d	r
b. you did not feel like eating, your appetite was poor?	1	2	3	4	d	r
c. that you could not shake off the blues, even with help from your family and friends?	1	2	3	4	d	r
d. you had trouble keeping your mind on what you were doing?	1	2	3	4	d	r
e. depressed?	1	2	3	4	d	r
f. that everything you did was an effort?	1	2	3	4	d	r
g. fearful?	1	2	3	4	d	r
h. your sleep was restless?	1	2	3	4	d	r
i. you talked less than usual? ...	1	2	3	4	d	r
j. lonely?	1	2	3	4	d	r
k. sad?	1	2	3	4	d	r
l. you could not get “going”?	1	2	3	4	d	r

VERSION BOX D

IF FALL, CONTINUE TO D1.

IF SPRING RESPONDENT IS NEW TO THE STUDY ($S1=0,d,r$ OR $S1c = 1$),
CONTINUE TO D1, OTHERWISE GO TO D24.

D. BACKGROUND INFORMATION

Finally, I'd like to ask some questions about you.

D1. In total, how many years have you been teaching (including all grades and preschool)?

0..50

____|____| NUMBER OF YEARS

DON'T KNOW..... d

REFUSED..... r

{IFD1 > 50}

[SOFT D1] NUMBER OF YEARS TEACHING MAY BE TOO HIGH

I may have mistyped something. I have entered [D1] as the number of years you have been teaching all grades.

Is that correct?

D2. How many of those years have you been teaching Head Start or Early Head Start (as either lead or assistant teacher)?

0..30

____|____| NUMBER OF YEARS

DON'T KNOW..... d

REFUSED..... r

{IFD2 > 30} OR {IF D2 > D1}

[SOFT D2] NUMBER OF YEARS TEACHING HEAD START MAY BE TO HIGH

I may have mistyped something. I have entered [D2] as the number of years you have been teaching Head Start.

Is that correct?

D2A. In what month and year did you start working for this Head Start program?

|_|_| MONTH |_|_|_|_| YEAR

DON'T KNOW d

REFUSED r

{Month 1-12}

{Year 1965-2011}

D3. Do you have any children living in your household who attend Head Start now?

YES 1

NO 0

DON'T KNOW d

REFUSED r

{tYesNo}

{IF D3=0,d,r}

D4. Did any child who lived in your household in the past attend Head Start?

YES 1

NO 0

DON'T KNOW d

REFUSED r

{tYesNo}

D5. **What is the highest grade or year of school that you completed?**

	<u>CODE ONE ONLY</u>	
UP TO 8TH GRADE	1	} → GO TO D11
9TH TO 11TH GRADE.....	2	
12TH GRADE BUT NO DIPLOMA.....	3	
HIGH SCHOOL DIPLOMA/EQUIVALENT.....	4	
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA.....	5	
VOC/TECH DIPLOMA AFTER HIGH SCHOOL	6	
SOME COLLEGE BUT NO DEGREE	7	→ GO TO D7
ASSOCIATE'S DEGREE	8	
BACHELOR'S DEGREE	9	
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	10	
MASTER'S DEGREE (MA, MS).....	11	
DOCTORATE DEGREE (PH.D., ED.D.)	12	
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	13	
DON'T KNOW.....	d	} → GO TO D11
REFUSED.....	r	

{IF D5 = 8, 9, 10, 11, 12, 13}

D6. **In what field did you obtain your highest degree?**

	<u>CODE ONE ONLY</u>
CHILD DEVELOPMENT OR DEVELOPMENTAL PSYCHOLOGY.....	1
EARLY CHILDHOOD EDUCATION.....	2
ELEMENTARY EDUCATION.....	3
SPECIAL EDUCATION.....	4
CURRICULUM DEVELOPMENT	6
ADMINISTRATION	7
BILINGUAL EDUCATION	8
READING OR LITERACY.....	9
PSYCHOLOGY, COUNSELING, SOCIAL WORK.....	10
OTHER FIELD (SPECIFY).....	5
<hr/>	
DON'T KNOW.....	d

{IF D6 = 5}
D6Specify
STRING[50]

REFUSED..... r

“Please tell me in what field did you obtain your highest degree?”

D7. **Did your schooling include 6 or more college courses in early childhood education or child development?**

YES 1 → GO TO D8A
NO 0
DON'T KNOW d
REFUSED r

{tYesNo}

{If D7 = 0, d, r}

D8. **Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{tYesNo}

{IF D5 = 7, 8, 9, 10, 11, 12, 13}

D8A. **Have you completed an entire course on dual language learner children?**

PROBE: **Dual language learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. These children are also often referred to as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).**

YES 1
NO 0
DON'T KNOW d
REFUSED r

{tYesNo}

CHECK BOX: DID RESPONDENT ATTEND COLLEGE (D5 EQUALS 7, 8, 9, 10, 11, 12, 13)?

YES 1 → ASK D9
NO 0 → GO TO D11

{If D5 = 7, 8, 9, 10, 11, 12, 13}

D9. **What is the name of the college or [(D5=7) you attended/(D5=8, 9, 10, 11, 12, 13) where you completed your highest degree]?**

INTERVIEWER NOTE: IF THE NAME OF THE COLLEGE IS NOT LISTED, ENTER "OTHER" HERE.

NAME OF COLLEGE/UNIVERSITY

DON'T KNOW..... d

REFUSED..... r

{IF D9 = "OTHER"}

D9Specify "PLEASE SPECIFY THE NAME OF THE COLLEGE OR UNIVERSITY"
STRING[50]

{If D5 = 7, 8, 9, 10, 11, 12, 13}

D10. **In what city and state is the college or university located?**

CITY:_____

STATE:_____

DON'T KNOW..... d

REFUSED..... r

USE GET ADDRESS TO OBTAIN AN ADDRESS

{All}

D11. **Do you have a Child Development Associate (CDA) credential?**

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

{tYesNo}

{ALL}

D12. **Do you have a state-awarded preschool certificate?**

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

{tYesNo}

{ALL}

D13. **Do you have a teaching certificate or license?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

{tYesNo}

{ALL}

D14. **Including post-secondary school degrees, graduate degrees, etc., are you currently enrolled in any additional teacher-related training or education?**

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

→ GO TO D16

{D14=1}

D15. **What kind of training or education program are you enrolled in?**

CODE ONE ONLY

- CHILD DEVELOPMENT ASSOCIATE (CDA)
DEGREE PROGRAM 1
- TEACHING CERTIFICATE PROGRAM 2
- SPECIAL EDUCATION TEACHING DEGREE
PROGRAM 3
- BACHELOR'S DEGREE PROGRAM 4
- GRADUATE DEGREE PROGRAM
(MASTER'S OR PH.D. OR ED.D.) 5
- OTHER (SPECIFY) 6

- ASSOCIATE'S DEGREE PROGRAM 7
- DON'T KNOW d
- REFUSED r

{If D15 = 5}

D15Specify

“Please tell me what kind of training or education program you are enrolled in?”

STRING[50]

{ALL}

D16. Which of the following benefits are available to you through Head Start?

	YES	NO	DON'T KNOW	REFUSED
a. Paid vacation time?	1	0	d	r
b. Paid sick leave?	1	0	d	r
c. Paid maternity or paternity leave?	1	0	d	r
d. Unpaid maternity or paternity leave?	1	0	d	r
e. Paid family leave?	1	0	d	r
f. Fully or partially paid health insurance? ...	1	0	d	r
g. Fully or partially paid dental insurance? ...	1	0	d	r
h. Tuition reimbursement?	1	0	d	r
i. Retirement plan?	1	0	d	r

{ALL}

D17. What is your total annual salary (before taxes) as a teacher for the current school year?

{tDollar {(0-999999)}}

\$ |__|__|,|__|__| PER YEAR

DON'T KNOW..... d

REFUSED..... r

{ALL}

D18. How many hours per week does this salary cover (not including overtime)?

0..40

|__|__| HOURS AND |__|__| MINUTES PER WEEK

DON'T KNOW..... d

REFUSED..... r

{If D18 > 40}

SOFT D18] HOURS PER WEEK SALARY COVERS MAY BE TO HIGH

I may have mistyped something. I have entered [D18] as the number of hour per week your salary covers.

Is that correct?

{ALL}

D19. CODE GENDER OF RESPONDENT WITHOUT ASKING

- MALE..... 1
- FEMALE 2

{ALL}

D20. In what year were you born?

SOFT 23..92

19 |__|__| YEAR

- DON'T KNOW..... d
- REFUSED..... r

{If D20 < 23 OR > 92}

[SOFT D20] YEAR BORN MAY BE TOO LOW OR TOO HIGH

I may have mistyped something. I have entered [D20] as the year you were born.

Is that correct?

{ALL}

D21. Are you of Spanish, Hispanic, or Latino origin?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r



{tYesNo}

{IF D21 = 1}

D22. Which one of these best describes you . . .

CODE ONE ONLY

- Mexican, Mexican American, Chicano,**..... 1
- Puerto Rican,**..... 2
- Cuban, or** 3
- another Spanish/Hispanic/Latino group? (SPECIFY)**..... 4
- _____
- DON'T KNOW..... d
- REFUSED..... r

{ALL}

D23. What is your race? You may name more than one if you like.

CODE ALL THAT
ARE MENTIONED

WHITE	11
BLACK OR AFRICAN AMERICAN	12
AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY).....	13
<hr/>	
ASIAN INDIAN.....	14
CHINESE.....	15
FILIPINO.....	16
JAPANESE	17
KOREAN	18
VIETNAMESE.....	19
ASIAN (NOT FURTHER SPECIFIED).....	20
NATIVE HAWAIIAN	21
GUAMANIAN OR CHAMORRO.....	22
SAMOAN	23
OTHER PACIFIC ISLANDER (SPECIFY).....	24
<hr/>	
ANOTHER RACE (SPECIFY).....	25
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D23 = 13, 24, 25}

D23Specify "Please tell me what is your race?"
STRING[50]

{ALL}

D24. **What two things do you think your class does really well for children and their families? ASK TO CHOOSE ONLY TWO.**

1. _____

2. _____

DON'T KNOW..... d

REFUSED..... r

D25. SPRING VERSION ONLY

{ALL}

D25. **If you could change one thing (including staff, administration, classroom practices, and facilities) that you think would significantly improve the services you are providing, what would it be?**

DON'T KNOW..... d

REFUSED..... r

Those are all the questions I have. Thank you for your participation!

TRANSITION: **Now I want to ask some questions about your second class, that is the [FILL SECOND CLASSROOM] classroom.**

PROBE: **I will ask a smaller number of questions about the second class.**

PROGRAMMER: REPEAT QUESTIONS WITH UNIVERSE STATEMENT {SECOND} IF TEACHER HAS A SECOND CLASS.

Thank you for your participation!

Head Start Family and Child Experiences Survey

Program Director Interview

Fall 2009



Interviewer ID: |_|_|_|_|_|_|_|

Interview Date: |_|_|_|/|_|_|_|/|_|_|_|_|_|
Month Day Year

Interview Start Time: |_|_|_|:|_|_|_| AM 1 Interview End Time: |_|_|_|:|_|_|_| AM 1
PM 2 PM 2

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Thank you for agreeing to participate in FACES 2009. I have a few questions for you to help us understand your program better. This interview will only take about 15 more minutes of your time.

Of course, your participation in this part of the interview is voluntary, and you may refuse to answer any questions. You may stop me at any time, and you may go back to earlier questions to change your answers. Your responses are confidential and will not be reported to the Head Start Bureau or in any of our reports except as aggregate numbers.

My questions will be about staffing and recruitment, teacher education and staff training, waiting lists and program expansion, curriculum and assessment, program services and partnerships, and then a few questions about you.

Do you have any questions before we start?

NOTE: YOU MAY COLLECT ALL SECTIONS **EXCEPT SECTION I** FROM SOMEONE THE DIRECTOR DESIGNATES. THE DIRECTOR **MUST** ANSWER SECTION I HIMSELF OR HERSELF.

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A. STAFFING AND RECRUITMENT

A12h. Does your program serve any children or families who speak a language other than English at home?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO A12m**

A12i. Other than English, what languages are spoken by the children and families who are part of your program?

CIRCLE ALL THAT APPLY

- FRENCH 11
 - SPANISH 12
 - CAMBODIAN (KHMER) 13
 - CHINESE 14
 - HAITIAN CREOLE 15
 - HMONG 16
 - JAPANESE 17
 - KOREAN 18
 - VIETNAMESE 19
 - ARABIC 20
 - OTHER (SPECIFY) 21
-
- DON'T KNOW d
 - REFUSED r

A12j. Do you have any teachers or assistant teachers who are bilingual?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO A12I**

[ASK IF A12j=1]

A12k. Other than English, which of the languages that are spoken by the children and families in your program are also spoken by any teachers or assistant teachers in your program?

CIRCLE ALL THAT APPLY

- FRENCH 11
 - SPANISH 12
 - CAMBODIAN (KHMER) 13
 - CHINESE 14
 - HAITIAN CREOLE 15
 - HMONG 16
 - JAPANESE 17
 - KOREAN 18
 - VIETNAMESE 19
 - ARABIC 20
 - OTHER (SPECIFY) 21
-
- DON'T KNOW d
 - REFUSED r

A12l. How do you determine the language proficiency of bilingual teachers and assistant teachers in the language(s) other than English that they speak?

Do you . . .

	MARK ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
1. Give language proficiency tests?.....	1	0	d	r
2. Have other staff interview them in their language? ...	1	0	d	r
3. Request documentation for language courses they may have taken?.....	1	0	d	r
4. Do anything else? (SPECIFY)..... _____	1	0	d	r

A12m. Are you currently trying to recruit teachers or assistant teachers who are bilingual?

- YES 1
 NO 0
 DON'T KNOW d
 REFUSED r
- } → **GO TO B1**

[ASK IF A12m=1]

A12n. Is the job of finding replacement teachers or assistant teachers who are bilingual relatively easy, fairly easy, fairly difficult, or very difficult?

- RELATIVELY EASY 1
 FAIRLY EASY 2
 FAIRLY DIFFICULT 3
 VERY DIFFICULT 4
 DON'T KNOW d
 REFUSED r

B. STAFF EDUCATION AND TRAINING

My first questions are about efforts to promote staff education and training.

B1. Does your program have any efforts in place to help teachers and assistant teachers get their CDA's?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

B1a. Does your program have any efforts in place to help family service workers get their family services credentials (e.g., Family Development credential, Basic Family Services credential, Social Services Competency-Based Training credential, etc.)? For this question, "family service workers" refers to those staff who provide parent education, family assessment, resource and referral, community partnership coordination, policy council coordination, outreach and enrollment, or family support services.

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

B2. Does your program have any efforts in place to help program staff get their Associate's (A.A.) or Bachelor's (B.A.) degrees?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- **GO TO B4**

B3. What are you doing to help program staff get their A.A. or B.A. degrees? Are you . . .

	MARK ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Providing tuition assistance?	1	0	d	r
b. Giving teachers release time?	1	0	d	r
c. Providing assistance for course books?	1	0	d	r
d. Providing A.A. or B.A. courses onsite?	1	0	d	r
e. Anything else? (SPECIFY)	1	0	d	r

B3f. Who is eligible for assistance to get their AA or BA degrees?

CIRCLE ALL MENTIONED

- TEACHERS 1
- ASSISTANT TEACHERS..... 2
- FAMILY SERVICE WORKERS 3
- HEALTH STAFF 4
- OTHER (SPECIFY)..... 5
- _____
- DON'T KNOW d
- REFUSED..... r

B4. How often do your (READ TYPE OF STAFF) participate in training and technical assistance activities? Is it every week, 2 or 3 times a month, monthly, once every few months, or once a year or less?

HELP/PROBE: Your health staff might include, but not be limited to, nurses, health aides or assistants, disabilities staff, mental health staff, or any other member of your staff that participates in meeting the health needs of participants in your program.

MARK ONE PER ROW							
	WEEKLY	2 OR 3 TIMES A MONTH	MONTHLY	ONCE EVERY FEW MONTHS	ONCE A YEAR OR LESS	DON'T KNOW	REFUSED
a. Teachers and assistant teachers	1	2	3	4	5	d	r
b. Family service workers..	1	2	3	4	5	d	r
c. Health staff.....	1	2	3	4	5	d	r

[ASK IF B4a≠d, r]

B4d. Last year, how many trainings or workshops were offered to teachers or assistant teachers that were . . .

MARK ONE PER ROW			
	NUMBER	DON'T KNOW	REFUSED
1. Less than one day?	_ _	d	r
2. One day?	_ _	d	r
3. More than one day?	_ _	d	r

B5. Who conducts the training?

CIRCLE ALL MENTIONED

- CENTER OR GRANTEE STAFF 1
 - OTHER COMMUNITY RESOURCES 2
 - LOCAL CONSULTANTS..... 3
 - STATE T/TA PROVIDER..... 4
 - NATIONAL HEAD START ASSOCIATION 5
 - STATE OR NATIONAL CONFERENCES
(FOR EXAMPLE, NAEYC)..... 6
 - PRIVATE COMPANIES OR ORGANIZATIONS
(FOR EXAMPLE, HIGH SCOPE, TEACHING
STRATEGIES)..... 7
 - OTHER (SPECIFY)..... 8
-
- DO NOT HAVE TRAININGS 0
 - DON'T KNOW..... d
 - REFUSED..... r

B6. Has your program consulted with state T/TA specialists, TA content specialists, or other TA providers?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

B7.-

B8. NO B7 AND B8 IN THIS VERSION.

B9. Has your program participated in training or TA sessions provided by the TA provider?

- YES 1
 - NO 0
 - DON'T KNOW..... d
 - REFUSED..... r
- } → GO TO D1

B10. Did other programs besides your own program participate in any of these training or TA sessions?

- YES 1
- NO 0
- DON'T KNOW..... d
- REFUSED..... r

D. WAITING LISTS AND PROGRAM EXPANSION

We will now turn to a few questions about your program's waiting list and expansion efforts. These questions refer to your experience at the start of this program year or in prior program years. We realize that you may have applied for funds from the American Recovery and Reinvestment Act that you would like to use in ways that relate to both of these topics. Please do not consider those funds as you answer these questions.

- D1. At the beginning of this program year, did you have a waiting list of children whose parents wanted to enroll them in classes in this program, but for whom slots were not available?

YES	1	
NO	0	} → GO TO D5
DON'T KNOW	d	
REFUSED.....	r	

- D2. How many children were on this waiting list?

|_|_| CHILDREN

DON'T KNOW..... d

REFUSED..... r

- D3. Based on last year's experience, how many of the children on the waiting list do you think you will eventually enroll during the course of the year?

|_|_| CHILDREN

DON'T KNOW..... d

REFUSED..... r

D4. Programs can use different procedures or mix of procedures to select children off the waiting list. For each procedure I read please tell me if your program uses this? Do you use . . .

	MARK ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. A first come, first served procedure?	1	0	d	r
b. A priority system based on assessment of child or family needs?	1	0	d	r
c. A priority system based on goals for (racial/ethnic/language) diversity?	1	0	d	r
d. Something else? (SPECIFY)..... _____	1	0	d	r

D5. Have you expanded the Head Start program in the last two years to serve more children?

NOTE: This refers to number of children served.

YES 1
 NO 0
 DON'T KNOW d
 REFUSED r

} → **GO TO D10**

D6. How many children have you added?

PROBE: Please give me your best estimate.

|_|_| CHILDREN
 DON'T KNOW d
 REFUSED r

D7. How many classrooms have you added?

PROBE: Please give me your best estimate.

|_| CLASSROOMS
 DON'T KNOW d
 REFUSED r

D8. How many teachers have you added?

PROBE: Please give me your best estimate.

|_|_| TEACHERS

DON'T KNOW..... d

REFUSED..... r

D9. Have you added new program components, such as . . .

	MARK ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Extended-day child care or "wrap around" care for Head Start children?.....	1	0	d	r
b. Home-based Head Start?.....	1	0	d	r
c. Family day care based Head Start?	1	0	d	r
d. Early Head Start?.....	1	0	d	r
e. Other? (SPECIFY)	1	0	d	r

D10. Did (you apply/have you) applied for any funding through the American Recovery and Reinvestment Act?

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

E. CURRICULUM, CLASSROOM ACTIVITIES, AND ASSESSMENT

Now I'd like to ask a few questions about the curriculum used in your program.

E1. Is a specific curriculum or combination of curricula used in your program?

- YES, SPECIFIC CURRICULUM 1
 YES, COMBINATION 2
 NO 0
 DON'T KNOW d
 REFUSED r
- } → **GO TO E9**

E2. What (curriculum does/curricula do) your program use?

PROBE: Any others?

CODE ALL CURRICULA NAMED IN COLUMN E2. IF MORE THAN ONE CURRICULA IS NAMED, ASK E3, ELSE GO TO E4.

E3. What is your main curriculum?

	E2. CIRCLE ALL THAT APPLY	E3. CIRCLE ONLY ONE		
	CURRICULA	MAIN CURRICULUM	DON'T KNOW	REFUSED
CREATIVE CURRICULUM	11	11	d	r
HIGH/SCOPE	12	12	d	r
HIGH REACH	13	13	d	r
LET'S BEGIN WITH THE LETTER PEOPLE ...	14	14	d	r
MONTESSORI.....	15	15	d	r
BANK STREET	16	16	d	r
CREATING CHILD CENTERED CLASSROOMS – STEP BY STEP.....	17	17	d	r
SCHOLASTIC CURRICULUM	18	18	d	r
LOCALLY DESIGNED CURRICULUM	19	19	d	r
CURIOSITY CORNER.....	20	20	d	r
OTHER (SPECIFY).....	21	21	d	r

E4.-
E8. NO E4, E5, E6, E7, AND E8 THIS VERSION.

E9. What is the main child assessment tool that you use?

CIRCLE ONE ONLY

- THE CREATIVE CURRICULUM DEVELOPMENTAL
CONTINUUM ASSESSMENT TOOLKIT FOR AGES 3-5 ... 1
 - HIGH/SCOPE CHILD OBSERVATION RECORD (COR).... 2
 - GALILEO 3
 - AGES AND STAGES QUESTIONNAIRES:
A PARENT-COMPLETED, CHILD-MONITORING
SYSTEM..... 4
 - DESIRED RESULTS DEVELOPMENTAL
PROFILE (DRDP)..... 5
 - WORK SAMPLING SYSTEM FOR HEAD START 6
 - LEARNING ACCOMPLISHMENT PROFILE
SCREENING (LAP INCLUDING E-LAP, LAP-R
AND LAP-D) 7
 - HAWAII EARLY LEARNING PROFILE (HELP)..... 8
 - BRIGANCE PRESCHOOL SCREEN FOR THREE
AND FOUR YEAR OLD CHILDREN 9
 - LOCALLY DESIGNED 10
 - OTHER (SPECIFY)..... 12
-
- DO NOT USE A CHILD ASSESSMENT TOOL..... 13 → **GO TO M1**
 - DON'T KNOW..... d
 - REFUSED..... r

E10. What methods does your program use for these assessments? Would you say . . .

Ratings based on observation or work sampling, 1

Testing with standardized tests or assessment
or screening instruments, 2

Both observation-based ratings and
direct assessments, or 3

Something else? (SPECIFY)..... 4

DO NOT ASSESS..... 0

DON'T KNOW..... d

REFUSED..... r

→ **GO TO M1**

E11. NO E11 THIS VERSION.

M. PROGRAM SERVICES AND PARTNERSHIPS

The next questions are about your program's services.

M1. Please tell me if you offer any of the following services to families. Do you offer . . .

CIRCLE ALL THAT APPLY

	M1. IF "YES," ASK M2.				M2. Is that service . . .				
	YES	NO	DON'T KNOW	REFUSED	Provided directly by Head Start staff,	Provided by a community partner on-site, or	Provided by a community partner off-site?	DON'T KNOW	REFUSED
a. Child care?.....	1	0	d	r	1	2	3	d	r
b. Medical care?	1	0	d	r	1	2	3	d	r
c. Mental health care?	1	0	d	r	1	2	3	d	r
d. Dental care?	1	0	d	r	1	2	3	d	r
e. Transportation assistance?.....	1	0	d	r	1	2	3	d	r
f. Disability services?.....	1	0	d	r	1	2	3	d	r
g. Emergency assistance?.....	1	0	d	r	1	2	3	d	r
h. Employment assistance?.....	1	0	d	r	1	2	3	d	r
i. Education or job training	1	0	d	r	1	2	3	d	r
j. Services for drug or alcohol abuse?	1	0	d	r	1	2	3	d	r
k. Legal assistance?	1	0	d	r	1	2	3	d	r
l. Housing assistance?.....	1	0	d	r	1	2	3	d	r
m. Financial counseling?.....	1	0	d	r	1	2	3	d	r
n. Family literacy services?.....	1	0	d	r	1	2	3	d	r
o. [SEE HELP/ PROBE BELOW] Services for families of dual language learners (DLL)?.....	1	0	d	r	1	2	3	d	r

HELP: Dual language learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. These children are also often referred to as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).

M3. Does your Head Start program currently try to align its curriculum and goals with those of local, public prekindergarten programs?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED..... r

M4. Does your Head Start program currently provide extended care or other services to children through a formal partnership with a center or home-based child care program?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED..... r

The next questions are about services for special groups of children and families in your program.

[IF A12h=1]

M5. Let's begin by talking about children who are dual language learners. Does your Head Start program offer or make available any of the following services for dual language learner (DLL) children and their families? Do you offer . . .

	MARK ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Assessment of English language skills for families of DLL children?	1	0	d	r
b. Assessment of basic reading and writing skills for families of DLL children?	1	0	d	r
c. Activities and workshops for parents of DLLs?	1	0	d	r
d. Assistance in applying for medical insurance?	1	0	d	r
e. Information about adult ESL or education and community resources?	1	0	d	r

Now we will talk about services for children with disabilities.

M6. When children in your program are identified as at-risk in a developmental screening, do you have a written or official process in place for making referrals?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED..... r

M7. Please tell me if you offer any of the following services for children with disabilities. Do you offer . . .[INSERT ITEM]

CIRCLE ONLY ONE

	M7. IF "YES," ASK M8.				M8. For that service, does your program . . .				
	YES	NO	DON'T KNOW	REFUSED	directly provide it,	contract or arrange for it,	or both provide and contract for it?	DON'T KNOW	REFUSED
a. Medical diagnosis/evaluation?.....	1	0	d	r	1	2	3	d	r
b. Nursing services?	1	0	d	r	1	2	3	d	r
c. Nutrition services?	1	0	d	r	1	2	3	d	r
d. Occupational therapy? .	1	0	d	r	1	2	3	d	r
e. Physical therapy?.....	1	0	d	r	1	2	3	d	r
f. Psychological or psychiatric services?....	1	0	d	r	1	2	3	d	r
g. Respite care?.....	1	0	d	r	1	2	3	d	r
h. Service coordination? ..	1	0	d	r	1	2	3	d	r
i. Social work services? ..	1	0	d	r	1	2	3	d	r
j. Special instruction for the child?.....	1	0	d	r	1	2	3	d	r
k. Speech/ language therapy?.....	1	0	d	r	1	2	3	d	r
l. Transition services (interpreter)?	1	0	d	r	1	2	3	d	r
m. Transportation and/or related costs?.....	1	0	d	r	1	2	3	d	r
n. Vision services?.....	1	0	d	r	1	2	3	d	r
o. Do anything else? (SPECIFY)	1	0	d	r	1	2	3	d	r

M9. Does your Head Start program work with your local school district to meet the needs of children with disabilities?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED..... r

The next few questions are about enrollment and services for children and families that experience homelessness. "Homeless" families are those who lack a fixed, regular, and adequate nighttime residence. This includes, for example, families and children who are living temporarily in shelters, hotels, or vehicles; who are sharing housing with others due to a loss of their own housing; or who are sleeping in places not designed for nighttime residence.

M10. What is the total number of homeless children and families served during the enrollment year?

____|____|____| NUMBER

DON'T KNOW..... d

REFUSED..... r

M10a. What procedures do you use to ensure that homeless children are enrolled in Head Start?

CIRCLE ALL MENTIONED

CONTACT AGENCIES THAT SERVE HOMELESS FAMILIES..... 1

POST INFORMATION IN SHELTERS OR TRANSITIONAL HOUSING 2

SEND STAFF TO RECRUIT IN SHELTERS OR TRANSITIONAL HOUSING 3

COLLABORATE WITH HOMELESS EDUCATION LIAISONS FROM LOCAL SCHOOL DISTRICTS..... 4

OTHER (SPECIFY)..... 5

PROGRAM SERVES NO HOMELESS CHILDREN 6

DON'T KNOW..... d

REFUSED..... r

[SKIP IF M10=0 OR M10a=6]

M11. Do you offer any special services to homeless children and families or provide any extra assistance to make sure homeless families are getting the services they need?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO M13**

[SKIP IF M10=0 OR M10a=6]

M12. What types of services or assistance do you offer?

CIRCLE ALL MENTIONED

- FINANCIAL ASSISTANCE 1
- HELP FINDING TEMPORARY SHELTER 2
- HELP FINDING LONGER-TERM SHELTER 3
- TRANSPORTATION TO HEAD START 4
- ADDITIONAL MEETINGS BETWEEN PARENTS
AND PROGRAM STAFF 5
- SCHEDULING APPOINTMENTS WITH
SERVICE PROVIDERS 6
- ACCOMPANYING OR TRANSPORTING
FAMILIES TO RECEIVE SERVICES 7
- OTHER (SPECIFY) 8
- _____
- DON'T KNOW d
- REFUSED r

Now I'd like to ask you a question relating to family service workers.

M13. What determines how families are assigned to specific case managers/family service workers? Is it . . .[INSERT ITEMS a-g]

[ASK IF MORE THAN ONE "YES" IS SPECIFIED IN M13]

M14. Which of these is used most often? [SELECT ONLY ONE ITEM FROM a TO g]

	M13.				M14.		
	YES	NO	DON'T KNOW	REFUSED	USED MOST OFTEN	DON'T KNOW	REFUSED
a. According to the child's classroom?	1	0	d	r	1	d	r
b. According to the center?	1	0	d	r	1	d	r
c. Geographic location of family? .	1	0	d	r	1	d	r
d. Caseload size?	1	0	d	r	1	d	r
e. Previous experience with specific families?	1	0	d	r	1	d	r
f. Match between race, language, ethnic and/or cultural characteristics of family and staff?	1	0	d	r	1	d	r
g. Something else? (SPECIFY)...	1	0	d	r	1	d	r

I. DIRECTOR EMPLOYMENT AND EDUCATIONAL BACKGROUND

Now, I'd like to ask you some questions about your professional background and your job with Head Start.

11. When did you start working for this Head Start program?

|_|_| MONTH |_|_|_|_| YEAR

DON'T KNOW..... d

REFUSED..... r

12. In total, how many years have you worked with any Head Start Program?

ROUND RESPONSE TO NEAREST NUMBER OF YEARS.

NOTE: HEAD START HAS BEEN IN EXISTENCE FOR ABOUT 45 YEARS.

|_|_| YEARS

DON'T KNOW..... d

REFUSED..... r

13. How many hours per week are you paid to work for Head Start?

|_|_| HOURS

DON'T KNOW..... d

REFUSED..... r

14. How many hours per week do you actually work for Head Start?

|_|_| HOURS

DON'T KNOW..... d

REFUSED..... r

15. How many months per year are you paid to work for Head Start?

|_|_| MONTHS PER YEAR

DON'T KNOW..... d

REFUSED..... r

16. In your current Head Start position(s), how much do the following make it harder for you to do your job well?

(ITEM). Does this make it a great deal harder, somewhat harder, or not at all harder for you to do your job well?

	MARK ONE PER ROW			
	GREAT DEAL HARDER	SOMEWHAT HARDER	NOT AT ALL	DON'T KNOW
a. Time constraints (not enough hours in the day) .	3	2	1	d
b. Too many conflicting demands.....	3	2	1	d
c. Not a high enough salary for the job demands ...	3	2	1	d
d. Lack of support staff.....	3	2	1	d
e. Not enough training and technical assistance for professional development	3	2	1	d
f. Not enough support and communication from regional office	3	2	1	d
g. Not enough funds for supplies and activities	3	2	1	d
h. Dealing with a challenging population	3	2	1	d
i. Staff turn over	3	2	1	d
j. Lack of parent support	3	2	1	d
k. Lack of qualified teaching staff.....	3	2	1	d
l. Anything else? (SPECIFY).....	3	2	1	d

17. Which of the following benefits are available to you through Head Start?

	MARK ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Paid vacation time.....	1	0	d	r
b. Paid sick leave.....	1	0	d	r
c. Paid (maternity/paternity) leave.....	1	0	d	r
d. Unpaid (maternity/paternity) leave	1	0	d	r
e. Paid family leave.....	1	0	d	r
f. Fully or partially paid health insurance	1	0	d	r
g. Fully or partially paid dental insurance	1	0	d	r
h. Tuition reimbursement	1	0	d	r
i. Retirement plan	1	0	d	r

18.-
I11. NO 18, 19, 110, AND 111 THIS VERSION.

I12. What is the highest grade or year of school that you completed?

CIRCLE ONE RESPONSE

- | | | |
|---|----|---------------|
| UP TO 8TH GRADE | 1 | } → GO TO I22 |
| 9TH TO 11TH GRADE..... | 2 | |
| 12TH GRADE BUT NO DIPLOMA..... | 3 | |
| HIGH SCHOOL DIPLOMA/EQUIVALENT..... | 4 | |
| VOC/TECH PROGRAM AFTER HIGH SCHOOL
BUT NO VOC/TECH DIPLOMA..... | 5 | |
| VOC/TECH DIPLOMA AFTER HIGH SCHOOL | 6 | |
| SOME COLLEGE BUT NO DEGREE | 7 | → GO TO I14 |
| ASSOCIATE'S DEGREE | 8 | |
| BACHELOR'S DEGREE | 9 | |
| GRADUATE OR PROFESSIONAL SCHOOL
BUT NO DEGREE | 10 | |
| MASTER'S DEGREE (MA, MS)..... | 11 | |
| DOCTORATE DEGREE (PH.D., ED.D) | 12 | |
| PROFESSIONAL DEGREE AFTER BACHELOR'S
DEGREE (MEDICINE/MD; DENTISTRY/DDS;
LAW/JD/LLB; ETC.)..... | 13 | |
| DON'T KNOW..... | d | } → GO TO I22 |
| REFUSED..... | r | |

I13. In what field did you obtain your highest degree?

CHILD DEVELOPMENT OR
DEVELOPMENTAL PSYCHOLOGY..... 1
EARLY CHILDHOOD EDUCATION..... 2
ELEMENTARY EDUCATION..... 3
SPECIAL EDUCATION..... 4
OTHER FIELD (SPECIFY)..... 5

EDUCATION, BUSINESS ADMINISTRATION/
MANAGEMENT AND SUPERVISION..... 6
DON'T KNOW..... d
REFUSED..... r

I14. Did your schooling include 6 or more college courses in early childhood education or child development?

YES 1 → **GO TO CHECK BOX
BEFORE I16**
NO 0
DON'T KNOW..... d
REFUSED..... r

I15. Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?

YES 1
NO 0
DON'T KNOW..... d
REFUSED..... r

CHECK BOX: DID RESPONDENT ATTEND COLLEGE (I12 EQUALS 7, 8, 9, 10, 11, 12, 13)?

YES 1 → **ASK I16**

NO 0 → **GO TO I22**

I16. What is the name of the college or university (you attended/where you completed your highest degree)?

NAME OF COLLEGE/UNIVERSITY

DON'T KNOW d

REFUSED r

I17. In what city and state is the (college/university) located?

CITY: _____

STATE: _____

DON'T KNOW d

REFUSED r

I18.-
I21. NO I18 TO I21 THIS VERSION.

I22. Are you currently a member of a professional association for early childhood education (e.g., NAEYC, NHSA, NEA)?

YES 1

NO 0

DON'T KNOW d

REFUSED r

I23. What is your total annual salary (before taxes) as a program director for the current program year?

\$ |_|_|_|_|,|_|_|_|_| PER YEAR

DON'T KNOW..... d

REFUSED..... r

I24. **CODE WITHOUT ASKING:** What is your gender?

MALE..... 1

FEMALE 2

I25. In what year were you born?

|_|_|_|_| YEAR

DON'T KNOW..... d

REFUSED..... r

I26. Are you of Spanish, Hispanic, or Latino origin?

YES 1

NO 0

DON'T KNOW..... d

REFUSED..... r

→ GO TO I28

I27. Which one of these best describes you . . .

Mexican, Mexican American, Chicano, 1

Puerto Rican, 2

Cuban, or..... 3

another Spanish/Hispanic/Latino group?..... 4

DON'T KNOW..... d

REFUSED..... r

128. What is your race? You may name more than one if you like.

CIRCLE ALL THAT ARE MENTIONED

- WHITE 11
BLACK OR AFRICAN AMERICAN 12
AMERICAN INDIAN OR
ALASKA NATIVE (SPECIFY)..... 13
-
- ASIAN INDIAN 14
CHINESE 15
FILIPINO 16
JAPANESE 17
KOREAN 18
VIETNAMESE 19
ASIAN (NOT FURTHER SPECIFIED)..... 20
NATIVE HAWAIIAN 21
GUAMANIAN OR CHAMORRO 22
SAMOAN 23
OTHER PACIFIC ISLANDER (SPECIFY) 24
-
- ANOTHER RACE (SPECIFY) 25
-
- DON'T KNOW d
REFUSED r

129. Do you speak a language other than English?

- YES 1
NO 0
DON'T KNOW d
REFUSED r
- } → GO TO SECTION J

130. What languages?

CIRCLE ALL THAT APPLY

- FRENCH..... 11
 - SPANISH..... 12
 - CAMBODIAN (KHMER)..... 13
 - CHINESE..... 14
 - HAITIAN CREOLE..... 15
 - HMONG..... 16
 - JAPANESE..... 17
 - KOREAN..... 18
 - VIETNAMESE..... 19
 - ARABIC..... 20
 - OTHER (SPECIFY)..... 21
-
- DON'T KNOW..... d
 - REFUSED..... r

J. CONCLUDING THOUGHTS

Finally, I would like you to think about your Head Start program overall, and all of the experiences and services the program is providing to children and their families.

- J1. If you could change one thing that you think would significantly improve the services your program is providing, what would it be?

ASK RESPONDENT TO CHOOSE ONLY ONE.

- J2. Finally, what two things do you think your program does really well for children and their families?

ASK RESPONDENT TO CHOOSE ONLY TWO.

1.

2.

Thank you very much for all your help. We will be contacting you again in a few weeks after our statisticians select the centers for the study.

If you have any questions in the meantime, please do not hesitate to call me.

Head Start Family and Child Experiences Survey

Center Director Interview

Fall 2009



Interviewer ID: |_|_|_|_|_|_|_|

Interview Date: |_|_|_|/|_|_|_|/|_|_|_|_|_|_|
Month Day Year

Interview Start Time: |_|_|_|:|_|_|_| AM1 Interview End Time: |_|_|_|:|_|_|_| AM1
PM2 PM2

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0151. The time required to complete this information collection is estimated to average 30 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected.

We appreciate you and your center's participation in FACES 2009. As we discussed with you when you agreed to let your center participate in this study, the purpose of FACES is to learn how the Head Start program helps families around the country get services for their children.

We want to learn from you and other center directors, more about how Head Start centers interact with children and families from the point of view of the center directors. Information from this study will be used to help Head Start to improve services provided to children and families.

Of course, your participation in the interview is voluntary, and you may refuse to answer any questions. You may stop me at any time, and you may go back to earlier questions to change your answers. No one else from the Head Start program will see or hear your answers. Your responses are confidential and will only be reported as aggregate numbers. The things you tell me are very important, so please be as complete as possible. This interview will take about 30 minutes.

Do you have any questions before we start?

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A. STAFFING AND RECRUITMENT

First, I have some questions about staffing and recruitment.

A1. How many lead teachers are currently employed in this center?

|__|__| LEAD TEACHERS

DON'T KNOW d

REFUSED r

A2. How many of these lead teachers are new to the center this fall? Would you say it is...

None, 1

One, 2

Two, or 3

Three or more? 4

DON'T KNOW d

REFUSED r

A3. Are there currently any unfilled vacancies for lead teachers?

YES 1

NO 0

DON'T KNOW d

REFUSED r

A4. During the last program year, how many lead teachers left and had to be replaced?

None, 1

One, 2

Two, or 3

Three or more? 4

DON'T KNOW d

REFUSED r

A5. How many assistant teachers or paid teacher aides are currently employed in this center?

|_|_| ASSISTANT/PAID TEACHER AIDES EMPLOYED
DON'T KNOW d
REFUSED r

A6. How many of these assistant teachers (or teacher aides) are new to the center this year?

None, 1
One, 2
Two, or 3
Three or more? 4
DON'T KNOW d
REFUSED r

A7. Are there currently any unfilled vacancies for assistant teachers (or teacher aides)?

YES..... 1
NO 0
DON'T KNOW d
REFUSED r

A8. During the last program year, how many assistant teachers (or teacher aides) left and had to be replaced?

None, 1
One, 2
Two, or 3
Three or more? 4
DON'T KNOW d
REFUSED r

A9. NO A9 IN THIS VERSION.

A10. Is the job of finding replacement teachers relatively easy, fairly easy, fairly difficult, or very difficult?

- RELATIVELY EASY 1
- FAIRLY EASY 2
- FAIRLY DIFFICULT 3
- VERY DIFFICULT 4
- DON'T KNOW d
- REFUSED r

A11. Have you made any efforts to reduce teacher turnover?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO A12h**

A12. What are you doing to reduce turnover? Are you . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Increasing teacher salaries?.....	1	0	d	r
b. Hiring or recruiting more assistants, aides?.....	1	0	d	r
c. Providing more or better training or education subsidies?	1	0	d	r
d. Providing better fringe benefits?.....	1	0	d	r
e. Giving teachers more say in choice of curriculum and planning of activities?	1	0	d	r
f. Providing teachers with better physical facilities (furniture, classroom or lounge areas, etc.)?	1	0	d	r
g. Anything else? (SPECIFY)	1	0	d	r

A12h. Does your center serve any children or families who speak a language other than English at home?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO A13

[ASK IF A12h=1]

A12i. Other than English, what languages are spoken by the children and families who are part of your center?

CIRCLE ALL THAT APPLY

- FRENCH 11
 - SPANISH 12
 - CAMBODIAN (KHMER). 13
 - CHINESE 14
 - HAITIAN CREOLE 15
 - HMONG 16
 - JAPANESE 17
 - KOREAN 18
 - VIETNAMESE 19
 - ARABIC..... 20
 - OTHER (SPECIFY)..... 21
-
- DON'T KNOW d
 - REFUSED r

A12j. Do you have any teachers or assistant teachers who are bilingual?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED..... r
- } → GO TO A13

[ASK IF A12j=1]

A12k. Other than English, which of the languages that are spoken by the children and families in your center are also spoken by any teachers or assistant teachers in your center?

CIRCLE ALL THAT APPLY

- FRENCH 11
 - SPANISH 12
 - CAMBODIAN (KHMER) 13
 - CHINESE 14
 - HAITIAN CREOLE 15
 - HMONG 16
 - JAPANESE 17
 - KOREAN 18
 - VIETNAMESE 19
 - ARABIC 20
 - OTHER (SPECIFY) 21
-
- DON'T KNOW d
 - REFUSED r

A13. Do you have any parents of current or former Head Start children employed in your center?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO B1**

A14. How many current or former Head Start parents are employed at your center as (a/an) . . .

CIRCLE ONE PER ROW			
	NUMBER EMPLOYED	DON'T KNOW	REFUSED
a. Lead, or assistant teacher, or teacher's aide?	_ _	d	r
b. Family service worker or home visitor?.....	_ _	d	r
c. Food service worker?	_ _	d	r
d. Maintenance or service staff?.....	_ _	d	r
e. Administrator (e.g., Center Director, Component Coordinator)?	_ _	d	r
f. Other (SPECIFY)	_ _	d	r

B. STAFF EDUCATION AND TRAINING

My next questions are about efforts to promote staff education and training.

B1. Does your center have any efforts in place to help teachers and assistant teachers get their CDA's?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B1a. Does your center have any efforts in place to help family service workers get their family services credentials (e.g., Family Development credential, Basic Family Services credential, Social Services Competency-Based Training credential, etc.)? For this question, "family service workers" refers to those staff who provide parent education, family assessment, resource and referral, community partnership coordination, policy council coordination, outreach and enrollment, or family support services.

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B2. Does your center have any efforts in place to help center staff get their Associate's (A.A.) or Bachelor's (B.A.) degrees?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- **GO TO B4**

B3. What are you doing to help center staff get their A.A. or B.A. degrees? Are you . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Providing tuition assistance?	1	0	d	r
b. Giving staff release time?	1	0	d	r
c. Providing assistance for course books?	1	0	d	r
d. Providing A.A. or B.A. courses onsite?	1	0	d	r
e. Anything else? (SPECIFY)	1	0	d	r

B3f. Who is eligible for assistance to get their A.A. or B.A. degrees?

CIRCLE ALL MENTIONED

- TEACHERS..... 1
 ASSISTANT TEACHERS 2
 FAMILY SERVICE WORKERS 3
 HEALTH STAFF..... 4
 OTHER (SPECIFY)..... 5
-
- DON'T KNOW d
 REFUSED r

B4. How often do your (READ TYPE OF STAFF) participate in training and technical assistance activities? Is it every week, 2 or 3 times a month, monthly, once every few months, or once a year or less?

SHOW CARD

	CIRCLE ONE PER ROW						
	WEEKLY	2 OR 3 TIMES PER MONTH	MONTHLY	ONCE EVERY FEW MONTHS	ONCE A YEAR OR LESS	DON'T KNOW	REFUSED
a. Teachers and assistant teachers ...	1	2	3	4	5	d	r
b. Family service workers	1	2	3	4	5	d	r
c. Health staff.....	1	2	3	4	5	d	r

B5. Who conducts the training?

CIRCLE ALL MENTIONED

- CENTER OR GRANTEE STAFF..... 1
 - OTHER COMMUNITY RESOURCES2
 - LOCAL CONSULTANTS 3
 - STATE T/TA PROVIDER 4
 - NATIONAL HEAD START ASSOCIATION..... 5
 - STATE OR NATIONAL CONFERENCES
(FOR EXAMPLE NAEYC) 6
 - PRIVATE COMPANIES OR ORGANIZATIONS
(FOR EXAMPLE, HIGH SCOPE, TEACHING
STRATEGIES) 7
 - OTHER (SPECIFY)..... 8
-
- DO NOT HAVE TRAININGS 0
 - DON'T KNOW d
 - REFUSED r

B5c. How often do family service workers have the opportunity to reflect with their supervisors or peers on their direct work and relationships with families? Would you say it is . . ?

SHOW
CARD

- Weekly, 1
- 2 or 3 times per month, 2
- Monthly, 3
- Once every few months, or..... 4
- Once a year or less? 5
- DON'T KNOW d
- REFUSED r

B6. Has your center consulted with state T/TA specialists, TA content specialists, or other TA providers?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B7.-
B8. NO B7 AND B8 IN THIS VERSION.

B9. Has your program participated in training or TA sessions provided by the TA provider?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO B12**

B10. Did other programs besides your own program participate in any of these trainings or TA sessions?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B11. Overall, how helpful is the training and technical assistance your staff receive? Would you say . . .

- Very helpful, 1
- Fairly helpful, 2
- Could be more helpful, or 3
- Could be much more helpful? 4
- DON'T KNOW d
- REFUSED r

B12. Would you like to have more training and technical assistance?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO B13**

B12c. For what topics would you like additional training and technical assistance?

CIRCLE ALL MENTIONED

- GENERAL CHILD DEVELOPMENT AND ECE 1
 - CURRICULUM MATERIALS AND TEACHING STRATEGIES FOR ALL CHILDREN.....2
 - CURRICULUM MATERIALS AND TEACHING STRATEGIES FOCUSED ON CHILDREN WHO ARE DUAL LANGUAGE LEARNERS (DLLS) 3
 - INVOLVING PARENTS IN THE CLASSROOM.....4
 - WORKING WITH PARENTS OF DLLS5
 - CLASSROOM MANAGEMENT STRATEGIES.....6
 - CLASSROOM SAFETY, HYGIENE, AND HEALTH7
 - ASSESSMENT OF CHILD PROGRESS8
 - OBSERVATION OF CHILD BEHAVIOR.....9
 - EFFECTIVE COMMUNICATION WITH PARENTS ABOUT THEIR CHILD'S PROGRESS OR PROBLEMS 10
 - IDENTIFYING AND REPORTING CHILD ABUSE OR NEGLECT 11
 - SUPERVISION OF CLASSROOM WORKERS (E.G., VOLUNTEERS) 12
 - TEAM TEACHING..... 13
 - ENCOURAGING PARENTS TO SUPPLEMENT CLASSROOM LEARNING AT HOME 14
 - SOMETHING ELSE (SPECIFY) 15
-
- DON'T KNOW d
 - REFUSED r

B13. Do you have mentor teachers or coaches to work with teachers in classrooms?

- YES..... 1
 - NO0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO C1**

B14. Are your mentor teachers and coaches . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. More experienced teachers in your program?	1	0	d	r
b. Education coordinators?.....	1	0	d	r
c. Consultants hired by your program?.....	1	0	d	r

B15. How often do they come to the classroom? Would you say . . .

- Once a week or less, 1
- Once every two weeks, 2
- Once a month, or..... 3
- Less than once a month? 4
- DON'T KNOW d
- REFUSED r

C. PARENT INVOLVEMENT

C1. Now I'd like to talk with you about your work with the Head Start families in your center and the ways in which parents are involved.

SHOW
CARD

Please look at the list on this card. Which of these is your most important goal for working with parents? **RECORD IN COLUMN A.** Which is your second most important goal? **RECORD IN COLUMN B.** And which is your third most important goal? **RECORD IN COLUMN C.** From this list, tell me your three most important goals in working with parents at your center, in order of importance, with 1 being the most important.

CIRCLE ONLY ONE GOAL IN EACH COLUMN

	A MOST IMPORTANT	B 2nd MOST IMPORTANT	C 3rd MOST IMPORTANT
A. TEACH PARENTS CHILD DEVELOPMENT AND PARENTING SKILLS	1	2	3
B. INFORM PARENTS ABOUT THEIR OWN CHILD'S DEVELOPMENT	1	2	3
N. INFORM PARENTS ABOUT THEIR OWN CHILD'S PROGRESS IN THE PROGRAM.....	1	2	3
C. ENCOURAGE PARENTS TO READ MORE AND DO MORE EDUCATIONAL ACTIVITIES WITH THEIR CHILDREN	1	2	3
D. TEACH PARENTS ABOUT HEALTH AND NUTRITION	1	2	3
E. INFORM PARENTS ABOUT THE SUPPORT SERVICES IN THEIR COMMUNITY AND HELP THEM TO USE THEM	1	2	3
F. HELP PARENTS DEVELOP A SOCIAL SUPPORT NETWORK OF OTHER PARENTS AND FAMILIES IN THE PROGRAM AND COMMUNITY.....	1	2	3
G. HAVE PARENTS PARTICIPATE IN POLICY AND PROGRAM DECISIONS.....	1	2	3
H. HELP PARENTS BECOME ECONOMICALLY SELF-SUFFICIENT (I.E., GET FURTHER EDUCATION AND EMPLOYMENT)	1	2	3
I. HELP PARENTS IMPROVE THEIR LITERACY SKILLS	1	2	3
J. HELP PARENTS IDENTIFY THEIR PERSONAL GOALS AND WAYS IN WHICH TO ACHIEVE THEM.....	1	2	3

CIRCLE ONLY ONE GOAL IN EACH COLUMN

	A MOST IMPORTANT	B 2nd MOST IMPORTANT	C 3rd MOST IMPORTANT
K. HELP PARENTS IDENTIFY THEIR GOALS FOR THEIR CHILD AND WAYS IN WHICH TO ACHIEVE THEM.....	1	2	3
L. PROVIDE SUPPORT TO PARENTS IN CRISIS.....	1	2	3
M. SUPPORT PARENTS IN MEETING THE BASIC NEEDS OF THEIR FAMILIES (FOR EXAMPLE, PROVIDE FOOD AND HOUSING ASSISTANCE).....	1	2	3
DON'T KNOW GOAL	d	d	d

IF A12h#1, GO TO C2

C10. Does your Head Start center have any additional goals specifically for families with children who are Dual Language Learners (DLL)?

HELP/PROBE: Dual language learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. These children are also often referred to as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).

YES..... 1
 NO 0
 DON'T KNOW d
 REFUSED r

} → **GO TO C2**

C1p. Please tell me what specific goals your center has for DLL families.

	<u>CIRCLE ALL MENTIONED</u>
HELPING THEM LEARN ENGLISH	1
HELPING THEM CONNECT TO DLL RESOURCES SUCH AS ESL CLASSES OR ORGANIZATIONS FOCUSED ON PROVIDING SUPPORTS TO FAMILIES OF THE SAME CULTURE OR ETHNIC ORIGIN.....	2
SERVING AS A BRIDGE FOR ACCULTURATION (E.G., HELPING THEM BETTER UNDERSTAND ELEMENTS OF AMERICAN CULTURE THAT MIGHT DIFFER FROM THEIR CULTURE OF ORIGIN).....	3
HELPING THEM FIND SERVICES WITHIN THE COMMUNITY ...	4
SUPPORTING AND HONORING THE FAMILY'S FIRST LANGUAGE.....	5
MAKING SURE THEY ARE INVOLVED IN THE PROGRAM	6
OTHER (SPECIFY)	7

C2. During this year and the past Head Start year, have parent volunteers in your center helped . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. As classroom aides, or bus monitors or drivers?	1	0	d	r
b. With screening or child assessment?	1	0	d	r
c. As consultants or workshop leaders?	1	0	d	r
d. Home visitors?	1	0	d	r
e. As interpreters for non-English speaking or limited English-speaking families?	1	0	d	r
f. In recruiting families?	1	0	d	r
g. Mentor or encourage other families to participate?	1	0	d	r
h. By sharing aspects of their culture with the program staff or other families within the program setting?.....	1	0	d	r

C3. Does your center or program do any of the following to encourage parents to participate in Head Start activities and classes? Do you . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Offer incentives such as door prizes or samples of products?	1	0	d	r
b. Provide transportation?	1	0	d	r
c. Provide child care?	1	0	d	r
d. Provide interpreters for events like workshops or parent-teacher conferences?	1	0	d	r
g. Translate written materials?	1	0	d	r
e. Serve food such as snacks or supper?	1	0	d	r
h. Design activities and classes around topics identified by parents as being of interest and/or use to them? ...	1	0	d	r
i. Offer classes and activities at a variety of different times to accommodate different schedules?	1	0	d	r
f. Anything else? (SPECIFY)	1	0	d	r

[ASK IF A12h=1]

C3j. Are you unable to provide interpreters or translate written materials in any of the languages spoken by children and families that are part of your center because you do not have staff members that speak those languages?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

C3k. What does your center do to encourage parents to supplement classroom learning at home?

CIRCLE ALL THAT APPLY

- PROVIDE WORKSHOPS 1
- SEND HOME LETTERS/FLIERS WITH SUGGESTIONS... 2
- TEACHERS, ASSISTANT TEACHERS, OR
OTHER STAFF MAKE SUGGESTIONS
DURING PICK-UP/DROP-OFF 3
- SET UP MEETINGS BETWEEN
TEACHERS AND PARENTS 4
- SET UP MEETINGS BETWEEN
OTHER STAFF AND PARENTS..... 5
- DISCUSS DURING HOME VISITS 6
- OTHER (SPECIFY)..... 7

- DON'T KNOW d
- REFUSED..... r

C4. Does your center offer workshops, meetings, or activities specifically for fathers and father-figures?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO C6

C5. Does your center offer any of the following targeted specifically toward fathers and father-figures? How about . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Employment assistance and skills workshops?	1	0	d	r
b. Basic finance and budgeting skills workshops?	1	0	d	r
c. Social activities?	1	0	d	r
d. Partner or family relationship workshops?	1	0	d	r
e. Parenting education workshops?	1	0	d	r
f. Adult-child outings?	1	0	d	r
g. Support groups for men?	1	0	d	r
h. Anything else? (SPECIFY)	1	0	d	r

C6. Do fathers and father-figures regularly help in any of the following ways in your center?

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. As classroom volunteers	1	0	d	r
b. As chaperones for field trips	1	0	d	r
c. As members of the Policy Council or other governing bodies	1	0	d	r
d. Doing maintenance or chores	1	0	d	r
e. Helping at special events or activities	1	0	d	r

C7. NO C7 IN THIS VERSION.

C8. How many parents are members of the Policy Council?

|_|_| PARENTS

DON'T KNOW d

REFUSED r

C8a. (If C8>0) Do any of the parent Policy Council members have limited English speaking skills?

YES..... 1

NO 0

DON'T KNOW d

REFUSED r

C9. How many times does the Policy Council meet during the program year?

|_|_| TIMES PER YEAR

DON'T KNOW d

REFUSED r

C10. Are parents or the Policy Council involved in the staff hiring process?

YES..... 1

NO 0

DON'T KNOW d

REFUSED r

} → GO TO C12

C11. How are they involved?

CIRCLE ALL THAT APPLY

- APPROVE JOB DESCRIPTIONS 1
 - REVIEW APPLICATIONS/SCREEN APPLICANTS 2
 - SIT IN ON OR CONDUCT INTERVIEWS 3
 - APPROVE OR DECLINE RECOMMENDED HIRES..... 4
 - OTHER (SPECIFY)..... 5
-
- DON'T KNOW d
 - REFUSED..... r

C12. Are parents or the Policy Council involved in the program self-assessment process?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO C16**

C13. How are they involved?

CIRCLE ALL THAT APPLY

- SELECT OR DESIGN SELF-ASSESSMENT TOOLS..... 1
 - CONDUCT THE ENTIRE SELF-ASSESSMENT 2
 - PART OF THE SELF-ASSESSMENT TEAM 3
 - REVIEW THE RESULTS OF SELF-ASSESSMENT 4
 - OTHER (SPECIFY)..... 5
-
- DON'T KNOW d
 - REFUSED..... r

C14.-
C15. NO C14 AND C15 IN THIS VERSION.

C16. How does your Head Start center obtain information from parents about their experiences with Head Start, including suggestions for improvement? Do you . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Have formal mechanisms in place such as regularly scheduled meetings or discussion sessions or a place for parents to leave comments?	1	0	d	r
b. Use informal means such as listening to parent comments during pick-up and drop-off times?	1	0	d	r
c. Have another approach? (SPECIFY)	1	0	d	r

E. CURRICULUM, CLASSROOM ACTIVITIES, AND ASSESSMENT

Now I'd like to ask a few questions about the curriculum used in your center.

E1. Is a specific curriculum or combination of curricula used in your center?

- YES, SPECIFIC CURRICULUM 1
 YES, COMBINATION 2
 NO 0
 DON'T KNOW d
 REFUSED r
- } → **GO TO E4**

E2. What (curriculum does/curricula do) you use?

PROBE: Any others?

CODE ALL CURRICULA NAMED IN COLUMN E2. IF MORE THAN ONE CURRICULA IS NAMED, ASK E3, ELSE GO TO E4.

E3. What is your main curriculum?

	E2. CIRCLE ALL THAT APPLY	E3. CIRCLE ONLY ONE		
	CURRICULA	MAIN CURRICULUM	DON'T KNOW	REFUSED
CREATIVE CURRICULUM	11	11	d	r
HIGH/SCOPE	12	12	d	r
HIGH REACH	13	13	d	r
LET'S BEGIN WITH THE LETTER PEOPLE	14	14	d	r
MONTESSORI.....	15	15	d	r
BANK STREET	16	16	d	r
CREATING CHILD CENTERED CLASSROOMS – STEP BY STEP.....	17	17	d	r
SCHOLASTIC CURRICULUM	18	18	d	r
LOCALLY DESIGNED CURRICULUM	19	19	d	r
CURIOSITY CORNER	20	20	d	r
OTHER (SPECIFY).....	21	21	d	r

E3a. Does your center use a particular parent education or parent support curriculum?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO E4**

E3b. What (curriculum does/curricula do) you use?

CIRCLE ALL MENTIONED

- SECOND STEP 1
 - PARENTS AS TEACHERS (PAT)..... 2
 - SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING (STEP) 3
 - 21st CENTURY EXPLORING PARENTING (EXPLORING PARENTING)..... 4
 - HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPI)..... 5
 - GROWING GREAT KIDS, INC 6
 - POSITIVE SOLUTIONS FOR FAMILIES (CENTER ON THE SOCIAL EMOTIONAL FOUNDATIONS FOR EARLY LEARNING)..... 7
 - SECOND TIME AROUND: GRANDPARENTS RAISING GRANDCHILDREN 8
 - PRACTICAL PARENT EDUCATION..... 9
 - IMPROVING PARENT-CHILD RELATIONSHIPS... 10
 - PARENTING NOW! CURRICULUM..... 11
 - OTHER (SPECIFY)..... 12
-
- DON'T KNOW d
 - REFUSED..... r

E3c. What is the main goal of the curriculum?

RECORD VERBATIM

E4. Who makes *most* of the decisions about the day-to-day plans for children, such as the calendar or sequence of activities? Is it . . .

CIRCLE ONE ONLY

- Head Start program administrators,..... 1
 - Individual center directors and staff, 2
 - Managers, specialists/coordinators 3
 - Individual teachers, 4
 - Parents, or..... 5
 - Someone else? (SPECIFY)..... 6
-
- DON'T KNOW d
- REFUSED r

E5.-

E6. NO E5 AND E6 IN THIS VERSION.

E7. Do you encourage teachers in your center to do more of any of the following kinds of activities? I will ask you first about language and literacy activities and then about math activities and activities related to children’s social-emotional development.

How about [READ ITEM] . . .

Would you say teachers are very much encouraged, somewhat encouraged, not very much encouraged, or not at all encouraged to do this?



	CIRCLE ONE PER ROW					
	VERY MUCH ENCOURAGED	SOMEWHAT ENCOURAGED	NOT VERY MUCH ENCOURAGED	NOT AT ALL ENCOURAGED	DON'T KNOW	REFUSED
a. Reading stories to the children?	1	2	3	4	d	r
b. Retelling stories?.....	1	2	3	4	d	r
c. Discussing new words?.....	1	2	3	4	d	r
d. Learning about rhyming words and word families?	1	2	3	4	d	r
e. Learning about common prepositions, such as over and under, up and down?....	1	2	3	4	d	r
f. Learning about conventions of print (left to right orientation, book holding)? ..	1	2	3	4	d	r
g. Learning the names of letters?	1	2	3	4	d	r
h. Writing letters of the alphabet?	1	2	3	4	d	r
i. Writing own name?	1	2	3	4	d	r
j. Working on phonics?.....	1	2	3	4	d	r
k. Counting out loud?	1	2	3	4	d	r
l. Working with geometric manipulatives (for example, parquetry blocks, or shape puzzles)?.....	1	2	3	4	d	r
m. Working with counting manipulatives (things for children to count) to learn basic operations (for example, adding and subtracting)?	1	2	3	4	d	r
n. Playing math-related games?	1	2	3	4	d	r

SHOW
CARD

	CIRCLE ONE PER ROW					
	VERY MUCH ENCOURAGED	SOMEWHAT ENCOURAGED	NOT VERY MUCH ENCOURAGED	NOT AT ALL ENCOURAGED	DON'T KNOW	REFUSED
o. Using music to understand math concepts?.....	1	2	3	4	d	r
p. Working with rulers, measuring cups, spoons, or other measuring instruments?	1	2	3	4	d	r
q. Engaging in calendar-related activities?	1	2	3	4	d	r
r. Engaging in activities related to telling time?	1	2	3	4	d	r
s. Engaging in activities that involve shapes and patterns?	1	2	3	4	d	r
t. Engaging in activities that involve taking turns?.....	1	2	3	4	d	r
u. Talking about their own and other children's feelings?.....	1	2	3	4	d	r
v. Engaging in activities that involve sharing?	1	2	3	4	d	r

E8. NO E8 IN THIS VERSION.

E9a. What child assessment tools do you use?

IF DIFFICULTY NAMING: Would you like to see a list of some commonly used assessment tools? You may be using one of those or something else.



PROBE: Any others?

CODE ALL ASSESSMENTS NAMED IN COLUMN E9a. IF MORE THAN ONE ASSESSMENT IS NAMED, ASK E9, ELSE GO TO E10.

E9. What is your main child assessment tool?

	E9a. CIRCLE ALL THAT APPLY	E9. CIRCLE ONLY ONE		
	CHILD ASSESSMENTS	MAIN ASSESSMENT	DON'T KNOW	REFUSED
THE CREATIVE CURRICULUM DEVELOPMENTAL CONTINUUM ASSESSMENT TOOLKIT FOR AGES 3-5.....	1	1	d	r
HIGH/SCOPE CHILD OBSERVATION RECORD (COR)	2	2	d	r
GALILEO	3	3	d	r
AGES AND STAGES QUESTIONNAIRES: A PARENT-COMPLETED, CHILD-MONITORING SYSTEM	4	4	d	r
DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)	5	5	d	r
WORK SAMPLING SYSTEM FOR HEAD START	6	6	d	r
LEARNING ACCOMPLISHMENT PROFILE SCREENING (LAP INCLUDING E-LAP, LAP-R AND LAP-D).....	7	7	d	r
HAWAII EARLY LEARNING PROFILE (HELP).....	8	8	d	r
BRIGANCE PRESCHOOL SCREEN FOR THREE AND FOUR YEAR OLD CHILDREN	9	9	d	r
ASSESSMENT DESIGNED FOR THIS PROGRAM	10	10	d	r
OTHER (SPECIFY).....	12	12	d	r
<u>DO NOT USE A CHILD ASSESSMENT TOOL [GO TO E11d]</u>	13	13	d	r

E10. What methods do you use for these assessments? Would you say . . .

- Ratings based on observation or work sampling, 1
- Testing with standardized tests or assessment or screening instruments, 2
- Both observation-based ratings and direct assessments, or 3
- Something else? (SPECIFY) 4

-
- DO NOT ASSESS 0
 - DON'T KNOW d
 - REFUSED r



E11. How often is each child's assessment results [READ TEXT] . . . Is it once at the beginning of the program year, once at the end of the program year, both at the beginning and at the end of the program year, or more often?

CIRCLE ONE PER ROW						
	ONCE AT BEGINNING OF YEAR	ONCE AT END OF YEAR	BEGINNING AND END OF YEAR	MORE OFTEN	DON'T KNOW	REFUSED
a. Reported to parents?..	1	2	3	4	d	r
b. Reported to Program Administrators?	1	2	3	4	d	r
c. Recorded in child's record?.....	1	2	3	4	d	r

[ASK IF A12H=1]

E11d. Now I would like to ask you about strategies you might use to assess the English language abilities of children who are dual language learners. How often do you use any of the following strategies to assess their English language skills?



CIRCLE ONE PER ROW							
	NEVER	ONCE AT BEGINNING OF YEAR	ONCE AT END OF YEAR	BEGINNING AND END OF YEAR	MORE OFTEN	DON'T KNOW	REFUSED
1. Teacher ratings based on observation	1	2	3	4	5	d	r
2. Testing with standardized tests or assessments.....	1	2	3	4	5	d	r
3. Parent reports	1	2	3	4	5	d	r
4. Something else? (SPECIFY)	1	2	3	4	5	d	r

[ASK IF A12h=1]

E11e. Do you assess children's abilities in their home language?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

F. HOME VISITS

I'd like to ask about visits made to the homes of center-based Head Start children by center staff.

F1a. In your center, do any of the teachers also serve as a family service worker?

- YES..... 1
 NO 0
 DON'T KNOW d
 REFUSED r

F2. What are the minimum number of home visits to the family of each center-based child during the Head Start year by . . .

CIRCLE ONE PER ROW		
MINIMUM NUMBER OF HOME VISITS	DON'T KNOW	REFUSED
a. Teachers or assistant teachers?..... _ _	d	r
b. FSAs or FSWs (Family Service Assistants or Workers) or FAs (Family Advocates)? _ _	d	r

F3. Does your center include a home-based option?

- YES..... 1
 NO 0
 DON'T KNOW d
 REFUSED r

}

→ **GO TO BOX F**

F4. How many times a year is each family visited by . . .

CIRCLE ONE PER ROW			
	TIMES	DON'T KNOW	REFUSED
a. Home visitors (teachers)?.....	_ _	d	r
b. FSAs or FSWs (Family Service Assistants or Workers) or FAs (Family Advocates)?.....	_ _	d	r

F4c. What is the average caseload for a family service worker in your center? Would you say it is . . .

- 10-35,..... 1
- 36-45,..... 2
- 46-55,..... 3
- 56-65,..... 4
- 66-76,..... 5
- 76-100,..... 6
- 101-125, or..... 7
- higher than 125? 8
- DON'T KNOW d
- REFUSED r

BOX F

**CHECK RESPONSES TO F1 AND F3
BOTH ARE “NO” (NO HOME VISITS OR HOME BASED OPTION), GO TO G0
EITHER ARE “YES” (EITHER HOME VISITS, HOME BASED OR BOTH), CONTINUE**

F5. During your center staff’s home visits, which three of these activities do teachers spend the most time doing? **RECORD IN COLUMN F5.**



CIRCLE NUMBERS FOR THREE ACTIVITIES MENTIONED. DO NOT RECORD MORE THAN 3 IN EACH COLUMN.

F6. Which of the three activities do family service workers spend the most time doing on a day-to-day basis? **RECORD IN COLUMN F6.**

	CIRCLE THREE FOR EACH	
	F5. TEACHERS/ ASSISTANT TEACHERS	F6. FSWs, FSAs, OR FAs
A. PROVIDING EDUCATIONAL EXPERIENCES TO THE HEAD START CHILD	1	1
B. INFORMING PARENTS ABOUT THE PROGRESS OF THEIR CHILD .	2	2
C. TEACHING PARENTS ABOUT (PARENTING/EDUCATION/CHILD DEVELOPMENT) ISSUES INCLUDING ACTIVITIES TO DO WITH THEIR CHILDREN.....	3	3
D. CONDUCTING FAMILY ASSESSMENTS	4	4
E. PROVIDING GUIDANCE TO FAMILIES TO HELP THEM MEET THEIR GOALS.....	5	5
F. PROVIDING REFERRAL TO COMMUNITY SERVICES.....	6	6
G. PROVIDING INFORMAL COUNSELING OR ADDRESSING PERSONAL ISSUES (E.G., MARITAL STRESS/FAMILY RELATIONS)	7	7
H. PROVIDING INFORMATION OR REFERRAL TO PARENTS ABOUT EDUCATIONAL SERVICES	8	8
I. PROVIDING ASSISTANCE WITH BASIC NEEDS (E.G., FOOD/HOUSING/CLOTHING/MEDICAL CARE)	9	9
J. OBTAINING INFORMATION FROM PARENTS ABOUT THEIR EXPERIENCES WITH HEAD START INCLUDING SUGGESTIONS FOR IMPROVEMENT	10	10
K. OTHER (SPECIFY)	11	11

G. KINDERGARTEN TRANSITION

My next questions are about transition to kindergarten.

G0. At your Head Start center, do you have a formal process in place for planning for children's transition to kindergarten?

- | | | |
|------------------|---|---------------------|
| YES..... | 1 | |
| NO | 0 | } → GO TO G1 |
| DON'T KNOW | d | |
| REFUSED | r | |

G0a. In a child's final year in your center, when do you begin planning for the transition? Would you say it is...

- | | |
|---|---|
| At the start of the year,..... | 1 |
| Halfway through the year, | 2 |
| A couple of months before the year ends, or | 3 |
| A few weeks before the year ends? | 4 |
| OTHER (SPECIFY)?..... | 5 |
| <hr/> | |
| DOESN'T DO TRANSITION PLANNING | 6 |
| DON'T KNOW | d |
| REFUSED..... | r |

G1. Does your Head Start center do any of the following? Do you . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Send letters home with children or mail letters to parents providing information on transition to kindergarten?	1	0	d	r
b. Invite parents to attend informational meetings or discussions with Head Start or school staff about kindergarten transition?	1	0	d	r
c. Provide parents with information on the schools their child may attend?	1	0	d	r
d. Schedule parent and/or child visit(s) to the school the child will attend?	1	0	d	r
e. Accompany parents and/or children to visit the school?	1	0	d	r
f. Teach parents skills to effectively advocate for their school-age children?	1	0	d	r
g. Do anything else? (SPECIFY)	1	0	d	r

G2. Does your Head Start center work in any of the following ways with the schools your children will attend? Does your center . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Conduct joint training of Head Start and school staffs?	1	0	d	r
b. Share curriculum information?	1	0	d	r
c. Share information about rules and program policies?	1	0	d	r
d. Share information on expectations of children and families?	1	0	d	r
e. Provide children's Head Start records to the school?	1	0	d	r
f. Meet with kindergarten teachers at the schools Head Start children will attend?	1	0	d	r
g. Help schools identify Head Start children who will enroll in their kindergarten program?	1	0	d	r
i. Participate in the development of IEPs for children with disabilities?	1	0	d	r
[ASK IF A12h=1]				
j. Connect children who are dual language learners with ESL services?	1	0	d	r
h. Do anything else? (SPECIFY)	1	0	d	r

H. OVERVIEW OF PROGRAM MANAGEMENT

H1. Now, please tell me the extent to which you agree with each of the following statements about your experiences with the policies and procedures in your program. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. For this question, “teachers” refers to both teachers and teacher assistants.



Your Head Start Program . . .

	CIRCLE ONE PER ROW						
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. Helps teachers feel good about their jobs?	1	2	3	4	5	d	r
b. Promotes teamwork among teachers?	1	2	3	4	5	d	r
c. Helps teachers feel that they are part of a team?	1	2	3	4	5	d	r
d. Ensures that teachers do not feel isolated?	1	2	3	4	5	d	r
e. Provides enough assistance to teachers in the classroom?	1	2	3	4	5	d	r
f. Provides orientation to new teachers?	1	2	3	4	5	d	r
g. Helps new teachers adjust to the classroom?	1	2	3	4	5	d	r
h. Knows what teachers deal with in the classroom?	1	2	3	4	5	d	r
i. Has timely delivery of materials for use in classrooms?	1	2	3	4	5	d	r
j. Provides opportunities for teachers to identify their strengths and weaknesses? ..	1	2	3	4	5	d	r
k. Provides an atmosphere that is free from destructive gossip?	1	2	3	4	5	d	r
l. Provides freedom for teachers to create their own unique classrooms?	1	2	3	4	5	d	r

H2. NO H2 IN THIS VERSION.

H3. I have a few more questions about your experiences with the policies and procedures in your program. Please tell me the extent to which you agree with each of the following statements. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.

SHOW
CARD

Your Head Start Program . . .

CIRCLE ONE PER ROW							
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. Promotes cooperation between Head Start staff and parents?	1	2	3	4	5	d	r
b. Encourages parents to supplement classroom learning at home?	1	2	3	4	5	d	r
c. Supports staff in their efforts to engage parents?	1	2	3	4	5	d	r

H4. Now, please tell me the extent to which you agree with each of the following statements about the experiences of family service workers in your center. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.

SHOW
CARD

In your Head Start Program . . .

CIRCLE ONE PER ROW							
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. FSWs work closely with teachers and other specialists	1	2	3	4	5	d	r
b. FSWs understand the Head Start goals of family literacy	1	2	3	4	5	d	r
c. FSWs feel good about their jobs.	1	2	3	4	5	d	r

I. EMPLOYMENT AND EDUCATIONAL BACKGROUND

Now, I'd like to ask you some questions about your professional background and your job with Head Start.

11. In what month and year did you start working for this Head Start program?

|_|_| MONTH |_|_|_|_| YEAR

DON'T KNOW d

REFUSED r

12. In total, how many years have you worked with any Head Start or Early Head Start Program? **ROUND RESPONSE TO NEAREST NUMBER OF YEARS. NOTE: HEAD START HAS BEEN IN EXISTENCE FOR ABOUT 45 YEARS.**

|_|_| YEARS

DON'T KNOW d

REFUSED r

13. How many hours per week are you paid to work for Head Start?

|_|_| HOURS

DON'T KNOW d

REFUSED r

14. How many hours per week do you actually work for Head Start?

|_|_| HOURS

DON'T KNOW d

REFUSED r

15. How many months per year are you paid to work for Head Start?

|_|_| MONTHS PER YEAR

DON'T KNOW d

REFUSED r

16. In your current Head Start position(s), how much do the following make it harder for you to do your job well?

(ITEM). Does this make it a great deal harder, somewhat harder, or not at all harder for you to do your job well?

	CIRCLE ONE PER ROW			
	GREAT DEAL HARDER	SOMEWHAT HARDER	NOT AT ALL	DON'T KNOW
a. Time constraints (not enough hours in the day)....	3	2	1	d
b. Too many conflicting demands.....	3	2	1	d
c. Not a high enough salary for the job demands	3	2	1	d
d. Lack of support staff.....	3	2	1	d
e. Not enough training and technical assistance for professional development.....	3	2	1	d
f. Not enough support and communication from administration.....	3	2	1	d
g. Not enough funds for supplies and activities	3	2	1	d
h. Dealing with a challenging population	3	2	1	d
i. Staff turnover.....	3	2	1	d
j. Lack of parent support.....	3	2	1	d
k. Lack of qualified teaching staff	3	2	1	d
l. Anything else? (SPECIFY)	3	2	1	d

17. Which of the following benefits are available to you through Head Start?

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Paid vacation time.....	1	0	d	r
b. Paid sick leave	1	0	d	r
c. Paid (maternity/paternity) leave.....	1	0	d	r
d. Unpaid (maternity/paternity) leave.....	1	0	d	r
e. Paid family leave	1	0	d	r
f. Fully or partially paid health insurance	1	0	d	r
g. Fully or partially paid dental insurance	1	0	d	r
h. Tuition reimbursement.....	1	0	d	r
i. Retirement plan.....	1	0	d	r

18. Please tell me the extent to which you agree with each of the following statements. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.

SHOW CARD

		CIRCLE ONE PER ROW						
		STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a.	I really enjoy my present job	1	2	3	4	5	d	r
b.	I am certain I am making a difference in the lives of children	1	2	3	4	5	d	r
c.	If I could start over, I would choose education again as my career.....	1	2	3	4	5	d	r

19. NO 19 IN THIS VERSION.

110. Do you have any children living in your household who attend Head Start now?

- YES..... 1 → **GO TO I12**
- NO 0
- DON'T KNOW d
- REFUSED r

111. Did you ever have a child in your household who attended Head Start?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

I12. What is the highest grade or year of school that you completed?

CIRCLE ONE RESPONSE

- | | | | |
|--|----|-----|------------------|
| UP TO 8TH GRADE | 1 | } → | GO TO I18 |
| 9TH TO 11TH GRADE..... | 2 | | |
| 12TH GRADE BUT NO DIPLOMA | 3 | | |
| HIGH SCHOOL DIPLOMA/EQUIVALENT..... | 4 | | |
| VOC/TECH PROGRAM AFTER HIGH SCHOOL
BUT NO VOC/TECH DIPLOMA | 5 | | |
| VOC/TECH DIPLOMA AFTER HIGH SCHOOL | 6 | | |
| SOME COLLEGE BUT NO DEGREE | 7 | → | GO TO I14 |
| ASSOCIATE'S DEGREE | 8 | | |
| BACHELOR'S DEGREE | 9 | | |
| GRADUATE OR PROFESSIONAL SCHOOL
BUT NO DEGREE | 10 | | |
| MASTER'S DEGREE (MA, MS)..... | 11 | | |
| DOCTORATE DEGREE (PH.D., ED.D.) | 12 | | |
| PROFESSIONAL DEGREE AFTER BACHELOR'S
DEGREE (MEDICINE/MD; DENTISTRY/DDS;
LAW/JD/LLB; ETC.) | 13 | | |
| DON'T KNOW..... | d | } → | GO TO I18 |
| REFUSED..... | r | | |

I13. In what field did you obtain your highest degree?

- | | |
|--|---|
| CHILD DEVELOPMENT OR
DEVELOPMENTAL PSYCHOLOGY | 1 |
| EARLY CHILDHOOD EDUCATION | 2 |
| ELEMENTARY EDUCATION | 3 |
| SPECIAL EDUCATION | 4 |
| OTHER FIELD (SPECIFY) | 5 |
| <hr/> | |
| EDUCATION, BUSINESS ADMINISTRATION /
MANAGEMENT & SUPERVISION | 6 |
| DON'T KNOW | d |
| REFUSED | r |

I14. Did your schooling include 6 or more college courses in early childhood education or child development?

YES..... 1 → **GO TO I15a**
NO 0
DON'T KNOW d
REFUSED r

I15. Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?

YES..... 1
NO 0
DON'T KNOW d
REFUSED r

I15a. Have you completed an entire course on dual language learner children?

YES 1
NO 0
DON'T KNOW d
REFUSED r

CHECK BOX: DID RESPONDENT ATTEND COLLEGE (I12 EQUALS 7, 8, 9, 10, 11, 12, 13)?

YES..... 1 → **ASK I16**
NO 0 → **GO TO I18**

I16. What is the name of the college or university (you attended/where you completed your highest degree)?

NAME OF COLLEGE/UNIVERSITY
DON'T KNOW d
REFUSED r

I17. In what city and state is the (college/university) located?

CITY: _____

STATE: _____

DON'T KNOW d

REFUSED r

I18. Do you have a Child Development Associate (CDA) credential?

YES 1

NO 0

DON'T KNOW d

REFUSED r

I19. Do you have a state-awarded preschool certificate?

YES 1

NO 0

DON'T KNOW d

REFUSED r

I20. Do you have a teaching certificate or license?

YES 1

NO 0

DON'T KNOW d

REFUSED r

I21. NO I21 THIS VERSION.

I22. Are you currently a member of a professional association for early childhood education (e.g., NAEYC, NHSA, NEA)?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

I23. What is your total annual salary (before taxes) as a center director for the current program year?

- \$ |_|_|_|_|,|_|_|_|_| PER YEAR
- DON'T KNOW d
 - REFUSED r

I24. **CODE WITHOUT ASKING:** What is your gender?

- MALE 1
- FEMALE..... 2

I25. In what year were you born?

- |_|_|_|_| YEAR
- DON'T KNOW d
 - REFUSED r

I26. Are you of Spanish, Hispanic, or Latino origin?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- GO TO I28

127. Which one of these best describes you . . .

- Mexican, Mexican American, Chicano, 1
- Puerto Rican, 2
- Cuban, or 3
- another Spanish/Hispanic/Latino group? (SPECIFY).... 4

- DON'T KNOW d
- REFUSED r

128. What is your race? You may name more than one if you like.

CIRCLE ALL THAT ARE MENTIONED

- WHITE 11
- BLACK OR AFRICAN AMERICAN 12
- AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY).. 13

- ASIAN INDIAN 14
- CHINESE 15
- FILIPINO 16
- JAPANESE 17
- KOREAN 18
- VIETNAMESE 19
- ASIAN (NOT FURTHER SPECIFIED) 20
- NATIVE HAWAIIAN 21
- GUAMANIAN OR CHAMORRO 22
- SAMOAN 23
- OTHER PACIFIC ISLANDER (SPECIFY) 24

- ANOTHER RACE (SPECIFY) 25

- DON'T KNOW d
- REFUSED r

I29. Do you speak a language other than English?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

} → **GO TO SECTION J**

I30. What languages?

CIRCLE ALL THAT APPLY

- FRENCH 11
 - SPANISH 12
 - CAMBODIAN (KHMER). 13
 - CHINESE 14
 - HAITIAN CREOLE 15
 - HMONG 16
 - JAPANESE 17
 - KOREAN 18
 - VIETNAMESE 19
 - ARABIC..... 20
 - OTHER (SPECIFY)..... 21
-
- DON'T KNOW d
 - REFUSED r

J. CONCLUDING THOUGHTS

Finally, I would like you to think about your Head Start center overall, and all of the experiences and services the center is providing to children and their families.

- J1. If you could change one thing that you think would significantly improve the services your center is providing, what would it be?

ASK RESPONDENT TO CHOOSE ONLY ONE.

- J2. Finally, what two things do you think your center does really well for children and their families?

ASK RESPONDENT TO CHOOSE ONLY TWO.

1.

2.

Thank you very much for your cooperation. You've been very helpful!

THANK YOU FOR YOUR PARTICIPATION IN FACES!

OMB No.: 0970-0151
Expiration Date: 6/30/2012

Head Start Family and Child Experiences Survey

*Education Coordinator
Interview*

Fall 2009



Interviewer ID: |_|_|_|_|_|_|_|

Interview Date: |_|_|/|_|_|/|_|_|_|_|
Month Day Year

Interview Start Time: |_|_|:|_|_| AM 1 Interview End Time: |_|_|:|_|_| AM 1
PM 2 PM 2

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0151. The time required to complete this information collection is estimated to average 30 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected.

Thank you for agreeing to talk with us. The purpose of FACES 2009 is to learn how the Head Start program helps families around the country get services for their children. Information from this study will be used to help Head Start improve its understanding of the families that are served by the program and to improve services provided to families.

I will ask questions so we can understand how Head Start interacts with families from your point of view.

Of course, your participation in this part of the interview is voluntary, and you may refuse to answer any questions. You may stop me at any time, and you may go back to earlier questions to change your answers. No one else from the Head Start program will see or hear your answers. Your responses are confidential and will not be reported except as aggregate numbers. This interview will take about 30 minutes.

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K. COORDINATOR FUNCTIONS AND RESPONSIBILITIES

I'd like to begin by asking about your specific functions and responsibilities.

K1. Which of the following functions do you perform for this Head Start program? Please look at this card and tell me which functions you perform.

CIRCLE "1" FOR ALL NAMED. CIRCLE "0" IF NOT NAMED.

PROBE: Any others?

K2. Of these you just named, I would like to know which is your primary responsibility.

CIRCLE 1 IN FIRST COLUMN FOR PRIMARY RESPONSIBILITY.

And which of the ones you named is your secondary responsibility? **CIRCLE 2 IN SECOND COLUMN FOR SECONDARY RESPONSIBILITY.**

And what about your third responsibility? **CIRCLE 3 IN THIRD COLUMN FOR THIRD RESPONSIBILITY.**



	K1.		K2.		
	YES	NO	THREE MAJOR RESPONSIBILITIES		
a. Develop curriculum, schedules, and classroom plans	1	0	1	2	3
b. Assist director in program management activities	1	0	1	2	3
c. Provide or arrange for staff training/education	1	0	1	2	3
d. Arrange for IEPs and special services for children with disabilities	1	0	1	2	3
e. Conduct child assessments	1	0	1	2	3
f. Arrange or support for administration of local child assessments	1	0	1	2	3
h. Arrange for the administration of the Mentor-Coach Initiative	1	0	1	2	3
i. Provide supervision and mentoring for classroom staff	1	0	1	2	3
j. Manage transition to school activities	1	0	1	2	3
k. Provide parent education	1	0	1	2	3
l. Provide outreach, recruitment, and enrollment services	1	0	1	2	3
m. Supervise home visitors	1	0	1	2	3
n. Arrange for services for children with other community services	1	0	1	2	3
o. Arrange activities that involve parents	1	0	1	2	3
s. Encourage parents to supplement classroom learning at home	1	0	1	2	3
p. Another responsibility (SPECIFY)	1	0	1	2	3

q. (OTHER) (SPECIFY)	1	0	1	2	3

r. (OTHER) (SPECIFY)	1	0	1	2	3

K2t. What sources of support are available to parents to address their concerns about their child’s behavior? Please tell me about who provides support or specific activities.

HELP/PROBE: Sources of support might include individuals who are available to address their concerns or specific workshops or materials that address relevant topics.

CIRCLE ALL THAT APPLY

- TEACHERS 1
- EDUCATION COORDINATOR, SPECIALIST 2
- CENTER/PROGRAM DIRECTOR 3
- MENTAL HEALTH PROFESSIONAL..... 4
- PARENT WORKSHOPS..... 5
- WRITTEN MATERIALS PRODUCED
BY THE PROGRAM 6
- WRITTEN MATERIALS PRODUCED OUTSIDE
OF THE PROGRAM 7
- PARENTS HAVE NOT EXPRESSED CONCERNS 8
- OTHER (SPECIFY)..... 9

- DON'T KNOW d
- REFUSED..... r

K3. For which of the following topics have you scheduled in-service trainings for your teachers, either for this year or last year? Please look at this card and tell me which types of in-service trainings you scheduled. **CIRCLE “1” FOR ALL NAMED. CIRCLE “0” IF NOT NAMED.**

PROBE: Any others?

K4. Of these you just named, I would like to know which is the most important in your opinion. **CIRCLE 1 IN FIRST COLUMN FOR MOST IMPORTANT.**

And which of the ones you named do you think is the next most important? **CIRCLE 2 IN SECOND COLUMN FOR SECOND MOST IMPORTANT.**

And what about the third most important? **CIRCLE 3 IN THIRD COLUMN FOR THIRD MOST IMPORTANT.**

HELP/PROBE FOR ITEMS K3o and K3p: Dual language learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. These children are also often referred to as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).



	K3.		K4.		
	YES	NO	THREE MOST IMPORTANT		
a. General child development and ECE	1	0	1	2	3
b. Curriculum materials and teaching strategies for all children	1	0	1	2	3
o. Curriculum materials and teaching strategies focused on children who are dual language learners (DLLs)	1	0	1	2	3
c. Involving parents in the classroom	1	0	1	2	3
p. Working with parents of DLLs	1	0	1	2	3
d. Classroom management strategies.....	1	0	1	2	3
e. Classroom safety, hygiene, and health	1	0	1	2	3
f. Assessment of child progress	1	0	1	2	3
g. Observation of child behavior	1	0	1	2	3
h. Effective communication with parents about their child’s progress or problems.....	1	0	1	2	3
i. Identifying and reporting child abuse or neglect.....	1	0	1	2	3
j. Supervision of classroom workers (e.g., volunteers)	1	0	1	2	3
k. Team teaching.....	1	0	1	2	3
q. Encouraging parents to supplement classroom learning at home ..	1	0	1	2	3
l. Something else (SPECIFY)..... _____	1	0	1	2	3
m. (OTHER) (SPECIFY)..... _____	1	0	1	2	3
n. (OTHER) (SPECIFY)..... _____	1	0	1	2	3

B. STAFF EDUCATION AND TRAINING

My next questions are about efforts to promote teacher education and training.

B1. Do you have any efforts in place to help teachers and assistant teachers get their CDA's?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B1a. Does your program have any efforts in place to help family service workers get their family services credentials (e.g., Family Development credential, Basic Family Services credential, Social Services Competency-Based Training credential, etc.)? For this question, "family service workers" refers to those staff who provide parent education, family assessment, resource and referral, community partnership coordination, policy council coordination, outreach and enrollment, or family support services.

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B2. Do you have any efforts in place to help program staff get their Associate's (A.A.) or Bachelor's (B.A.) degrees?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- **GO TO B4**

B3. What are you doing to help program staff get their A.A. or B.A. degrees? Are you . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Providing tuition assistance?.....	1	0	d	r
b. Giving staff release time?.....	1	0	d	r
c. Providing assistance for course books?	1	0	d	r
d. Providing A.A. or B.A. courses onsite?.....	1	0	d	r
e. Anything else? (SPECIFY)..... _____	1	0	d	r

B3f. Who is eligible for assistance to get their A.A. or B.A. degrees?

CIRCLE ALL MENTIONED

- TEACHERS 1
- ASSISTANT TEACHERS..... 2
- FAMILY SERVICE WORKERS 3
- HEALTH STAFF 4
- OTHER (SPECIFY)..... 5
- _____
- DON'T KNOW..... d
- REFUSED..... r

B4. How often do your (READ TYPE OF STAFF) participate in training and technical assistance activities? Is it every week, 2 or 3 times a month, monthly, once every few months, or once a year or less?

HELP/PROBE: Your health staff might include, but not be limited to, nurses, health aides or assistants, disabilities staff, mental health staff, or any other member of your staff that participates in meeting the health needs of participants in your program.



	CIRCLE ONE PER ROW						
	EVERY WEEK	2 OR 3 TIMES PER MONTH	MONTHLY	ONCE EVERY FEW MONTHS	ONCE A YEAR OR LESS	DON'T KNOW	REFUSED
a. Teachers and assistant teachers.....	1	2	3	4	5	d	r
b. Family service workers...	1	2	3	4	5	d	r
c. Health staff.....	1	2	3	4	5	d	r

[ASK IF B4a≠d, r]

B4d. Last year, how many trainings or workshops were offered to teachers or assistant teachers that were . . .

	CIRCLE ONE PER ROW		
	NUMBER	DON'T KNOW	REFUSED
1. Less than one day?.....	_ _	d	r
2. One day?	_ _	d	r
3. More than one day?	_ _	d	r

B5. Who conducts the training?

CIRCLE ALL MENTIONED

- CENTER OR GRANTEE STAFF..... 1
 - OTHER COMMUNITY RESOURCES2
 - LOCAL CONSULTANTS 3
 - STATE T/TA PROVIDER 4
 - NATIONAL HEAD START ASSOCIATION..... 5
 - STATE OR NATIONAL CONFERENCES
SUCH AS NAEYC 6
 - PRIVATE COMPANIES OR ORGANIZATIONS
SUCH AS HIGH SCOPE, TEACHING
STRATEGIES 7
 - OTHER (SPECIFY)..... 8
-
- DO NOT HAVE TRAININGS 0
 - DON'T KNOW d
 - REFUSED r

B5a. Does your program use any of the following to help teachers with children's behavior?

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
1. A social skills curriculum?	1	0	d	r
2. Consultation for teachers from a mental health professional?	1	0	d	r
3. Training materials from the Center for the Social and Emotional Foundations for Early Learning (CSEFEL)? .	1	0	d	r
4. Meetings with supervisor or mentor for direction and guidance?	1	0	d	r

B5b. What is the average total hours per month that a mental health professional(s) spends on-site in consultation with the Head Start staff?

____|____| HOURS

- DON'T KNOW d
- REFUSED r

B6. Has your program consulted with state T/TA specialists, TA content specialists, or other TA providers?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B7.-
B8. NO B7 AND B8 IN THIS VERSION.

B9. Has your program participated in training or TA sessions provided by the TA provider?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → **GO TO B12**

B10. Did other programs besides your own program participate in any of these trainings or TA sessions

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B11. Overall, how helpful is the training and technical assistance your staff receive? Would you say . . .

- Very helpful, 1
- Fairly helpful, 2
- Could be more helpful, or 3
- Could be much more helpful? 4
- DON'T KNOW d
- REFUSED r

B12. Would you like to have more training and technical assistance?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B12a. Either this year or last year, has your program as a whole or members of your staff participated in training and technical assistance activities that address teaching strategies focused on children who are dual language learners (DLLs)?

HELP/PROBE: Dual language learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. These children are also often referred to as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B12b. Either this year or last year, has your program as a whole or members of your staff participated in training and technical assistance activities that address working with parents of dual language learners?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

B13. Do you have mentor teachers or coaches to work with teachers in classrooms?

- YES..... 1
 NO 0
 DON'T KNOW d
 REFUSED r
- } → GO TO E1

B14. Are your mentor teachers and coaches . . .

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. more experienced teachers in your program?	1	0	d	r
b. education coordinators?	1	0	d	r
c. consultants hired by your program?	1	0	d	r

B15. How often do they come to the classroom? Would you say . . .

- Once a week, 1
 Once every two weeks, 2
 Once a month, or..... 3
 Less than once a month? 4
 DON'T KNOW d
 REFUSED r

E. CURRICULUM, CLASSROOM ACTIVITIES, AND ASSESSMENT

Now I'd like to ask a few questions about the curriculum used in your program.

E1. Is a specific curriculum or combination of curricula used in your program?

- YES, SPECIFIC CURRICULUM 1
 - YES, COMBINATION 2
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO E4

E2. What (curriculum does/curricula do) you use?

PROBE: Any others?

CODE ALL CURRICULA NAMED. IF MORE THAN ONE CURRICULA IS NAMED, ASK E3, ELSE GO TO E4.

E3. What is your main curriculum?

	E2. CIRCLE ALL THAT APPLY	E3. CIRCLE ONLY ONE		
	CURRICULA	MAIN CURRICULA	DON'T KNOW	REFUSED
CREATIVE CURRICULUM	11	11	d	r
HIGH/SCOPE	12	12	d	r
HIGH REACH	13	13	d	r
LET'S BEGIN WITH THE LETTER PEOPLE .	14	14	d	r
MONTESSORI.....	15	15	d	r
BANK STREET	16	16	d	r
CREATING CHILD CENTERED CLASSROOMS – STEP BY STEP.....	17	17	d	r
SCHOLASTIC CURRICULUM	18	18	d	r
LOCALLY DESIGNED CURRICULUM	19	19	d	r
CURIOSITY CORNER.....	20	20	d	r
OTHER (SPECIFY).....	21	21	d	r

E4. Who makes *most* of the decisions about the day-to-day plans for children, such as the calendar or sequence of activities? Is it . . .

- Head Start program administrators,..... 1
 - individual center directors and staff, 2
 - managers, specialists and coordinators,..... 3
 - individual teachers,..... 4
 - parents, or 5
 - someone else? (SPECIFY) 6
-
- DON'T KNOW d
- REFUSED r

E5.-

E6. NO E5 AND E6 IN THIS VERSION.

E7. Do you encourage teachers in your program to do more of any of the following kinds of activities? I will first ask you about language and literacy activities and then about math activities and activities related to children’s social-emotional development.

How about [READ ITEM]



Would you say teachers are very much encouraged, somewhat encouraged, not very much encouraged, or not at all encouraged to do this?

	CIRCLE ONE PER ROW					
	VERY MUCH ENCOURAGED	SOMEWHAT ENCOURAGED	NOT VERY MUCH ENCOURAGED	NOT AT ALL ENCOURAGED	DON'T KNOW	REFUSED
a. reading stories to the children?	1	2	3	4	d	r
b. retelling stories?	1	2	3	4	d	r
c. discussing new words? ...	1	2	3	4	d	r
d. learning about rhyming words and word families?	1	2	3	4	d	r
e. learning about common prepositions, such as over and under, up and down?	1	2	3	4	d	r
f. learning about conventions of print (left to right orientation, book holding)?	1	2	3	4	d	r
g. learning the names of letters?	1	2	3	4	d	r

CIRCLE ONE PER ROW						
	VERY MUCH ENCOURAGED	SOMEWHAT ENCOURAGED	NOT VERY MUCH ENCOURAGED	NOT AT ALL ENCOURAGED	DON'T KNOW	REFUSED
h. writing letters of the alphabet?.....	1	2	3	4	d	r
i. writing own name?	1	2	3	4	d	r
j. working on phonics?.....	1	2	3	4	d	r
k. counting out loud?	1	2	3	4	d	r
l. working with geometric manipulatives (for example, parquetry blocks, or shape puzzles)?	1	2	3	4	d	r
m. working with counting manipulatives (things for children to count) to learn basic operations for example, adding and subtracting)?	1	2	3	4	d	r
n. playing math-related games?.....	1	2	3	4	d	r
o. using music to understand math concepts?	1	2	3	4	d	r
p. working with rulers, measuring cups, spoons, or other measuring instruments?	1	2	3	4	d	r
q. engaging in calendar-related activities?.....	1	2	3	4	d	r
r. engaging in activities related to telling time?	1	2	3	4	d	r
s. engaging in activities that involve shapes and patterns?.....	1	2	3	4	d	r
t. engaging in activities that involve taking turns?.....	1	2	3	4	d	r
u. talking about their own and other children's feelings?	1	2	3	4	d	r
v. engaging in activities that involve sharing?.....	1	2	3	4	d	r

E7w. Do you have any efforts to improve children’s participation in structured (adult-facilitated or led) and unstructured physical activity?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO E7y

E7x. As part of this effort, do you encourage teachers in your program to use a specific set of guidelines or a specific program?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO E7y

E7x1. What guidelines and/or programs are being used?

CIRCLE ALL MENTIONED

- I AM MOVING, I AM LEARNING..... 1
 - HEALTHY CHILDREN, HEALTHY FAMILIES,
HEALTHY COMMUNITIES 2
 - NikeGO HEAD START..... 3
 - WE CAN! (WAYS TO ENHANCE CHILDREN’S,
ACTIVITY & NUTRITION)..... 4
 - PHYSICAL ACTIVITY AND NUTRITION FOR
ALASKA’S HEAD START KIDS 5
 - HEALTHY KIDS, HEALTHY FUTURES 6
 - HEAD START BODY START..... 7
 - LITTLE VOICES FOR HEALTHY CHOICES..... 8
 - OTHER (SPECIFY)..... 9
-
- DON'T KNOW d
 - REFUSED..... r

E7y. Do you have any efforts to improve children’s knowledge and understanding of healthy nutritional choices?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO E9a

E7z. As part of this effort, do you encourage teachers in your program to use a specific set of guidelines or a specific program?

- YES..... 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO E9a

E7z1. What guidelines and/or programs are being used?

CIRCLE ALL MENTIONED

- I AM MOVING, I AM LEARNING..... 1
 - HEALTHY CHILDREN, HEALTHY FAMILIES,
HEALTHY COMMUNITIES 2
 - NikeGO HEAD START..... 3
 - WE CAN! WAYS TO ENHANCE CHILDREN'S,
ACTIVITY & NUTRITION 4
 - PHYSICAL ACTIVITY AND NUTRITION FOR
ALASKA'S HEAD START KIDS 5
 - HEALTHY KIDS, HEALTHY FUTURES 6
 - HEAD START BODY START..... 7
 - LITTLE VOICES FOR HEALTHY CHOICES 8
 - OTHER (SPECIFY)..... 9
-
- DON'T KNOW..... d
 - REFUSED..... r

E9a. What child assessment tools do you use?

IF DIFFICULTY NAMING: Would you like to see a list of some commonly used assessment tools? You may be using one of those or something else.

PROBE: Any others?



CODE ALL ASSESSMENTS NAMED IN COLUMN E9a. IF MORE THAN ONE ASSESSMENT IS NAMED, ASK E9, ELSE GO TO E10.

E9. What is your main child assessment tool?

	E9a. CIRCLE ALL THAT APPLY	E9. CIRCLE ONLY ONE		
	CHILD ASSESSMENTS	MAIN ASSESSMENT	DON'T KNOW	REFUSED
THE CREATIVE CURRICULUM DEVELOPMENTAL CONTINUUM ASSESSMENT TOOLKIT FOR AGES 3-5	1	1	d	r
HIGH/SCOPE CHILD OBSERVATION RECORD (COR).....	2	2	d	r
GALILEO	3	3	d	r
AGES AND STAGES QUESTIONNAIRES: A PARENT-COMPLETED, CHILD- MONITORING SYSTEM	4	4	d	r
DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP).....	5	5	d	r
WORK SAMPLING SYSTEM FOR HEAD START	6	6	d	r
LEARNING ACCOMPLISHMENT PROFILE SCREENING (LAP INCLUDING E-LAP, LAP-R AND LAP-D)	7	7	d	r
HAWAII EARLY LEARNING PROFILE (HELP).....	8	8	d	r
BRIGANCE PRESCHOOL SCREEN FOR THREE AND FOUR YEAR OLD CHILDREN	9	9	d	r
ASSESSMENT DESIGNED FOR THIS PROGRAM	10	10	d	r
OTHER (SPECIFY).....	12	12	d	r
<u>DO NOT USE A CHILD ASSESSMENT TOOL [GO TO E11d]</u>	13	13	d	r

E10. What methods do you use for these assessments? Would you say . . .

Ratings based on observation or work sampling, 1

Testing with standardized tests or assessment
or screening instruments, 2

Both observation-based ratings and
direct assessments, or 3

Something else? (SPECIFY) 4

DO NOT ASSESS 0

DON'T KNOW d

REFUSED r

→ GO TO E11d

E11. How often is each child's development and assessment results (READ ITEM) . . .

Is it once at the beginning of the program year, once at the end of the program year,
both at the beginning and at the end of the program year, or more often?

CIRCLE ONE PER ROW						
	ONCE AT BEGINNING OF YEAR	ONCE AT END OF YEAR	BEGINNING AND END OF YEAR	MORE OFTEN	DON'T KNOW	REFUSED
a. Reported to parents?	1	2	3	4	d	r
b. Reported to program administrators?	1	2	3	4	d	r
c. Recorded in child's record?.....	1	2	3	4	d	r

E11d. Now I would like to ask you about strategies you might use to assess the English language abilities of children who are dual language learners. How often do you use any of the following strategies to assess their language skills?

SHOW
CARD

	CIRCLE ONE PER ROW						
	NEVER	ONCE AT BEGINNING OF YEAR	ONCE AT END OF YEAR	BEGINNING AND END OF YEAR	MORE OFTEN	DON'T KNOW	REFUSED
1. Teacher ratings based on observation.....	1	2	3	4	5	d	r
2. Testing with standardized tests or assessments	1	2	3	4	5	d	r
3. Parent reports	1	2	3	4	5	d	r
4. Something else? (SPECIFY)	1	2	3	4	5	d	r

E11e. Do you assess children's abilities in their home language?

YES..... 1
 NO 0
 DON'T KNOW d
 REFUSED r

H. OVERVIEW OF PROGRAM MANAGEMENT

H1. Now, please tell me the extent to which you agree with each of the following statements about your experiences with the policies and procedures in your program. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. For this question, “teachers” refers to both teachers and teacher assistants.

Your Head Start Program . . .



	CIRCLE ONE PER ROW						
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. Helps teachers feel good about their jobs?	1	2	3	4	5	d	r
b. Promotes teamwork among teachers?	1	2	3	4	5	d	r
c. Helps teachers feel that they are part of a team?	1	2	3	4	5	d	r
d. Ensures that teachers do not feel isolated?	1	2	3	4	5	d	r
e. Provides enough assistance to teachers in the classroom? .	1	2	3	4	5	d	r
f. Provides orientation to new teachers?	1	2	3	4	5	d	r
g. Helps new teachers adjust to the classroom?	1	2	3	4	5	d	r
h. Knows what teachers deal with in the classroom?	1	2	3	4	5	d	r
i. Has timely delivery of materials for use in classrooms?	1	2	3	4	5	d	r
j. Provides opportunities for teachers to identify their strengths and weaknesses?...	1	2	3	4	5	d	r
k. Provides an atmosphere that is free from destructive gossip?	1	2	3	4	5	d	r
l. Provides freedom for teachers to create their own unique classrooms?	1	2	3	4	5	d	r

L. OVERVIEW OF HEAD START CLASSROOMS

L1. I'm going to read some statements that some staff have made about how children in Head Start should be taught and managed. Please tell me whether each statement agrees or disagrees with your personal beliefs about good teaching practice in Head Start.

(READ ITEM.) Do you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree with that statement?



	CIRCLE ONE PER ROW						
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. Head Start classroom activities should be responsive to individual differences in development	1	2	3	4	5	d	r
b. Each curriculum area should be taught as a separate subject at separate times	1	2	3	4	5	d	r
c. Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, etc.)...	1	2	3	4	5	d	r
d. Children should be allowed to cut their own shapes, perform their own steps in an experiment, and plan their own creative drama, art, and writing activities.....	1	2	3	4	5	d	r
e. Students should work silently and alone on seatwork	1	2	3	4	5	d	r
f. Children in Head Start classrooms should learn through active explorations	1	2	3	4	5	d	r



	CIRCLE ONE PER ROW						
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
g. Head Start teachers should use treats, stickers, or stars to encourage appropriate behavior ..	1	2	3	4	5	d	r
h. Head Start teachers should use punishments or reprimands to encourage appropriate behavior ..	1	2	3	4	5	d	r
i. Children should be involved in establishing rules for the classroom	1	2	3	4	5	d	r
j. Children should be instructed in recognizing the single letters of the alphabet, isolated from words	1	2	3	4	5	d	r
k. Children should learn to color within predefined lines	1	2	3	4	5	d	r
l. Children in Head Start classrooms should learn to form letters correctly on a printed page.....	1	2	3	4	5	d	r
m. Children should dictate stories to the teacher.....	1	2	3	4	5	d	r
n. Children should know their letter sounds before they learn to read	1	2	3	4	5	d	r
o. Children should form letters correctly before they are allowed to create a story.....	1	2	3	4	5	d	r

I. EMPLOYMENT AND EDUCATIONAL BACKGROUND

Now, I'd like to ask you some questions about your professional background and your job with Head Start.

11. In what month and year did you start working for this Head Start program?

|_|_| MONTH |_|_|_|_| YEAR

DON'T KNOW d

REFUSED r

12. In total, how many years have you worked with any Head Start or Early Head Start Program?

ROUND RESPONSE TO NEAREST NUMBER OF YEARS.

NOTE: HEAD START HAS BEEN IN EXISTENCE FOR ABOUT 45 YEARS.

|_|_| YEARS

DON'T KNOW d

REFUSED r

13. How many hours per week are you paid to work for Head Start?

|_|_| HOURS

DON'T KNOW d

REFUSED r

14. How many hours per week do you actually work for Head Start?

|_|_| HOURS

DON'T KNOW d

REFUSED r

15. How many months per year are you paid to work for Head Start?

|_|_| MONTHS PER YEAR

DON'T KNOW d

REFUSED r

16. In your current Head Start position(s), how much do the following make it harder for you to do your job well?

(READ ITEM.) Does this make it a great deal harder, somewhat harder, or not at all harder for you to do your job well?

	CIRCLE ONE PER ROW			
	GREAT DEAL HARDER	SOMEWHAT HARDER	NOT AT ALL	DON'T KNOW
a. Time constraints (not enough hours in the day)..	3	2	1	d
b. Too many conflicting demands.....	3	2	1	d
c. Not a high enough salary for the job demands ...	3	2	1	d
d. Lack of support staff.....	3	2	1	d
e. Not enough training and technical assistance for professional development.....	3	2	1	d
f. Not enough support and communication from regional office.....	3	2	1	d
g. Not enough funds for supplies and activities	3	2	1	d
h. Dealing with a challenging population	3	2	1	d
i. Staff turn over.....	3	2	1	d
j. Lack of parent support.....	3	2	1	d
k. Lack of qualified teaching staff	3	2	1	d
l. Anything else? (SPECIFY)	3	2	1	d

17. Which of the following benefits are available to you through Head Start?

	CIRCLE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. Paid vacation time.....	1	0	d	r
b. Paid sick leave.....	1	0	d	r
c. Paid (maternity/paternity) leave.....	1	0	d	r
d. Unpaid (maternity/paternity) leave	1	0	d	r
e. Paid family leave.....	1	0	d	r
f. Fully or partially paid health insurance	1	0	d	r
g. Fully or partially paid dental insurance	1	0	d	r
h. Tuition reimbursement	1	0	d	r
i. Retirement plan	1	0	d	r

18. Please tell me the extent to which you agree with each of the following statements. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.

SHOW CARD

	CIRCLE ONE PER ROW						
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. I really enjoy my present job	1	2	3	4	5	d	r
b. I am certain I am making a difference in the lives of children	1	2	3	4	5	d	r
c. If I could start over, I would choose education again as my career.....	1	2	3	4	5	d	r

19. NO 19 IN THIS VERSION.

110. Do you have any children living in your household who attend Head Start now?

YES..... 1
 NO 0
 DON'T KNOW d
 REFUSED r

I11. Did you ever have a child in your household who attended Head Start?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

I12. What is the highest grade or year of school that you completed?

CIRCLE ONE RESPONSE

- UP TO 8TH GRADE 1
 - 9TH TO 11TH GRADE..... 2
 - 12TH GRADE BUT NO DIPLOMA 3
 - HIGH SCHOOL DIPLOMA/EQUIVALENT..... 4
 - VOC/TECH PROGRAM AFTER HIGH SCHOOL
BUT NO VOC/TECH DIPLOMA 5
 - VOC/TECH DIPLOMA AFTER HIGH SCHOOL 6
 - SOME COLLEGE BUT NO DEGREE 7
 - ASSOCIATE'S DEGREE 8
 - BACHELOR'S DEGREE 9
 - GRADUATE OR PROFESSIONAL SCHOOL
BUT NO DEGREE 10
 - MASTER'S DEGREE (MA, MS)..... 11
 - DOCTORATE DEGREE (PH.D., ED.D.) 12
 - PROFESSIONAL DEGREE AFTER BACHELOR'S
DEGREE (MEDICINE/MD; DENTISTRY/DDS;
LAW/JD/LLB; ETC.) 13
 - DON'T KNOW d
 - REFUSED..... r
- **GO TO I18**
- **GO TO I14**
- **GO TO I18**

I13. In what field did you obtain your highest degree?

- CHILD DEVELOPMENT OR DEVELOPMENTAL PSYCHOLOGY 1
 - EARLY CHILDHOOD EDUCATION 2
 - ELEMENTARY EDUCATION 3
 - SPECIAL EDUCATION 4
 - OTHER FIELD (SPECIFY) 5
-
- EDUCATION, BUSINESS ADMINISTRATION/ MANAGEMENT & SUPERVISION 6
 - DON'T KNOW d
 - REFUSED r

I14. Did your schooling include 6 or more college courses in early childhood education or child development?

- YES 1 → **GO I15a**
- NO 0
- DON'T KNOW d
- REFUSED r

I15. Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

I15a. Have you completed an entire course on dual language learner children?

- YES 1
- NO 0
- DON'T KNOW d
- REFUSED r

CHECK BOX: DID RESPONDENT ATTEND COLLEGE (I12 EQUALS 7, 8, 9, 10, 11, 12, 13)?

YES..... 1 → ASK I16

NO 0 → GO TO I22

I16. What is the name of the college or university where you completed your highest degree?

NAME OF COLLEGE/UNIVERSITY

DON'T KNOW d

REFUSED r

I17. In what city and state is the (college/university) located?

CITY: _____

STATE: _____

DON'T KNOW d

REFUSED r

I18. Do you have a Child Development Associate (CDA) credential?

YES..... 1

NO 0

DON'T KNOW d

REFUSED r

I19. Do you have a state-awarded preschool certificate?

YES..... 1

NO 0

DON'T KNOW d

REFUSED r

I20. Do you have a teaching certificate or license?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

I21. Are you currently enrolled in any additional teacher-related training or education, including post-secondary school degrees, graduate degrees, etc.?

- NOT CURRENTLY ENROLLED..... 1
 - CHILD DEVELOPMENT ASSOCIATE (CDA)
DEGREE PROGRAM..... 2
 - TEACHING CERTIFICATE 3
 - SPECIAL EDUCATION TEACHING DEGREE 4
 - GRADUATE DEGREE (MASTER'S
OR PH.D. OR ED.D.) 5
 - OTHER (SPECIFY)..... 6
-
- DON'T KNOW d
 - REFUSED r

I22. Are you currently a member of a professional association for early childhood education (e.g., NAEYC, NHSA, NEA)?

- YES..... 1
- NO 0
- DON'T KNOW d
- REFUSED r

I23. What is your total annual salary (before taxes) as a coordinator for the current program year?

- \$ |_|_|_|_|, |_|_|_|_| PER YEAR
- DON'T KNOW d
 - REFUSED r

I24. **CODE WITHOUT ASKING:** What is your gender?

- MALE 1
- FEMALE 2

I25. In what year were you born?

|_|_|_| YEAR

- DON'T KNOW d
- REFUSED r

I26a. Are you of Spanish, Hispanic, or Latino origin?

- YES 1
- NO 0 → **GO TO I28**
- DON'T KNOW d
- REFUSED r

I27. Which one of these best describes you . . .

- Mexican, Mexican American, Chicano, 1
- Puerto Rican, 2
- Cuban, or 3
- Another Spanish/Hispanic/Latino group? (SPECIFY) 4
- _____
- DON'T KNOW d
- REFUSED r

128. What is your race? You may name more than one if you like.

CIRCLE ALL THAT ARE MENTIONED

WHITE	11
BLACK OR AFRICAN AMERICAN	12
AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY) ..	13
<hr/>	
ASIAN INDIAN	14
CHINESE	15
FILIPINO	16
JAPANESE	17
KOREAN	18
VIETNAMESE	19
ASIAN (NOT FURTHER SPECIFIED)	20
NATIVE HAWAIIAN	21
GUAMANIAN OR CHAMORRO	22
SAMOAN	23
OTHER PACIFIC ISLANDER (SPECIFY)	24
<hr/>	
ANOTHER RACE (SPECIFY)	25
<hr/>	
DON'T KNOW	d
REFUSED	r

I29. Do you speak a language other than English?

- | | | |
|------------------|---|---------------------|
| YES..... | 1 | } → GO TO J1 |
| NO | 0 | |
| DON'T KNOW | d | |
| REFUSED | r | |

I30. What languages?

CIRCLE ALL THAT APPLY

- | | |
|-------------------------|----|
| FRENCH | 11 |
| SPANISH | 12 |
| CAMBODIAN (KHMER) | 13 |
| CHINESE | 14 |
| HAITIAN CREOLE | 15 |
| HMONG | 16 |
| JAPANESE | 17 |
| KOREAN | 18 |
| VIETNAMESE | 19 |
| ARABIC..... | 20 |
| OTHER (SPECIFY)..... | 21 |
| <hr/> | |
| DON'T KNOW | d |
| REFUSED | r |

J. CONCLUDING THOUGHTS

Finally, I would like you to think about your Head Start program overall, and all of the experiences and services the program is providing to children and their families.

- J1. If you could change one thing that you think would significantly improve the services your program is providing, what would it be?

ASK RESPONDENT TO CHOOSE ONLY ONE.

- J2. Finally, what two things do you think your program does really well for children and their families?

ASK RESPONDENT TO CHOOSE ONLY TWO.

1.

2.

Thank you very much for your cooperation. You've been very helpful!

THANK YOU FOR YOUR PARTICIPATION IN FACES!

OMB #: 0970-0151
Expiration Date: 06/30/2012

MATHEMATICA
Policy Research, Inc.



**Kindergarten Followup to the
Head Start Family and Child
Experiences Survey**

Kindergarten Teacher Survey

Spring 2011 and Spring 2012

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0151. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.



Dear Teacher,

Welcome to the Kindergarten Followup to the Head Start Family and Child Experiences Survey (FACES). We are asking you to participate because one or more children in your class are part of the FACES study. Mathematica Policy Research (Mathematica) is conducting FACES under contract with the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (DHHS). The study is following a national sample of approximately 3,300 Head Start children and their families from the time they first enrolled in Head Start through the end of kindergarten.

To enhance the information we obtain by assessing the children and interviewing their parents, we would like you to complete this survey. It will take approximately 30 minutes of your time. The first part of the survey (the Kindergarten Teacher Survey) asks questions about your school, your class, and your teaching background and training. Completing this survey will take approximately 20 minutes of your time. The second part of the survey (the Teacher Child Report) asks questions about the social skills, problem behaviors, and approaches to learning that you have observed in each of the children in the study who are in your class. Completing this survey will take approximately 10 minutes of your time.

Your principal and school district have approved your participation in this study. Your participation in this survey is voluntary, and you may refuse to answer any questions. Your responses are confidential and will not be reported except as aggregate numbers.

If you have any questions, please call our toll-free number at 888-633-8349 or email us at FACES2009@mathematica-mpr.com

Please return this questionnaire to Mathematica in the enclosed envelope.

Thank you.

GENERAL INSTRUCTIONS:

- Please answer each question carefully. There are no right and wrong answers.
- Please answer the following types of questions by filling in the square or placing an X in the square of the response that most closely matches your answer.

↳ **Correct:** **or**

- If you wish **to change** an answer, fill in the square or place an X for your preferred answer, and **circle** that preferred answer.

↳ **Correct:** **or**

CHILD VERIFICATION TABLE

INSTRUCTIONS: First, we would like to verify the FACES child or children who are in your class. Our records show the following FACES children are in your class. Please mark, in **Column A** whether each child is currently in your class, was in your class but has left, was never in your class (but you know the child) or is unknown to you. If the child was never in your class or you do not know him or her, please go to the next child.

If a child is in your class, please check one box in **COLUMN B**—either AM, PM, or FULL-DAY. Please also answer the second question (B1) to tell us how long the child has been in a class you are responsible for. If a child has moved from one of your classes to another during the year, but was in your class for the entire year, please check the box for the entire year.

Name of Child	COLUMN A	COLUMN B		
	This child...	CURRENTLY IN MY CLASS		
Name of Child	This child...	AM	PM	FULL-DAY
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>	1 <input type="checkbox"/> is currently in my class → 2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page) 3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page) 4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/> ----- B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year	2 <input type="checkbox"/> ----- B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year	3 <input type="checkbox"/> ----- B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>	1 <input type="checkbox"/> is currently in my class → 2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page) 3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page) 4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/> ----- B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year	2 <input type="checkbox"/> ----- B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year	3 <input type="checkbox"/> ----- B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>	1 <input type="checkbox"/> is currently in my class → 2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page) 3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page) 4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/> ----- B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year	2 <input type="checkbox"/> ----- B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year	3 <input type="checkbox"/> ----- B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year

If a listed child IS NOT IN YOUR CLASS, please check one box in **COLUMN C** to tell us as much as you can about where the child is – in another kindergarten in your school, in kindergarten in another school, or in some other program. Then please provide us with as much information as you can about the child’s new class or school so that we can contact them.

COLUMN C

NOT CURRENTLY IN MY CLASS

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ GO TO NEXT CHILD

PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD

DATE LEFT CLASS: / /
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: _____ d Don't Know

NAME OF CHILD'S TEACHER: _____ d Don't Know

ADDRESS OF SCHOOL: _____ d Don't Know

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ GO TO NEXT CHILD

PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD

DATE LEFT CLASS: / /
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: _____ d Don't Know

NAME OF CHILD'S TEACHER: _____ d Don't Know

ADDRESS OF SCHOOL: _____ d Don't Know

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ GO TO NEXT CHILD

PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD

DATE LEFT CLASS: / /
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: _____ d Don't Know

NAME OF CHILD'S TEACHER: _____ d Don't Know

ADDRESS OF SCHOOL: _____ d Don't Know

INSTRUCTIONS: First, we would like to verify the FACES child or children who are in your class. Our records show the following FACES children are in your class. Please mark, in **Column A** whether each child is currently in your class, was in your class but has left, was never in your class (but you know the child) or is unknown to you. If the child was never in your class or you do not know him or her, please go to the next child.

If a child is in your class, please check one box in **COLUMN B**—either AM, PM, or FULL-DAY. Please also answer the second question (B1) to tell us how long the child has been in a class you are responsible for. If a child has moved from one of your classes to another during the year, but was in your class for the entire year, please check the box for the entire year.

Name of Child	COLUMN A	COLUMN B		
	This child...	CURRENTLY IN MY CLASS		
Name of Child	This child...	AM	PM	FULL-DAY
_____	1 <input type="checkbox"/> is currently in my class → 2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page) 3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page) 4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year		
Name of Child	This child...	AM	PM	FULL-DAY
_____	1 <input type="checkbox"/> is currently in my class → 2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page) 3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page) 4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year		
Name of Child	This child...	AM	PM	FULL-DAY
_____	1 <input type="checkbox"/> is currently in my class → 2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page) 3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page) 4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? MARK ONLY ONE 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year		

If a listed child IS NOT IN YOUR CLASS, please check one box in **COLUMN C** to tell us as much as you can about where the child is – in another kindergarten in your school, in kindergarten in another school, or in some other program. Then please provide us with as much information as you can about the child's new class or school so that we can contact them.

COLUMN C

NOT CURRENTLY IN MY CLASS

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ GO TO NEXT CHILD

PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD

DATE LEFT CLASS: / /
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: _____

d Don't Know

NAME OF CHILD'S TEACHER: _____

d Don't Know

ADDRESS OF SCHOOL: _____

d Don't Know

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ GO TO NEXT CHILD

PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD

DATE LEFT CLASS: / /
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: _____

d Don't Know

NAME OF CHILD'S TEACHER: _____

d Don't Know

ADDRESS OF SCHOOL: _____

d Don't Know

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ GO TO NEXT CHILD

PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD

DATE LEFT CLASS: / /
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: _____

d Don't Know

NAME OF CHILD'S TEACHER: _____

d Don't Know

ADDRESS OF SCHOOL: _____

d Don't Know

Section A. Questions About Your School

The following questions are about your school.

A1. Is this a public or private school?

- 1 Public
 2 Private → **GO TO A3**

A2. Is this public school a . . .

	MARK EACH ITEM "YES" OR "NO"	
	Yes	No
a. Regular public school (do not include a magnet school or school of choice)	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. School with a magnet program (e.g., science/math school, foreign language immersion school).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. School of choice (charter school, open enrollment, non-specialized curriculum)	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Bureau of Indian Affairs (BIA) or tribal school.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Special Education school (primarily serves children with disabilities)	1 <input type="checkbox"/>	0 <input type="checkbox"/>

GO TO A4

A3. Is this private school a . . .

	MARK EACH ITEM "YES" OR "NO"	
	Yes	No
a. Catholic school	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Private school not accredited by National Association of Independent Schools	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Private school accredited by National Association of Independent Schools	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Special Education school (primarily serves children with disabilities)	1 <input type="checkbox"/>	0 <input type="checkbox"/>

A4. What is the highest grade taught at this school?

MARK ONLY ONE

- 1 Transitional kindergarten (pre-kindergarten)
- 2 Kindergarten
- 3 Pre-first grade (after kindergarten)
- 4 1st grade
- 5 2nd grade
- 6 3rd grade
- 7 4th grade
- 8 5th grade
- 9 6th grade
- 10 7th grade
- 11 8th grade
- 12 9th grade
- 13 10th grade
- 14 11th grade
- 15 12th grade

A5. Approximately how many students are currently enrolled in this school? If you are not sure, please provide an approximate number.

|_|,|_|_|_| NUMBER

A6. Approximately how many students are currently enrolled in kindergarten in this school? Please include all children who are taught by you and other kindergarten teachers. If you are not sure, please provide an approximate number.

|_|,|_|_|_| NUMBER

A7. In some schools, special efforts are being made to make the transition into kindergarten less difficult for children. Which of the following are done in your school?

	MARK EACH ITEM "YES" OR "NO"	
	Yes	No
a. I (or someone at the school) phone or send home information about the kindergarten programs to parents.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Preschoolers spend some time in the kindergarten classroom.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. The school days are shortened at the beginning of the school year	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Parents and children visit kindergarten prior to the start of the school year	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. I (or another teacher) visit the homes of the children at the beginning of the school year.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Parents come to the school for orientation prior to the start of the school year	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Children attend a kindergarten readiness program/camp	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Other transition activities (<i>Please describe</i>)..... _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

A8. Which of the following statements describe your school's grade retention practices or policies?

	MARK ONE BOX ON EACH LINE	
	TRUE	FALSE
a. Children can be retained at any grade.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Children can be retained in kindergarten.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

Section B. Questions About Your AM or PM or FULL-DAY Class

The following section is about your class.

Please only complete the columns for classes with children in the study. For example, if you teach both an AM and PM class, but only have children from the FACES study in your AM class, you only need to answer for your AM class. Please start by putting a check in the columns you will complete.

If you teach both an AM and PM class and have children from the FACES study in both classes, you will need to answer for both classes.

B0. I have FACES children in my...	AM CLASS <input type="checkbox"/> ₁	PM CLASS <input type="checkbox"/> ₂	FULL-DAY CLASS <input type="checkbox"/> ₃
B1. Approximately how many students total are currently enrolled in this class?	<div style="text-align: center;"> _ _ _ STUDENTS</div>	<div style="text-align: center;"> _ _ _ STUDENTS</div>	<div style="text-align: center;"> _ _ _ STUDENTS</div>
B2a. How many days a <u>week</u> does this class meet?	<div style="text-align: center;"> _ DAYS EACH WEEK</div>	<div style="text-align: center;"> _ DAYS EACH WEEK</div>	<div style="text-align: center;"> _ DAYS EACH WEEK</div>
B2b. How many hours a <u>week</u> does this class meet?	<div style="text-align: center;"> _ _ _ HOURS A WEEK</div>	<div style="text-align: center;"> _ _ _ HOURS A WEEK</div>	<div style="text-align: center;"> _ _ _ HOURS A WEEK</div>
B3. How many children currently enrolled in this class are... a. American Indian or Alaskan Native b. Asian or Pacific Islander c. Black, non-Hispanic d. Hispanic e. White, non-Hispanic	<div style="text-align: center;"> _ _ _ _ _ _ _ _ _ _ </div>	<div style="text-align: center;"> _ _ _ _ _ _ _ _ _ _ </div>	<div style="text-align: center;"> _ _ _ _ _ _ _ _ _ _ </div>
B4. How many children with <i>limited English proficiency (LEP)</i> are there in this classroom? (LEP children are children whose native language is not English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.)	<div style="text-align: center;"> _ _ _ CHILDREN</div>	<div style="text-align: center;"> _ _ _ CHILDREN</div>	<div style="text-align: center;"> _ _ _ CHILDREN</div>
B5. How many children who are eligible for free or reduced-price lunch or breakfast are there in this class?	<div style="text-align: center;"> _ _ _ CHILDREN</div>	<div style="text-align: center;"> _ _ _ CHILDREN</div>	<div style="text-align: center;"> _ _ _ CHILDREN</div>

Please only complete the columns for classes with children in the study.

	AM CLASS <input type="checkbox"/> 1	PM CLASS <input type="checkbox"/> 2	FULL-DAY CLASS <input type="checkbox"/> 3
B6. How many paid assistants or co-/team teachers do you have in this class in a typical week?	<input type="text"/> PAID ASSISTANTS OR CO-/TEAM TEACHERS	<input type="text"/> PAID ASSISTANTS OR CO-/TEAM TEACHERS	<input type="text"/> PAID ASSISTANTS OR CO-/TEAM TEACHERS
B7. On average, how many hours per week is there at least one paid assistant or co-/team-teacher with you in this class?	<input type="text"/> HOURS PER WEEK	<input type="text"/> HOURS PER WEEK	<input type="text"/> HOURS PER WEEK
B8. How many adult volunteer assistants to you have in this class in a typical week?	<input type="text"/> ADULT VOLUNTEER ASSISTANTS	<input type="text"/> ADULT VOLUNTEER ASSISTANTS	<input type="text"/> ADULT VOLUNTEER ASSISTANTS
B9. On average, how many hours per week all together do adult volunteer assistants spend in this class?	<input type="text"/> HOURS PER WEEK	<input type="text"/> HOURS PER WEEK	<input type="text"/> HOURS PER WEEK
B10. What languages are used for instruction in this class by you or another teacher? PLEASE MARK ALL THAT APPLY.	1 <input type="checkbox"/> English 2 <input type="checkbox"/> Spanish 3 <input type="checkbox"/> Vietnamese 4 <input type="checkbox"/> Chinese 5 <input type="checkbox"/> Cambodian (Khmer) 6 <input type="checkbox"/> Hmong 7 <input type="checkbox"/> Japanese 8 <input type="checkbox"/> Korean 9 <input type="checkbox"/> Haitian Creole 10 <input type="checkbox"/> Arabic 11 <input type="checkbox"/> Other (Please specify) _____ _____	1 <input type="checkbox"/> English 2 <input type="checkbox"/> Spanish 3 <input type="checkbox"/> Vietnamese 4 <input type="checkbox"/> Chinese 5 <input type="checkbox"/> Cambodian (Khmer) 6 <input type="checkbox"/> Hmong 7 <input type="checkbox"/> Japanese 8 <input type="checkbox"/> Korean 9 <input type="checkbox"/> Haitian Creole 10 <input type="checkbox"/> Arabic 11 <input type="checkbox"/> Other (Please specify) _____ _____	1 <input type="checkbox"/> English 2 <input type="checkbox"/> Spanish 3 <input type="checkbox"/> Vietnamese 4 <input type="checkbox"/> Chinese 5 <input type="checkbox"/> Cambodian (Khmer) 6 <input type="checkbox"/> Hmong 7 <input type="checkbox"/> Japanese 8 <input type="checkbox"/> Korean 9 <input type="checkbox"/> Haitian Creole 10 <input type="checkbox"/> Arabic 11 <input type="checkbox"/> Other (Please specify) _____ _____
B11. At this point in the kindergarten year, how would you rate the behavior of children in this class? Would you say...	1 <input type="checkbox"/> The group misbehaves very frequently and is almost always difficult to handle, 2 <input type="checkbox"/> The group misbehaves frequently and is often difficult to handle, 3 <input type="checkbox"/> The group misbehaves occasionally, 4 <input type="checkbox"/> The group behaves well, or 5 <input type="checkbox"/> The group behaves exceptionally well?	1 <input type="checkbox"/> The group misbehaves very frequently and is almost always difficult to handle, 2 <input type="checkbox"/> The group misbehaves frequently and is often difficult to handle, 3 <input type="checkbox"/> The group misbehaves occasionally, 4 <input type="checkbox"/> The group behaves well, or 5 <input type="checkbox"/> The group behaves exceptionally well?	1 <input type="checkbox"/> The group misbehaves very frequently and is almost always difficult to handle, 2 <input type="checkbox"/> The group misbehaves frequently and is often difficult to handle, 3 <input type="checkbox"/> The group misbehaves occasionally, 4 <input type="checkbox"/> The group behaves well, or 5 <input type="checkbox"/> The group behaves exceptionally well?

Section C. Questions About Activities in Your Class or Classes

The next section is about activities in your class or classes.

If you teach more than one class, consider all classes when marking your responses.

C1. How often do children in your class(es) usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?

MARK ONE BOX ON EACH LINE					
	Never	Less Than Once a Week	1-2 Times a Week	3-4 Times a Week	Daily
a. Reading and language arts ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Mathematics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Social studies.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Science	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

C2. How much time do children in your class(es) usually work on lessons or projects in these general topic areas, whether as a whole class, in small groups, or in individualized arrangements?

If you teach more than one class, consider all classes when marking your responses.

MARK ONE BOX ON EACH LINE				
	1-30 Minutes a Day	31-60 Minutes a Day	61-90 Minutes a Day	More Than 90 Minutes a Day
a. Reading and language arts ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Mathematics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Social studies.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Science	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C3. How often do children in your class(es) do each of the following reading and language activities? Would you say never, about once a month or less, two or three times a month, once or twice a week, three or four times a week, or every day?

If you teach more than one class, consider all classes when marking your responses.

MARK ONE BOX ON EACH LINE						
	Never	Once a Month or Less	Two or Three Times a Month	Once or Twice a Week	Three or Four Times a Week	Every Day
a. Work on learning the names of the letters	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Practice writing the letters of the alphabet	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Discuss new words	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Work on phonics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Listen to you read stories where they see the print (e.g., Big Books)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Listen to you read stories but they don't see the print	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Retell stories	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Learn about conventions of print (left to right orientation, book holding)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
i. Write own name	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
j. Learn about rhyming words and word families	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
k. Learn about common prepositions, such as over an under, up and down	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

C4. How often do children in your class(es) do each of the following math activities? Would you say never, about once a month or less, two or three times a month, once or twice a week, three or four times a week, or every day?

If you teach more than one class, consider all classes when marking your responses.

MARK ONE BOX ON EACH LINE						
	Never	Once a Month or Less	Two or Three Times a Month	Once or Twice a Week	Three or Four Times a Week	Every Day
a. Count out loud	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Work with geometric manipulatives ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Work with counting manipulatives to learn basic operations.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Play math-related games.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Work with rulers, measuring cups, spoons, or other measuring instruments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Engage in calendar-related activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

C5. Does your classroom have the following interest areas or centers for activities?

If you teach more than one class, consider all classes when marking your responses.

	MARK EACH ITEM "YES" OR "NO"	
	Yes	No
a. Reading area with books	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Listening center	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Writing center or area	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Pocket chart or flannel board.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Math area with manipulatives	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Area for playing with puzzles and blocks (Legos, etc.).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Water or sand table	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Computer area.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Science or nature area with manipulatives.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Dramatic play area or corner	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. Art area	1 <input type="checkbox"/>	0 <input type="checkbox"/>

C6. How many times each week do children in your class(es) usually have physical education?

If you teach more than one class, consider all classes when marking your responses.

- 1 Never → GO TO C8
- 2 Less than once a week
- 3 1 or 2 times a week
- 4 3 or 4 times a week
- 5 Daily

C7. How much time each day do children in your class(es) usually spend when they participate in physical education?

If you teach more than one class, consider all classes when marking your responses.

- 1 1-15 minutes per day
- 2 16-30 minutes per day
- 3 31-60 minutes per day
- 4 More than 60 minutes per day

C8. In a typical day, how much time does your class(es) spend in recess?

If you teach more than one class, consider all classes when marking your responses.

- 1 Do not have recess
- 2 1-15 minutes per day
- 3 16-30 minutes per day
- 4 31-45 minutes per day
- 5 More than 45 minutes per day

Section D. Questions About Your Teaching Background and Training

The last section of the Kindergarten Teacher Survey is about your teaching background and training.

D1. What is your gender?

- 1 Male
- 2 Female

D2. In what year were you born?

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D3. Are you of Spanish, Hispanic, or Latino origin?

- 1 Yes
- 0 No → GO TO D5

D4. Which one of these best describes you?

- 1 Mexican, Mexican American, Chicano,
- 2 Puerto Rican,
- 3 Cuban, or
- 4 Another Spanish/Hispanic/Latino group?
- r Refused

D5. What is your race? YOU MAY NAME MORE THAN ONE IF YOU LIKE.

- 1 White
 - 2 Black or African American
 - 3 American Indian or Alaska Native
 - 4 Asian Indian
 - 5 Chinese
 - 6 Filipino
 - 7 Japanese
 - 8 Korean
 - 9 Vietnamese
 - 10 Asian (not further specified)
 - 11 Native Hawaiian
 - 12 Guamanian or Chamorro
 - 13 Samoan
 - 14 Other Pacific Islander (*Please specify*)
- _____

- r Refused

D6. Counting this school year, how many years have you been a school teacher, including as a part-time teacher?

YEARS

D7. Counting this school year, how many years have you taught this grade, including as a part-time teacher?

YEARS

D8. Counting this school year, how many years have you taught in your current school, including as a part-time teacher? ENTER THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5).

YEARS

D9. What is the highest level of education you have completed?

MARK ONLY ONE

- 1 High school diploma or GED
 - 2 Associate's degree
 - 3 Bachelor's degree
 - 4 At least one year of course work beyond a Bachelor's but not a graduate degree
 - 5 Master's degree
 - 6 Education specialist or professional diploma based on at least one year of course work past a Master's degree level
 - 7 Doctorate
 - 8 Other (*Please specify*)
- _____

D10. How many college courses have you completed in the following areas?

	MARK ONE NUMBER ON EACH LINE						
	0	1	2	3	4	5	6+
a. Early childhood education	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Elementary education	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Special education	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. English as a Second Language (ESL)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Child development	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Methods of teaching reading	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Methods of teaching mathematics	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Methods of teaching science	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

D11. What type of teaching certificate do you have?

MARK ONLY ONE

- 1 None
- 2 Temporary, probational, provisional, or emergency certification
- 3 Certificate for completion of an alternative certification program
- 4 Regular or standard state certificate
- 5 Advanced professional certificate

D12. In what field did you obtain your highest degree?

MARK ONLY ONE

- 1 Child development or developmental psychology
- 2 Early childhood education
- 3 Elementary education
- 4 Special education
- 5 Other field *(Please specify)*

D13. Date questionnaire completed:

/ /
 Month Day Year

Thank you for completing the Kindergarten Teacher Survey. The second part of the survey (the Teacher Child Report) asks questions about the social skills, problem behaviors, and approaches to learning that you have observed in each of the children in the study who are in your class. Please complete one Teacher Child Report for each child. If you have a survey for a child who is not in your class, please check the box on the cover of the survey for that child that tells us you will not be providing information for that child.



**Kindergarten Followup to the
Head Start Family and Child
Experiences Survey**

Teacher Child Report - Kindergarten

Spring 2011 and Spring 2012

This booklet contains questions about the child on the label. You have one pre-labeled booklet for each child who, according to our records, is in your class. Some of these children may not currently be in your class.

Please check one box for the child listed on the label and follow the instructions.

- E1. THIS CHILD IS IN MY CLASS 1 → PLEASE COMPLETE THIS BOOKLET**
THIS CHILD IS NOT IN MY CLASS 0 → NOTHING MORE IS REQUIRED IN THIS BOOKLET, GO TO BOOKLETS FOR OTHER CHILDREN

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0151. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

Section F. School Programs and Activities

F1. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level?

	MARK ONE ANSWER IN EACH ROW				
	Far Below Average	Below Average	Average	Above Average	Far Above Average
a. Language and literacy skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Science and Social Studies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Mathematical skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

F2. Does this child receive instruction in any of the following types of programs in your school?

	MARK "YES" OR "NO" ON EACH LINE	
	Yes	No
a. Individual tutoring program in reading	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Pull-out small group program in reading.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Individual tutoring program in mathematics.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Pull-out small group program in mathematics	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency)	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. In-class English as a Second Language (ESL) program.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Gifted and talented program.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Program for children with behavioral or emotional problems	1 <input type="checkbox"/>	0 <input type="checkbox"/>

	MARK ONE ANSWER IN EACH ROW				
	A lot less active than most	A little less active than most	About the same as most	A little more active than most	A lot more active than most
F3. During <u>structured</u> play time, how does this child compare with other children in the class in terms of physical activity?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
F4. During <u>unstructured</u> play time, how does this child compare with other children in the class in terms of physical activity?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

F5. Will this child be promoted to first grade? *If a promotion decision has not yet been made, please indicate your best estimate of what will happen, based on what you know at this time.*

- 1 Yes, will be promoted to regular first grade class
- 2 Will attend transitional first grade or prefirst grade class
- 3 Will repeat kindergarten
- 4 Other *(Please specify)*

Section G. Social Skills

All instruments used in FACES 2009 are available on the web site with the exception of instruments that include items that are copyrighted. The social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between Mathematica and NCS Pearson, Inc. prohibit us from distributing the actual rating scales used in FACES 2009 to the public such that those items have been deleted in this section. Permission to use or adapt the SSRS for your specific needs must be obtained from NCS Pearson, Inc.

Section H. Classroom Conduct

All instruments used in FACES 2009 are available on the web site with the exception of instruments that include items that are copyrighted. Part of the social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between Mathematica and NCS Pearson, Inc. prohibit us from distributing the actual rating scales used in FACES 2009 to the public such that those items have been deleted in this section. Permission to use or adapt the SSRS for your specific needs must be obtained from NCS Pearson, Inc.

Please describe this child according to how true each of these statements has been during the past month, from “not true” to “somewhat or sometimes true” to “very true or often true.” Answer each item. For each item, choose only one answer.

	MARK ONLY ONE FOR EACH ITEM		
	Not True	Somewhat or Sometimes True	Very True or Often true
a. Acts too young for his or her age.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Can't concentrate, can't pay attention for long	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Hits or fights with others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Keeps to herself or himself; tends to withdraw	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Lacks confidence in learning new things or trying new activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Is nervous, high-strung, or tense	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Is very restless, fidgets all the time, can't sit still	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Has temper tantrums or hot temper.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Often seems unhappy, sad, or depressed.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Worries about things for a long time.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Section L. Approaches to Learning

Please describe this child according to how he or she approaches tasks. How often in the past month, did he or she act this way? For each item, mark only one code: “never,” “sometimes,” “often,” or “very often.”

MARK ONLY ONE FOR EACH ITEM

	NEVER	SOMETIMES	OFTEN	VERY OFTEN
a. Keeps belongings organized	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Pays attention well.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Shows eagerness to learn new things.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Easily adapts to changes in routine.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Persists in completing tasks	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Works independently	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Section J. Health and Development Conditions or Concerns

J1. Has any professional such as a doctor or other health or education professional mentioned this child having a developmental problem or delay, for example, any special need or disability, such as physical, emotional, language, hearing difficulty or other special need?

- 1 Yes
 - 0 No
 - d Don't Know
- **GO TO J3**

J2. How did the doctor or other health or education professional describe this child's needs or disability?

MARK ALL THAT APPLY

- 1 Vision Impairment
- 2 Blindness
- 3 Hearing Impairment/Hard of Hearing
- 4 Deafness
- 5 Motor Impairment
- 6 Speech Impairment/Difficulty Communicating
- 7 Mental Retardation
- 8 Development Delay
- 9 Autism or Pervasive Developmental Disorder (PDD)
- 10 Behavior Problems/Hyperactivity/Attention Deficit (ADD or ADHD)
- 11 Oppositional Defiant Disorder
- 12 Other (*Please Specify*)

- d Don't Know

GO TO J5

J3. Since this child has enrolled in Kindergarten, has anyone reported concerns about his or her health or development?

Note: This item does not refer to normal health concerns (e.g., "she has a lot of colds"); it refers to the conditions listed in F4 below. The concerns may be identified by yourself, another staff member, a parent or anyone else.

- 1 Yes
 - 0 No
 - d Don't Know
- **GO TO J6 ON NEXT PAGE**

J4. To your knowledge, what areas of this child's health and development appear to be of concern?

MARK ALL THAT APPLY

- 1 Vision Impairment
- 2 Blindness
- 3 Hearing Impairment/Hard of Hearing
- 4 Deafness
- 5 Motor Impairment
- 6 Speech Impairment/Difficulty Communicating
- 7 Mental Retardation
- 8 Development Delay
- 9 Autism or Pervasive Developmental Disorder (PDD)
- 10 Behavior Problems/Hyperactivity/Attention Deficit (ADD or ADHD)
- 11 Oppositional Defiant Disorder
- 12 Other (*Please Specify*)

- d Don't Know

J5. What has been done so far to address this child's condition or the concerns about this child's health and development?

MARK ALL THAT APPLY

- 1 Discussions/plans are in progress
- 2 A specialist has been contacted
- 3 The child has been observed or evaluated
- 4 A meeting with the parents and the special needs team has been made
- 5 An individualized education plan (IEP) or an Individual Family Service Plan (IFSP) has been developed

*The definition of IFSP/IEP is as follows:
"a written plan that describes goals for this child and the services [he/she] should receive."*

- 6 Modifications or accommodations to the classroom or class activities have been made
- d Don't Know

**IF J5 = 5 (An IEP or IFSP has been developed), GO TO J5a.
OTHERWISE, GO TO J6.**

J5a. Did you participate in the child's IEP or IFSP meeting?

- 1 Yes
- 0 No
- d Don't Know

J5b. Which of the following services has the child received?

MARK ALL THAT APPLY

- 1 Speech or language therapy
- 2 Social work services
- 3 Psychological services
- 4 Special education teacher services
- 5 Other services
- d Don't Know

**IF J5B = 1, 2, 3, 4, OR 5, GO TO J5c.
OTHERWISE, GO TO J6.**

J5c. How were these services delivered?

MARK ALL THAT APPLY

- 1 Consultation in the classroom

Note: Consultation includes recommending modifications, accommodations, or other methods to support the child's learning and development

- 2 Direct teaching or services by a specialist in the classroom
- 3 Direct teaching or services by a specialist in another classroom or setting
- d Don't Know

J6. About how often has this child missed school during the past year?

- 1 Never
- 2 1-5 days
- 3 6-10 days
- 4 11-20 days
- 5 More than 20 days

Section K. Wrap Up

K1. Why did you choose to complete the paper questionnaire rather than complete the questionnaire on the Web?

MARK ALL THAT APPLY

- 1 Did not have access to a computer
- 2 Computers were in use by others at the times I wanted to do the questionnaire
- 3 Started survey, but experienced technical problems such as...
 - 3a Screen frozen
 - 3b Took too long to load the first page
 - 3c Took too long to load subsequent pages
- 4 Tried to log into Web address, but an **error message** appeared...
 - 4a "Invalid password"
 - 4b "This page has expired"
 - 4c "This website is busy, please try again later"
- 5 Computer screen too small to read questions, such as required too much scrolling—up or down, side to side
- 6 Unable to read the questions on the screen because of the color scheme on the computer
- 7 Chose to complete the paper questionnaire because it was readily available

K2. What kind of help could we have given you to make it easier for you to complete this form on the Web?

You have completed the rating for this child. If you have another FACES child in your class, please complete the Teacher Child Report for that child. If you do not have any more FACES children in your class, please put the Teacher Interview and all the Teacher Child Reports in the self-addressed envelope and send them to Mathematica.

Thank you very much for participating in FACES!

APPENDIX D
CODEBOOK FOR CENTER

Appendix D

Codebook for Center/Program-Level PUF

Name	D1_ID	Frequency	Code and Description
Label	Fall 2009 Program ID	129	valid numeric value
Format	Num	Type	Sample Info
Valid N	129	Mean	
Minimum		Maximum	
Name	C1_ID	Frequency	Code and Description
Label	Fall 2009 Center ID	129	valid numeric value
Format	Num	Type	Sample Info
Valid N	129	Mean	
Minimum		Maximum	
Name	E1_Data	Frequency	Code and Description
Label	Fall 2009: Has Education Coordinator data	129	valid numeric value
Format	Num	Type	Sample Info
Valid N	129	Mean	
Minimum		Maximum	
Name	STRAT	Frequency	Code and Description
Label	Fall 2009 Primary Stratum	129	valid numeric value
Format	Num	Type	Sample Info
Valid N	129	Mean	
Minimum		Maximum	
Name	PSU	Frequency	Code and Description
Label	Fall 2009 Primary Sampling Unit	129	valid numeric value
Format	Num	Type	Sample Info
Valid N	129	Mean	
Minimum		Maximum	
Name	D1WT	Frequency	Code and Description
Label	FALL 2009 Program Weight	129	valid numeric value
Format	Num	Type	Weight
Valid N	129	Mean	26.85
Minimum	2.57	Maximum	105.72
Name	C1WT	Frequency	Code and Description
Label	FALL 2009 Center Weight	129	valid numeric value
Format	Num	Type	Weight
Valid N	129	Mean	116.04
Minimum	9.35	Maximum	492.24
Name	C1MNGSPT	Frequency	Code and Description
Label	C1:Program Management Support - Center Director	129	valid numeric value
Format	Num	Type	Construct
Valid N	129	Mean	4.36
Minimum	1	Maximum	5

Codebook for Center/Program-Level PUF, continued

Name	E1MNGSPT	Frequency	Code and Description
Label	E1:Program Management Support - Education Coordinator	127	valid numeric value
Format	Num	Type	Construct
Valid N	127	Mean	4.48
Minimum	1	Maximum	5
Name	D1_Date	Frequency	Code and Description
Label	D1: Date of Interview	58	September 2009
Format	Num	Type	Source
Valid N	122	Mean	3
Minimum		Maximum	7
Name	D1A12h	Frequency	Code and Description
Label	D1: Languages spoken other than English?	2	0=No
Format	Num	Type	Source
Valid N	129	Mean	127
Minimum		Maximum	1=Yes
Name	D1A12i11	Frequency	Code and Description
Label	D1: Other language: French	111	0=No
Format	Num	Type	Source
Valid N	127	Mean	16
Minimum		Maximum	11=French
Name	D1A12i12	Frequency	Code and Description
Label	D1: Other language: Spanish	3	0=No
Format	Num	Type	Source
Valid N	127	Mean	124
Minimum		Maximum	12=Spanish
Name	D1A12i13	Frequency	Code and Description
Label	D1: Other language: Cambodian (Khmer)	117	0=No
Format	Num	Type	Source
Valid N	127	Mean	10
Minimum		Maximum	13=Cambodian (Khmer)
Name	D1A12i14	Frequency	Code and Description
Label	D1: Other language: Chinese	92	0=No
Format	Num	Type	Source
Valid N	127	Mean	35
Minimum		Maximum	14=Chinese
Name	D1A12i15	Frequency	Code and Description
Label	D1: Other language: Haitian Creole	113	0=No
Format	Num	Type	Source
Valid N	127	Mean	14
Minimum		Maximum	15=Haitian Creole

Codebook for Center/Program-Level PUF, continued

Name	D1A12i16	Frequency	Code and Description
Label	D1: Other language: Hmong	112	0=No
Format	Num	Type	Source
Valid N	127	Mean	15 16=Hmong
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1A12i17	Frequency	Code and Description
Label	D1: Other language: Japanese	118	0=No
Format	Num	Type	Source
Valid N	127	Mean	9 17=Japanese
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1A12i18	Frequency	Code and Description
Label	D1: Other language: Korean	115	0=No
Format	Num	Type	Source
Valid N	127	Mean	12 18=Korean
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1A12i19	Frequency	Code and Description
Label	D1: Other language: Vietnamese	96	0=No
Format	Num	Type	Source
Valid N	127	Mean	31 19=Vietnamese
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1A12i20	Frequency	Code and Description
Label	D1: Other language: Arabic	106	0=No
Format	Num	Type	Source
Valid N	127	Mean	21 20=Arabic
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1A12i21	Frequency	Code and Description
Label	D1: Other language: Other (Specify)	79	0=No
Format	Num	Type	Source
Valid N	127	Mean	48 21=Other
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1A12j	Frequency	Code and Description
Label	D1: Bilingual teachers/assistant teachers?	2	0=No
Format	Num	Type	Source
Valid N	127	Mean	125 1=Yes
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1A12k11	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken by tchrs: French	113	0=No
Format	Num	Type	Source
Valid N	125	Mean	12 11=French
Minimum		Maximum	4 -1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	D1A12k12	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken by tchrs: Spanish	125	12=Spanish
Format	Num	Type	Source
Valid N	125	Mean	4 -1/.N=Not Applicable
Minimum		Maximum	
Name	D1A12k13	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken tchrs: Cambodian(Khmer)	121	0=No
Format	Num	Type	Source
Valid N	125	Mean	4 13=Cambodian (Khmer)
Minimum		Maximum	4 -1/.N=Not Applicable
Name	D1A12k14	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken by tchrs: Chinese	107	0=No
Format	Num	Type	Source
Valid N	125	Mean	18 14=Chinese
Minimum		Maximum	4 -1/.N=Not Applicable
Name	D1A12k15	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken tchrs: Haitian Creole	116	0=No
Format	Num	Type	Source
Valid N	125	Mean	9 15=Haitian Creole
Minimum		Maximum	4 -1/.N=Not Applicable
Name	D1A12k16	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken by tchrs: Hmong	112	0=No
Format	Num	Type	Source
Valid N	125	Mean	13 16=Hmong
Minimum		Maximum	4 -1/.N=Not Applicable
Name	D1A12k17	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken by tchrs: Japanese	120	0=No
Format	Num	Type	Source
Valid N	125	Mean	5 17=Japanese
Minimum		Maximum	4 -1/.N=Not Applicable
Name	D1A12k18	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken by tchrs: Korean	123	0=No
Format	Num	Type	Source
Valid N	125	Mean	2 18=Korean
Minimum		Maximum	4 -1/.N=Not Applicable
Name	D1A12k19	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken by tchrs: Vietnamese	117	0=No
Format	Num	Type	Source
Valid N	125	Mean	8 19=Vietnamese
Minimum		Maximum	4 -1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	D1A12k20	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken by tchrs: Arabic	111	0=No
Format	Num	Type	Source
Valid N	125	Mean	14 20=Arabic
Minimum		Maximum	4 -1/.N=Not Applicable

Name	D1A12k21	Frequency	Code and Description
Label	D1: Stdnt/prnt lang spoken by tchrs: Oth (Specify)	90	0=No
Format	Num	Type	Source
Valid N	125	Mean	35 21=Other
Minimum		Maximum	4 -1/.N=Not Applicable

Name	D1A12l1	Frequency	Code and Description
Label	D1: Give language proficiency tests?	87	0=No
Format	Num	Type	Source
Valid N	123	Mean	36 1=Yes
Minimum		Maximum	4 -1/.N=Not Applic 2 -8/.D=Don't know

Name	D1A12l2	Frequency	Code and Description
Label	D1: Staff interview them in their language	55	0=No
Format	Num	Type	Source
Valid N	123	Mean	68 1=Yes
Minimum		Maximum	4 -1/.N=Not Applic 2 -8/.D=Don't know

Name	D1A12l3	Frequency	Code and Description
Label	D1: Request documentation for language courses	81	0=No
Format	Num	Type	Source
Valid N	118	Mean	37 1=Yes
Minimum		Maximum	4 -1/.N=Not Applic 7 -8/.D=Don't know

Name	D1A12l4	Frequency	Code and Description
Label	D1: Do anything else? (Specify)	86	0=No
Format	Num	Type	Source
Valid N	115	Mean	29 1=Yes
Minimum		Maximum	4 -1/.N=Not Applic 6 -8/.D=Don't know 4 -9/.M=Missing

Name	D1A12m	Frequency	Code and Description
Label	D1: Currently recruiting bilingual teachers?	31	0=No
Format	Num	Type	Source
Valid N	129	Mean	98 1=Yes
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	D1A12n	Frequency	Code and Description
Label	D1: How difficult/easy is recrtng bilingual tchrs?	6	1=Relatively easy
Format	Num	Type	Source
Valid N	98	Mean	18 2=Fairly easy
Minimum		Maximum	48 3=Fairly difficult
			26 4=Very difficult
			31 -1/.N=Not Applicable

Name	D1B01	Frequency	Code and Description
Label	D1: Helped teachers get CDA	21	0=No
Format	Num	Type	Source
Valid N	129	Mean	108 1=Yes
Minimum		Maximum	

Name	D1B01a	Frequency	Code and Description
Label	D1: Helped family service workers get credentials	35	0=No
Format	Num	Type	Source
Valid N	129	Mean	94 1=Yes
Minimum		Maximum	

Name	D1B02	Frequency	Code and Description
Label	D1: Helped teachers get degree	6	0=No
Format	Num	Type	Source
Valid N	129	Mean	123 1=Yes
Minimum		Maximum	

Name	D1B03a	Frequency	Code and Description
Label	D1: Providing tuition assistance?	4	0=No
Format	Num	Type	Source
Valid N	122	Mean	118 1=Yes
Minimum		Maximum	6 -1/.N=Not Applic
			1 -8/.D=Don't know

Name	D1B03b	Frequency	Code and Description
Label	D1: Giving teachers release time?	26	0=No
Format	Num	Type	Source
Valid N	123	Mean	97 1=Yes
Minimum		Maximum	6 -1/.N=Not Applic

Name	D1B03c	Frequency	Code and Description
Label	D1: Provide assistance for course books	7	0=No
Format	Num	Type	Source
Valid N	122	Mean	115 1=Yes
Minimum		Maximum	6 -1/.N=Not Applic
			1 -8/.D=Don't know

Name	D1B03d	Frequency	Code and Description
Label	D1: Provide onsite AA or BA courses	60	0=No
Format	Num	Type	Source
Valid N	121	Mean	61 1=Yes
Minimum		Maximum	6 -1/.N=Not Applic
			2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1B03e	Frequency	Code and Description
Label	D1: Anything else?	44	0=No
Format	Num	Type	Source
Valid N	123	Mean	79 1=Yes
Minimum		Maximum	6 -1/.N=Not Applic
Name	D1B03f1	Frequency	Code and Description
Label	D1: Eligible for assistance: Teachers	14	0=No
Format	Num	Type	Source
Valid N	123	Mean	109 1=Teachers
Minimum		Maximum	6 -1/.N=Not Applicable
Name	D1B03f2	Frequency	Code and Description
Label	D1: Eligible for assistance: Assistant teachers	23	0=No
Format	Num	Type	Source
Valid N	123	Mean	100 2=Assistant teachers
Minimum		Maximum	6 -1/.N=Not Applicable
Name	D1B03f3	Frequency	Code and Description
Label	D1: Eligible for assistance: Family svc workers	66	0=No
Format	Num	Type	Source
Valid N	123	Mean	57 3=Family service workers
Minimum		Maximum	6 -1/.N=Not Applicable
Name	D1B03f4	Frequency	Code and Description
Label	D1: Eligible for assistance: Health staff	77	0=No
Format	Num	Type	Source
Valid N	123	Mean	46 4=Health staff
Minimum		Maximum	6 -1/.N=Not Applicable
Name	D1B03f5	Frequency	Code and Description
Label	D1: Eligible for assistance: Other Specify	73	0=No
Format	Num	Type	Source
Valid N	121	Mean	48 5=Other
Minimum		Maximum	6 -1/.N=Not Applicable 2 -8/.D=Don't know
Name	D1B04a	Frequency	Code and Description
Label	D1: Teachers, asst teachers get T/TA	21	1=Weekly
Format	Num	Type	Source
Valid N	127	Mean	41 2=2 or 3 times per month
Minimum		Maximum	51 3=Monthly 14 4=Once every few months 2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1B04b	Frequency	Code and Description
Label	D1: Family service workers get T/TA	10	1=Weekly
Format	Num	Type	Source
Valid N	125	Mean	21 2=2 or 3 times per month
Minimum		Maximum	74 3=Monthly
			18 4=Once every few months
			2 5=Once a year or less
			2 -7/.R=Refused
			2 -8/.D=Don't know
Name	D1B04c	Frequency	Code and Description
Label	D1: Health staff get T/TA	11	1=Weekly
Format	Num	Type	Source
Valid N	116	Mean	16 2=2 or 3 times per month
Minimum		Maximum	54 3=Monthly
			24 4=Once every few months
			11 5=Once a year or less
			7 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
Name	D1B04d1	Frequency	Code and Description
Label	D1: Last yr how many trainings offrd tchrs(>1 day)	100	valid numeric value
Format	Num	Type	Source
Valid N	100	Mean	13.45
Minimum	0	Maximum	52
			25 -8/.D=Don't know
			4 -9/.M=Missing
Name	D1B04d2	Frequency	Code and Description
Label	D1: Last yr how many trainings offrd tchrs(1 day)	109	valid numeric value
Format	Num	Type	Source
Valid N	109	Mean	9.14
Minimum	0	Maximum	64
			20 -8/.D=Don't know
Name	D1B04d3	Frequency	Code and Description
Label	D1: Last yr how many trainings offrd tchrs(>1 day)	111	valid numeric value
Format	Num	Type	Source
Valid N	111	Mean	2.25
Minimum	0	Maximum	10
			18 -8/.D=Don't know
Name	D1B05_1	Frequency	Code and Description
Label	D1: Trainers: Center/grantee staff	22	0=No
Format	Num	Type	Source
Valid N	124	Mean	102 1=Center or grantee staff
Minimum		Maximum	5 -8/.D=Don't know
Name	D1B05_2	Frequency	Code and Description
Label	D1: Trainers: Other community resources	66	0=No
Format	Num	Type	Source
Valid N	124	Mean	58 2=Other community resources
Minimum		Maximum	5 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1B05_3	Frequency	Code and Description
Label	D1: Trainers: Local consultants	35	0=No
Format	Num	Type	Source
Valid N	124	Mean	89 3=Local consultants
Minimum		Maximum	5 -8/.D=Don't know
Name	D1B05_4	Frequency	Code and Description
Label	D1: Trainers: T/TA contractor	94	0=No
Format	Num	Type	Source
Valid N	124	Mean	30 4=Regional T/TA contractor
Minimum		Maximum	5 -8/.D=Don't know
Name	D1B05_5	Frequency	Code and Description
Label	D1: Trainers: National HS Assoc	111	0=No
Format	Num	Type	Source
Valid N	124	Mean	13 5=National Head Start Association
Minimum		Maximum	5 -8/.D=Don't know
Name	D1B05_6	Frequency	Code and Description
Label	D1: Trainers: Conferences	106	0=No
Format	Num	Type	Source
Valid N	124	Mean	18 6=State or national conferences
Minimum		Maximum	5 -8/.D=Don't know
Name	D1B05_7	Frequency	Code and Description
Label	D1: Trainers: Private companies	111	0=No
Format	Num	Type	Source
Valid N	124	Mean	13 7=Private companies or organizations
Minimum		Maximum	5 -8/.D=Don't know
Name	D1B05_8	Frequency	Code and Description
Label	D1: Other Trainers	84	0=No
Format	Num	Type	Source
Valid N	124	Mean	40 8=Other
Minimum		Maximum	5 -8/.D=Don't know
Name	D1B05_9	Frequency	Code and Description
Label	D1: No trainings	122	0=No
Format	Num	Type	Source
Valid N	122	Mean	5 -8/.D=Don't know
Minimum		Maximum	2 SYSMIS/.
Name	D1B06	Frequency	Code and Description
Label	D1: Consulted with T/TA staff	9	0=No
Format	Num	Type	Source
Valid N	127	Mean	118 1=Yes
Minimum		Maximum	2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1B09	Frequency	Code and Description
Label	D1: Participated in training/TA sessions	13	0=No
Format	Num	Type	Source
Valid N	129	Mean	116 1=Yes
Minimum		Maximum	
Name	D1B10	Frequency	Code and Description
Label	D1: Participation of other programs in training	29	0=No
Format	Num	Type	Source
Valid N	110	Mean	13 -1/.N=Not Applic
Minimum		Maximum	6 -8/.D=Don't know
Name	D1D01	Frequency	Code and Description
Label	D1: Waiting list for children	14	0=No
Format	Num	Type	Source
Valid N	127	Mean	113 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
Name	D1D02	Frequency	Code and Description
Label	D1: Number of children on waiting list	111	valid numeric value
Format	Num	Type	Source
Valid N	111	Mean	16 -1/.N=Not Applicable
Minimum	15	Maximum	483.21 2 -8/.D=Don't know
Name	D1D03	Frequency	Code and Description
Label	D1: # of children that will eventually enroll	99	valid numeric value
Format	Num	Type	Source
Valid N	99	Mean	16 -1/.N=Not Applicable
Minimum	3	Maximum	14 -8/.D=Don't know
Name	D1D04a	Frequency	Code and Description
Label	D1: First come first served	96	0=No
Format	Num	Type	Source
Valid N	113	Mean	17 1=Yes
Minimum		Maximum	16 -1/.N=Not Applic
Name	D1D04b	Frequency	Code and Description
Label	D1: Based on child assessment or family needs	113	1=Yes
Format	Num	Type	Source
Valid N	113	Mean	16 -1/.N=Not Applic
Minimum		Maximum	
Name	D1D04c	Frequency	Code and Description
Label	D1: Based on racial/ethnic/language diversity	96	0=No
Format	Num	Type	Source
Valid N	113	Mean	17 1=Yes
Minimum		Maximum	16 -1/.N=Not Applic

Codebook for Center/Program-Level PUF, continued

Name	D1D04d	Frequency	Code and Description
Label	D1: Based on something else	73	0=No
Format	Num	Type	Source
Valid N	111	Mean	38 1=Yes
Minimum		Maximum	18 -1/.N=Not Applic
Name	D1D05	Frequency	Code and Description
Label	D1: Expanded Head Start program in last 2 years	110	0=No
Format	Num	Type	Source
Valid N	129	Mean	19 1=Yes
Minimum		Maximum	
Name	D1D06	Frequency	Code and Description
Label	D1: How many children have you added?	18	valid numeric value
Format	Num	Type	Source
Valid N	18	Mean	274.44
Minimum	25	Maximum	1200
Name	D1D07	Frequency	Code and Description
Label	D1: How many classrooms have you added?	19	valid numeric value
Format	Num	Type	Source
Valid N	19	Mean	8.79
Minimum	1	Maximum	31
Name	D1D08	Frequency	Code and Description
Label	D1: How many teachers have you added?	19	valid numeric value
Format	Num	Type	Source
Valid N	19	Mean	12.63
Minimum	0	Maximum	31
Name	D1D09a	Frequency	Code and Description
Label	D1: Added extended-day child care	11	0=No
Format	Num	Type	Source
Valid N	19	Mean	8 1=Yes
Minimum		Maximum	110 -1/.N=Not Applic
Name	D1D09b	Frequency	Code and Description
Label	D1: Added home-based Head Start	17	0=No
Format	Num	Type	Source
Valid N	19	Mean	2 1=Yes
Minimum		Maximum	110 -1/.N=Not Applic
Name	D1D09c	Frequency	Code and Description
Label	D1: Added family day care based Head Start	19	0=No
Format	Num	Type	Source
Valid N	19	Mean	110 -1/.N=Not Applic
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	D1D09d			Frequency	Code and Description
Label	D1: Added Early Head Start			17	0=No
Format	Num	Type	Source	2	1=Yes
Valid N	19	Mean		110	-1/.N=Not Applic
Minimum		Maximum			
Name	D1D09e			Frequency	Code and Description
Label	D1: Other new program added			17	0=No
Format	Num	Type	Source	2	1=Yes
Valid N	19	Mean		110	-1/.N=Not Applic
Minimum		Maximum			
Name	D1D10			Frequency	Code and Description
Label	D1: Applied for ARRA funding?			13	0=No
Format	Num	Type	Source	116	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	D1E01			Frequency	Code and Description
Label	D1: Specific or combination of curricula used			54	1=Yes, specific curriculum
Format	Num	Type	Source	75	2=Yes, combination
Valid N	129	Mean			
Minimum		Maximum			
Name	D1E02_11			Frequency	Code and Description
Label	D1: Creative curriculum			45	0=No
Format	Num	Type	Source	84	11=Creative Curriculum
Valid N	129	Mean			
Minimum		Maximum			
Name	D1E02_12			Frequency	Code and Description
Label	D1: High Scope			103	0=No
Format	Num	Type	Source	26	12=High/Scope
Valid N	129	Mean			
Minimum		Maximum			
Name	D1E02_13			Frequency	Code and Description
Label	D1: High Reach			122	0=No
Format	Num	Type	Source	7	13=High Reach
Valid N	129	Mean			
Minimum		Maximum			
Name	D1E02_14			Frequency	Code and Description
Label	D1: Let's begin with the letter people			129	0=No
Format	Num	Type	Source		
Valid N	129	Mean			
Minimum		Maximum			

Codebook for Center/Program-Level PUF, continued

Name	D1E02_15	Frequency	Code and Description
Label	D1: Montessori	127	0=No
Format	Num	Type	Source
Valid N	129	Mean	2
Minimum		Maximum	15=Montessori
Name	D1E02_16	Frequency	Code and Description
Label	D1: Bank street	129	0=No
Format	Num	Type	Source
Valid N	129	Mean	
Minimum		Maximum	
Name	D1E02_17	Frequency	Code and Description
Label	D1: Child centered classrooms	129	0=No
Format	Num	Type	Source
Valid N	129	Mean	
Minimum		Maximum	
Name	D1E02_18	Frequency	Code and Description
Label	D1: Scholastic curriculum	121	0=No
Format	Num	Type	Source
Valid N	129	Mean	8
Minimum		Maximum	18=Scholastic curriculum
Name	D1E02_19	Frequency	Code and Description
Label	D1: Locally designed curriculum	113	0=No
Format	Num	Type	Source
Valid N	129	Mean	16
Minimum		Maximum	19=Locally designed curriculum
Name	D1E02_20	Frequency	Code and Description
Label	D1: Curiosity corner	129	0=No
Format	Num	Type	Source
Valid N	129	Mean	
Minimum		Maximum	
Name	D1E02_21	Frequency	Code and Description
Label	D1: Other (specify)	42	0=No
Format	Num	Type	Source
Valid N	129	Mean	87
Minimum		Maximum	21=Other (from A7)

Codebook for Center/Program-Level PUF, continued

Name	D1E03			Frequency	Code and Description
Label	D1: What is your main curriculum			45	11=Creative Curriculum
Format	Num	Type	Source	19	12=High/Scope
Valid N	86	Mean		5	13=High Reach
Minimum		Maximum		8	18=Scholastic curriculum
				2	19=Locally designed curriculum
				7	21=Other (from A7)
				38	-1/.N=Not Applicable
				5	-9/.M=Missing
Name	D1E09			Frequency	Code and Description
Label	D1: What is main assessment tool			42	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
Format	Num	Type	Source	10	2=High/Scope Child Observation Record (COR)
Valid N	129	Mean		10	3=Galileo
Minimum		Maximum		4	4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
				8	5=Desired Results Developmental Profile (DRDP)
				4	6=Work Sampling System for Head Start
				9	7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
				2	9=Brigance Preschool Screen for three and four year old children
				11	10=Assessment designed for this program
				29	12=Other
Name	D1E10			Frequency	Code and Description
Label	D1: What methods do you use for these assessments?			45	1=Ratings based on classroom observation or work sampling
Format	Num	Type	Source	5	2=Testing with standardized tests or assessment instruments
Valid N	127	Mean		63	3=Both observation-based ratings and direct assessment
Minimum		Maximum		14	4=Other
				2	-8/.D=Don't know
Name	D1M01a			Frequency	Code and Description
Label	D1: Services to families: Child care			41	0=No
Format	Num	Type	Source	88	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	D1M02a1			Frequency	Code and Description
Label	D1: Child care: Provided directly by HS staff			19	0=No
Format	Num	Type	Source	69	1=Provided directly by Head Start staff
Valid N	88	Mean		41	-1/.N=Not Applicable
Minimum		Maximum			

Codebook for Center/Program-Level PUF, continued

Name	D1M02a2	Frequency	Code and Description
Label	D1: Child care: Provided by comm partner on-site	66	0=No
Format	Num	Type	Source
Valid N	88	Mean	22 2=Provided by a community partner on-site
Minimum		Maximum	41 -1/.N=Not Applicable

Name	D1M02a3	Frequency	Code and Description
Label	D1: Child care: Provided by comm partner off-site	57	0=No
Format	Num	Type	Source
Valid N	88	Mean	31 3=Provided by a community partner off-site
Minimum		Maximum	41 -1/.N=Not Applicable

Name	D1M01b	Frequency	Code and Description
Label	D1: Medical care	21	0=No
Format	Num	Type	Source
Valid N	129	Mean	108 1=Yes
Minimum		Maximum	

Name	D1M02b1	Frequency	Code and Description
Label	D1: Medical care: Provided directly by HS staff	78	0=No
Format	Num	Type	Source
Valid N	108	Mean	30 1=Provided directly by Head Start staff
Minimum		Maximum	21 -1/.N=Not Applicable

Name	D1M02b2	Frequency	Code and Description
Label	D1: Medical care: Provided by comm partner on-site	66	0=No
Format	Num	Type	Source
Valid N	108	Mean	42 2=Provided by a community partner on-site
Minimum		Maximum	21 -1/.N=Not Applicable

Name	D1M02b3	Frequency	Code and Description
Label	D1: Medical care: Provided by comm partner off-site	21	0=No
Format	Num	Type	Source
Valid N	108	Mean	87 3=Provided by a community partner off-site
Minimum		Maximum	21 -1/.N=Not Applicable

Name	D1M01c	Frequency	Code and Description
Label	D1: Mental health care	129	1=Yes
Format	Num	Type	Source
Valid N	129	Mean	
Minimum		Maximum	

Name	D1M02c1	Frequency	Code and Description
Label	D1: Mental hlth care: Prvd directly by HS staff	73	0=No
Format	Num	Type	Source
Valid N	129	Mean	56 1=Provided directly by Head Start staff
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	D1M02c2	Frequency	Code and Description
Label	D1: Mental hlth care: Prvd by comm partner on-site	53	0=No
Format	Num	Type	Source
Valid N	129	Mean	76
Minimum		Maximum	2=Provided by a community partner on-site
Name	D1M02c3	Frequency	Code and Description
Label	D1: Mental hlth care: Prvd by comm partner off-site	56	0=No
Format	Num	Type	Source
Valid N	129	Mean	73
Minimum		Maximum	3=Provided by a community partner off-site
Name	D1M01d	Frequency	Code and Description
Label	D1: Dental care	8	0=No
Format	Num	Type	Source
Valid N	129	Mean	121
Minimum		Maximum	1=Yes
Name	D1M02d1	Frequency	Code and Description
Label	D1: Dental care: Prvd directly by HS staff	110	0=No
Format	Num	Type	Source
Valid N	121	Mean	11
Minimum		Maximum	8 -1/.N=Not Applicable
Name	D1M02d2	Frequency	Code and Description
Label	D1: Dental care: Prvd by comm partner on-site	74	0=No
Format	Num	Type	Source
Valid N	121	Mean	47
Minimum		Maximum	2=Provided by a community partner on-site
Name	D1M02d3	Frequency	Code and Description
Label	D1: Dental care: Prvd by comm partner off-site	18	0=No
Format	Num	Type	Source
Valid N	121	Mean	103
Minimum		Maximum	3=Provided by a community partner off-site
Name	D1M01e	Frequency	Code and Description
Label	D1: Transportation assistance	34	0=No
Format	Num	Type	Source
Valid N	129	Mean	95
Minimum		Maximum	1=Yes
Name	D1M02e1	Frequency	Code and Description
Label	D1: Transprtation assist: Prvd directly by HS staff	26	0=No
Format	Num	Type	Source
Valid N	95	Mean	69
Minimum		Maximum	1=Provided directly by Head Start staff
			34 -1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	D1M02e2	Frequency	Code and Description
Label	D1: Transprtion assist: Prvd by comm prtnr on-site	84	0=No
Format	Num	Type	Source
Valid N	95	Mean	11 2=Provided by a community partner on-site
Minimum		Maximum	34 -1/.N=Not Applicable
Name	D1M02e3	Frequency	Code and Description
Label	D1: Transprtion assist: Prvd by comm prtnr off-site	57	0=No
Format	Num	Type	Source
Valid N	95	Mean	38 3=Provided by a community partner off-site
Minimum		Maximum	34 -1/.N=Not Applicable
Name	D1M01f	Frequency	Code and Description
Label	D1: Disability services	2	0=No
Format	Num	Type	Source
Valid N	129	Mean	127 1=Yes
Minimum		Maximum	
Name	D1M02f1	Frequency	Code and Description
Label	D1: Disability svcs: Prvd directly by HS staff	70	0=No
Format	Num	Type	Source
Valid N	127	Mean	57 1=Provided directly by Head Start staff
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1M02f2	Frequency	Code and Description
Label	D1: Disability svcs: Prvd by comm partner on-site	51	0=No
Format	Num	Type	Source
Valid N	127	Mean	76 2=Provided by a community partner on-site
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1M02f3	Frequency	Code and Description
Label	D1: Disability svcs: Prvd by comm partner off-site	53	0=No
Format	Num	Type	Source
Valid N	127	Mean	74 3=Provided by a community partner off-site
Minimum		Maximum	2 -1/.N=Not Applicable
Name	D1M01g	Frequency	Code and Description
Label	D1: Emergency assistance	8	0=No
Format	Num	Type	Source
Valid N	126	Mean	118 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
Name	D1M02g1	Frequency	Code and Description
Label	D1: Emergency assis: Prvd directly by HS staff	63	0=No
Format	Num	Type	Source
Valid N	118	Mean	55 1=Provided directly by Head Start staff
Minimum		Maximum	11 -1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	D1M02g2	Frequency	Code and Description
Label	D1: Emergency assist: Prvd by comm partner on-site	87	0=No
Format	Num	Type	Source
Valid N	118	Mean	31 2=Provided by a community partner on-site
Minimum		Maximum	11 -1/.N=Not Applicable

Name	D1M02g3	Frequency	Code and Description
Label	D1: Emergency assist: Prvd by comm partner off-site	32	0=No
Format	Num	Type	Source
Valid N	118	Mean	86 3=Provided by a community partner off-site
Minimum		Maximum	11 -1/.N=Not Applicable

Name	D1M01h	Frequency	Code and Description
Label	D1: Employment assistance	11	0=No
Format	Num	Type	Source
Valid N	129	Mean	118 1=Yes
Minimum		Maximum	

Name	D1M02h1	Frequency	Code and Description
Label	D1: Emplmnt assist: Prvd directly by HS staff	64	0=No
Format	Num	Type	Source
Valid N	116	Mean	52 1=Provided directly by Head Start staff
Minimum		Maximum	11 -1/.N=Not Applicable 2 -8/.D=Don't know

Name	D1M02h2	Frequency	Code and Description
Label	D1: Emplmnt assist: Prvd by comm partner on-site	80	0=No
Format	Num	Type	Source
Valid N	116	Mean	36 2=Provided by a community partner on-site
Minimum		Maximum	11 -1/.N=Not Applicable 2 -8/.D=Don't know

Name	D1M02h3	Frequency	Code and Description
Label	D1: Emplmnt assist: Prvd by comm partner off-site	35	0=No
Format	Num	Type	Source
Valid N	116	Mean	81 3=Provided by a community partner off-site
Minimum		Maximum	11 -1/.N=Not Applicable 2 -8/.D=Don't know

Name	D1M01i	Frequency	Code and Description
Label	D1: Education or job training	9	0=No
Format	Num	Type	Source
Valid N	129	Mean	120 1=Yes
Minimum		Maximum	

Name	D1M02i1	Frequency	Code and Description
Label	D1: Educatn/job trng: Prvd directly by HS staff	91	0=No
Format	Num	Type	Source
Valid N	120	Mean	29 1=Provided directly by Head Start staff
Minimum		Maximum	9 -1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	D1M02i2	Frequency	Code and Description
Label	D1: Educatn/job trng: Prvd by comm partner on-site	70	0=No
Format	Num	Type	Source
Valid N	120	Mean	50 2=Provided by a community partner on-site
Minimum		Maximum	9 -1/.N=Not Applicable
Name	D1M02i3	Frequency	Code and Description
Label	D1: Educatn/job trng: Prvd by comm partner off-site	32	0=No
Format	Num	Type	Source
Valid N	120	Mean	88 3=Provided by a community partner off-site
Minimum		Maximum	9 -1/.N=Not Applicable
Name	D1M01j	Frequency	Code and Description
Label	D1: Services for drug or alcohol abuse	24	0=No
Format	Num	Type	Source
Valid N	127	Mean	103 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
Name	D1M02j1	Frequency	Code and Description
Label	D1: Svcs for drug/alcohol abuse: Prvd directly by HS staff	96	0=No
Format	Num	Type	Source
Valid N	103	Mean	7 1=Provided directly by Head Start staff
Minimum		Maximum	26 -1/.N=Not Applicable
Name	D1M02j2	Frequency	Code and Description
Label	D1: Svc drug/alchl abuse: Prvd comm prt on-site	99	0=No
Format	Num	Type	Source
Valid N	103	Mean	4 2=Provided by a community partner on-site
Minimum		Maximum	26 -1/.N=Not Applicable
Name	D1M02j3	Frequency	Code and Description
Label	D1: Svc drug/alchl abuse: Prvd comm prt off-site	2	0=No
Format	Num	Type	Source
Valid N	103	Mean	101 3=Provided by a community partner off-site
Minimum		Maximum	26 -1/.N=Not Applicable
Name	D1M01k	Frequency	Code and Description
Label	D1: Legal assistance	31	0=No
Format	Num	Type	Source
Valid N	129	Mean	98 1=Yes
Minimum		Maximum	
Name	D1M02k1	Frequency	Code and Description
Label	D1: Legal assist: Prvd directly by HS staff	93	0=No
Format	Num	Type	Source
Valid N	98	Mean	5 1=Provided directly by Head Start staff
Minimum		Maximum	31 -1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	D1M02k2	Frequency	Code and Description
Label	D1: Legal assist: Prvd by comm partner on-site	93	0=No
Format	Num	Type	Source
Valid N	98	Mean	5 2=Provided by a community partner on-site
Minimum		Maximum	31 -1/.N=Not Applicable

Name	D1M02k3	Frequency	Code and Description
Label	D1: Legal assist: Prvd by comm partner off-site	3	0=No
Format	Num	Type	Source
Valid N	98	Mean	95 3=Provided by a community partner off-site
Minimum		Maximum	31 -1/.N=Not Applicable

Name	D1M01l	Frequency	Code and Description
Label	D1: Housing assistance	13	0=No
Format	Num	Type	Source
Valid N	129	Mean	116 1=Yes
Minimum		Maximum	

Name	D1M02l1	Frequency	Code and Description
Label	D1: Housing assist: Prvd directly by HS staff	88	0=No
Format	Num	Type	Source
Valid N	116	Mean	28 1=Provided directly by Head Start staff
Minimum		Maximum	13 -1/.N=Not Applicable

Name	D1M02l2	Frequency	Code and Description
Label	D1: Housing assist: Prvd by comm partner on-site	89	0=No
Format	Num	Type	Source
Valid N	116	Mean	27 2=Provided by a community partner on-site
Minimum		Maximum	13 -1/.N=Not Applicable

Name	D1M02l3	Frequency	Code and Description
Label	D1: Housing assist: Prvd by comm partner off-site	33	0=No
Format	Num	Type	Source
Valid N	116	Mean	83 3=Provided by a community partner off-site
Minimum		Maximum	13 -1/.N=Not Applicable

Name	D1M01m	Frequency	Code and Description
Label	D1: Financial counseling	13	0=No
Format	Num	Type	Source
Valid N	129	Mean	116 1=Yes
Minimum		Maximum	

Name	D1M02m1	Frequency	Code and Description
Label	D1: Fncial counslng: Prvd directly by HS staff	88	0=No
Format	Num	Type	Source
Valid N	116	Mean	28 1=Provided directly by Head Start staff
Minimum		Maximum	13 -1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	D1M02m2	Frequency	Code and Description
Label	D1: Fncial counslng: Prvd by comm partner on-site	83	0=No
Format	Num	Type	Source
Valid N	116	Mean	33 2=Provided by a community partner on-site
Minimum		Maximum	13 -1/.N=Not Applicable
Name	D1M02m3	Frequency	Code and Description
Label	D1: Fncial counslng: Prvd by comm partner off-site	34	0=No
Format	Num	Type	Source
Valid N	116	Mean	82 3=Provided by a community partner off-site
Minimum		Maximum	13 -1/.N=Not Applicable
Name	D1M01n	Frequency	Code and Description
Label	D1: Family literacy services	5	0=No
Format	Num	Type	Source
Valid N	129	Mean	124 1=Yes
Minimum		Maximum	
Name	D1M02n1	Frequency	Code and Description
Label	D1: Family literacy svc: Prvd directly by HS staff	53	0=No
Format	Num	Type	Source
Valid N	122	Mean	69 1=Provided directly by Head Start staff
Minimum		Maximum	5 -1/.N=Not Applicable 2 -8/.D=Don't know
Name	D1M02n2	Frequency	Code and Description
Label	D1: Family literacy svc: Prvd by comm prt on-site	80	0=No
Format	Num	Type	Source
Valid N	122	Mean	42 2=Provided by a community partner on-site
Minimum		Maximum	5 -1/.N=Not Applicable 2 -8/.D=Don't know
Name	D1M02n3	Frequency	Code and Description
Label	D1: Family literacy svc: Prvd by comm prt off-site	44	0=No
Format	Num	Type	Source
Valid N	122	Mean	78 3=Provided by a community partner off-site
Minimum		Maximum	5 -1/.N=Not Applicable 2 -8/.D=Don't know
Name	D1M01o	Frequency	Code and Description
Label	D1: Services for families of DLLs	11	0=No
Format	Num	Type	Source
Valid N	129	Mean	118 1=Yes
Minimum		Maximum	
Name	D1M02o1	Frequency	Code and Description
Label	D1: Svc fr families DLLs: Prvd directly by HS staff	35	0=No
Format	Num	Type	Source
Valid N	116	Mean	81 1=Provided directly by Head Start staff
Minimum		Maximum	11 -1/.N=Not Applicable 2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1M02o2	Frequency	Code and Description
Label	D1: Svc fr families DLLs: Prvd by comm prt on-site	80	0=No
Format	Num	Type	Source
Valid N	116	Mean	36 2=Provided by a community partner on-site
Minimum		Maximum	11 -1/.N=Not Applicable
			2 -8/.D=Don't know
Name	D1M02o3	Frequency	Code and Description
Label	D1: Svc fr families DLLs: Prvd by comm prt off-site	43	0=No
Format	Num	Type	Source
Valid N	116	Mean	73 3=Provided by a community partner off-site
Minimum		Maximum	11 -1/.N=Not Applicable
			2 -8/.D=Don't know
Name	D1M03	Frequency	Code and Description
Label	D1: Align goals/curriculum with K programs?	10	0=No
Format	Num	Type	Source
Valid N	129	Mean	119 1=Yes
Minimum		Maximum	
Name	D1M04	Frequency	Code and Description
Label	D1: Prvd extnd care through formal partnership	63	0=No
Format	Num	Type	Source
Valid N	129	Mean	66 1=Yes
Minimum		Maximum	
Name	D1M05a	Frequency	Code and Description
Label	D1: Assessment of English skills for DLL families?	70	0=No
Format	Num	Type	Source
Valid N	125	Mean	55 1=Yes
Minimum		Maximum	2 -1/.N=Not Applic
			2 -8/.D=Don't know
Name	D1M05b	Frequency	Code and Description
Label	D1: Assessment of reading/writing for DLL families?	72	0=No
Format	Num	Type	Source
Valid N	118	Mean	46 1=Yes
Minimum		Maximum	2 -1/.N=Not Applic
			2 -7/.R=Refused
			7 -8/.D=Don't know
Name	D1M05c	Frequency	Code and Description
Label	D1: Activities /workshops for parents of DLLs?	24	0=No
Format	Num	Type	Source
Valid N	125	Mean	101 1=Yes
Minimum		Maximum	2 -1/.N=Not Applic
			2 -8/.D=Don't know
Name	D1M05d	Frequency	Code and Description
Label	D1: Assistance in applying for med insurance	12	0=No
Format	Num	Type	Source
Valid N	123	Mean	111 1=Yes
Minimum		Maximum	2 -1/.N=Not Applic
			4 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1M05e	Frequency	Code and Description
Label	D1: Info about adult ESL or edu/comm resources	8	0=No
Format	Num	Type	Source
Valid N	125	Mean	117 1=Yes
Minimum		Maximum	2 -1/.N=Not Applic
			2 -8/.D=Don't know
Name	D1M06	Frequency	Code and Description
Label	D1: Written/offcl rfral process, at-risk chldrn	124	1=Yes
Format	Num	Type	Source
Valid N	124	Mean	2 -8/.D=Don't know
Minimum		Maximum	3 -9/.M=Missing
Name	D1M07a	Frequency	Code and Description
Label	D1: Medical diagnosis/evaluation	14	0=No
Format	Num	Type	Source
Valid N	129	Mean	115 1=Yes
Minimum		Maximum	
Name	D1M08a	Frequency	Code and Description
Label	D1: Medical diagnosis/evaluation	7	1=Directly provide it
Format	Num	Type	Source
Valid N	115	Mean	80 2=Contract or arrange for it
Minimum		Maximum	28 3=Both provide and contract for it
			14 -1/.N=Not Applicable
Name	D1M07b	Frequency	Code and Description
Label	D1: Nursing services	25	0=No
Format	Num	Type	Source
Valid N	129	Mean	104 1=Yes
Minimum		Maximum	
Name	D1M08b	Frequency	Code and Description
Label	D1: Nursing services	27	1=Directly provide it
Format	Num	Type	Source
Valid N	104	Mean	58 2=Contract or arrange for it
Minimum		Maximum	19 3=Both provide and contract for it
			25 -1/.N=Not Applicable
Name	D1M07c	Frequency	Code and Description
Label	D1: Nutrition services	2	0=No
Format	Num	Type	Source
Valid N	129	Mean	127 1=Yes
Minimum		Maximum	
Name	D1M08c	Frequency	Code and Description
Label	D1: Nutrition services	72	1=Directly provide it
Format	Num	Type	Source
Valid N	125	Mean	27 2=Contract or arrange for it
Minimum		Maximum	26 3=Both provide and contract for it
			2 -1/.N=Not Applicable
			2 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	D1M07d			Frequency	Code and Description
Label	D1: Occupational therapy			16	0=No
Format	Num	Type	Source	113	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	D1M08d			Frequency	Code and Description
Label	D1: Occupational therapy			13	1=Directly provide it
Format	Num	Type	Source	96	2=Contract or arrange for it
Valid N	113	Mean		4	3=Both provide and contract for it
Minimum		Maximum		16	-1/.N=Not Applicable
Name	D1M07e			Frequency	Code and Description
Label	D1: Physical therapy			10	0=No
Format	Num	Type	Source	119	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	D1M08e			Frequency	Code and Description
Label	D1: Physical therapy			9	1=Directly provide it
Format	Num	Type	Source	101	2=Contract or arrange for it
Valid N	114	Mean		4	3=Both provide and contract for it
Minimum		Maximum		10	-1/.N=Not Applicable
				3	-8/.D=Don't know
				2	-9/.M=Missing
Name	D1M07f			Frequency	Code and Description
Label	D1: Psychological or psychiatric services			8	0=No
Format	Num	Type	Source	121	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	D1M08f			Frequency	Code and Description
Label	D1: Psychological or psychiatric services			9	1=Directly provide it
Format	Num	Type	Source	77	2=Contract or arrange for it
Valid N	121	Mean		35	3=Both provide and contract for it
Minimum		Maximum		8	-1/.N=Not Applicable
Name	D1M07g			Frequency	Code and Description
Label	D1: Respite care			83	0=No
Format	Num	Type	Source	44	1=Yes
Valid N	127	Mean		2	-8/.D=Don't know
Minimum		Maximum			
Name	D1M08g			Frequency	Code and Description
Label	D1: Respite care			42	2=Contract or arrange for it
Format	Num	Type	Source	2	3=Both provide and contract for it
Valid N	44	Mean		85	-1/.N=Not Applicable
Minimum		Maximum			

Codebook for Center/Program-Level PUF, continued

Name	D1M07h			Frequency	Code and Description
Label	D1: Service coordination			16	0=No
Format	Num	Type	Source	111	1=Yes
Valid N	127	Mean		2	-9/.M=Missing
Minimum		Maximum			
Name	D1M08h			Frequency	Code and Description
Label	D1: Service coordination			50	1=Directly provide it
Format	Num	Type	Source	34	2=Contract or arrange for it
Valid N	113	Mean		29	3=Both provide and contract for it
Minimum		Maximum		16	-1/.N=Not Applicable
Name	D1M07i			Frequency	Code and Description
Label	D1: Social work services			10	0=No
Format	Num	Type	Source	117	1=Yes
Valid N	127	Mean		2	-7/.R=Refused
Minimum		Maximum			
Name	D1M08i			Frequency	Code and Description
Label	D1: Social work services			53	1=Directly provide it
Format	Num	Type	Source	29	2=Contract or arrange for it
Valid N	117	Mean		35	3=Both provide and contract for it
Minimum		Maximum		12	-1/.N=Not Applicable
Name	D1M07j			Frequency	Code and Description
Label	D1: Special instruction for the child			1	0=No
Format	Num	Type	Source	128	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	D1M08j			Frequency	Code and Description
Label	D1: Special instruction for the child			54	1=Directly provide it
Format	Num	Type	Source	25	2=Contract or arrange for it
Valid N	128	Mean		49	3=Both provide and contract for it
Minimum		Maximum		1	-1/.N=Not Applicable
Name	D1M07k			Frequency	Code and Description
Label	D1: Speech/language therapy			3	0=No
Format	Num	Type	Source	126	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	D1M08k			Frequency	Code and Description
Label	D1: Speech/language therapy			26	1=Directly provide it
Format	Num	Type	Source	75	2=Contract or arrange for it
Valid N	126	Mean		25	3=Both provide and contract for it
Minimum		Maximum		3	-1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	D1M07l	Frequency	Code and Description
Label	D1: Transition services	129	1=Yes
Format	Num	Type	Source
Valid N	129	Mean	
Minimum		Maximum	
Name	D1M08l	Frequency	Code and Description
Label	D1: Transition services	67	1=Directly provide it
Format	Num	Type	Source
Valid N	127	Mean	35 2=Contract or arrange for it
Minimum		Maximum	25 3=Both provide and contract for it
			2 -9/.M=Missing
Name	D1M07m	Frequency	Code and Description
Label	D1: Transportation and/or related costs	19	0=No
Format	Num	Type	Source
Valid N	129	Mean	110 1=Yes
Minimum		Maximum	
Name	D1M08m	Frequency	Code and Description
Label	D1: Transportation and/or related costs	50	1=Directly provide it
Format	Num	Type	Source
Valid N	110	Mean	38 2=Contract or arrange for it
Minimum		Maximum	22 3=Both provide and contract for it
			19 -1/.N=Not Applicable
Name	D1M07n	Frequency	Code and Description
Label	D1: Vision services	2	0=No
Format	Num	Type	Source
Valid N	129	Mean	127 1=Yes
Minimum		Maximum	
Name	D1M08n	Frequency	Code and Description
Label	D1: Vision services	20	1=Directly provide it
Format	Num	Type	Source
Valid N	125	Mean	57 2=Contract or arrange for it
Minimum		Maximum	48 3=Both provide and contract for it
			2 -1/.N=Not Applicable
			2 -9/.M=Missing
Name	D1M07o	Frequency	Code and Description
Label	D1: Do anything else? (Specify)	89	0=No
Format	Num	Type	Source
Valid N	114	Mean	25 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			5 -8/.D=Don't know
			8 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	D1M08o	Frequency	Code and Description
Label	D1: Do anything else? (Specify)	11	1=Directly provide it
Format	Num	Type	Source
Valid N	25	Mean	7 2=Contract or arrange for it
Minimum		Maximum	7 3=Both provide and contract for it
			102 -1/.N=Not Applicable
			2 -9/.M=Missing
Name	D1M09	Frequency	Code and Description
Label	D1: Work w/ district to meet needs of disabled chldrn	125	1=Yes
Format	Num	Type	Source
Valid N	125	Mean	4 -9/.M=Missing
Minimum		Maximum	
Name	D1M10	Frequency	Code and Description
Label	D1: Total number homeless children/families served	111	valid numeric value
Format	Num	Type	Source
Valid N	111	Mean	46.18
Minimum	0	Maximum	500
Name	D1M10a1	Frequency	Code and Description
Label	D1: Prcdr erl hmles chl: Cont agncs srvng hmles fam	63	0=No
Format	Num	Type	Source
Valid N	129	Mean	66 1=Contact agencies that serve homeless families
Minimum		Maximum	
Name	D1M10a2	Frequency	Code and Description
Label	D1: Prcdr erl hmles chl: Post info in shltrs	82	0=No
Format	Num	Type	Source
Valid N	129	Mean	47 2=Post information in shelters or transitional housing
Minimum		Maximum	
Name	D1M10a3	Frequency	Code and Description
Label	D1: Prcdr erl hmles chl: Send staff recrt in shltrs	75	0=No
Format	Num	Type	Source
Valid N	129	Mean	54 3=Send staff to recruit in shelters / transitional housing
Minimum		Maximum	
Name	D1M10a4	Frequency	Code and Description
Label	D1: Prcdr erl hmles chl: Cllbrt w/ hmles edu lsons	84	0=No
Format	Num	Type	Source
Valid N	129	Mean	45 4=Collaborate w/homeless educ liaisons fr local schl dists
Minimum		Maximum	
Name	D1M10a5	Frequency	Code and Description
Label	D1: Prcdr erl hmles chl: Other Specify	56	0=No
Format	Num	Type	Source
Valid N	129	Mean	73 5=Other
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	D1M10a6	Frequency	Code and Description
Label	D1: Prcdr enroll hmls chdn: Prog svc no hmls chldr	127	0=No
Format	Num	Type	Source
Valid N	129	Mean	2
Minimum		Maximum	6=Program serves no homeless children
Name	D1M11	Frequency	Code and Description
Label	D1: Special svc/extra assist to homeless families	21	0=No
Format	Num	Type	Source
Valid N	123	Mean	102
Minimum		Maximum	1=Yes
			6 -1/.N=Not Applic
Name	D1M12_1	Frequency	Code and Description
Label	D1: Types of svc/assist: Financial assist	79	0=No
Format	Num	Type	Source
Valid N	100	Mean	21
Minimum		Maximum	1=Financial assistance
			27 -1/.N=Not Applicable
			2 -8/.D=Don't know
Name	D1M12_2	Frequency	Code and Description
Label	D1: Types of svc/assist: Help finding temp shelter	36	0=No
Format	Num	Type	Source
Valid N	100	Mean	64
Minimum		Maximum	2=Help finding temporary shelter
			27 -1/.N=Not Applicable
			2 -8/.D=Don't know
Name	D1M12_3	Frequency	Code and Description
Label	D1: Types of svc/assist: Help findng Ingr-trm shltr	59	0=No
Format	Num	Type	Source
Valid N	100	Mean	41
Minimum		Maximum	3=Help finding longer-term shelter
			27 -1/.N=Not Applicable
			2 -8/.D=Don't know
Name	D1M12_4	Frequency	Code and Description
Label	D1: Types of svc/assist: Transportation to HS	66	0=No
Format	Num	Type	Source
Valid N	100	Mean	34
Minimum		Maximum	4=Transportation to head start
			27 -1/.N=Not Applicable
			2 -8/.D=Don't know
Name	D1M12_5	Frequency	Code and Description
Label	D1: Types of svc/assist: Addl mtng btwn prnts/staff	68	0=No
Format	Num	Type	Source
Valid N	100	Mean	32
Minimum		Maximum	5=Additional meetings betwn parents & program staff
			27 -1/.N=Not Applicable
			2 -8/.D=Don't know
Name	D1M12_6	Frequency	Code and Description
Label	D1: Types of svc/assist: Schd apptmts w/ svc provdr	72	0=No
Format	Num	Type	Source
Valid N	100	Mean	28
Minimum		Maximum	6=Scheduling appointments with service providers
			27 -1/.N=Not Applicable
			2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1M12_7	Frequency	Code and Description
Label	D1: Types svc/assist: Accmpnyng/trans families svc	73	0=No
Format	Num	Type	Source
Valid N	100	Mean	27 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know

Name	D1M12_8	Frequency	Code and Description
Label	D1: Types of svc/assist: Other Specify	38	0=No
Format	Num	Type	Source
Valid N	100	Mean	27 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know

Name	D1M13a	Frequency	Code and Description
Label	D1: According to child's classroom	24	0=No
Format	Num	Type	Source
Valid N	122	Mean	7 -9/.M=Missing
Minimum		Maximum	

Name	D1M13b	Frequency	Code and Description
Label	D1: According to the center	33	0=No
Format	Num	Type	Source
Valid N	121	Mean	1 -8/.D=Don't know
Minimum		Maximum	7 -9/.M=Missing

Name	D1M13c	Frequency	Code and Description
Label	D1: Geographic location of family	55	0=No
Format	Num	Type	Source
Valid N	118	Mean	2 -8/.D=Don't know
Minimum		Maximum	9 -9/.M=Missing

Name	D1M13d	Frequency	Code and Description
Label	D1: Caseload size	44	0=No
Format	Num	Type	Source
Valid N	120	Mean	9 -9/.M=Missing
Minimum		Maximum	

Name	D1M13e	Frequency	Code and Description
Label	D1: Previous experience with specific families	65	0=No
Format	Num	Type	Source
Valid N	117	Mean	3 -8/.D=Don't know
Minimum		Maximum	9 -9/.M=Missing

Name	D1M13f	Frequency	Code and Description
Label	D1: Match between race, language, ethnic/culture	44	0=No
Format	Num	Type	Source
Valid N	120	Mean	9 -9/.M=Missing
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	D1M13g	Frequency	Code and Description
Label	D1: Something else (Specify)	95	0=No
Format	Num	Type	Source
Valid N	104	Mean	9 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			23 -9/.M=Missing
Name	D1M14	Frequency	Code and Description
Label	D1: Used most often	42	1=a: According to child's classroom
Format	Num	Type	Source
Valid N	104	Mean	24 2=b: According to the center
Minimum		Maximum	18 3=c: Geographic location of family
			5 4=d: Caseload size
			2 5=e: Previous experience with specific families
			13 6=f: Match between race, language, ethnic/culture
			2 -8/.D=Don't know
			4 -9/.M=Missing
			19 SYSMIS/.
Name	D1I01yy	Frequency	Code and Description
Label	D1: Year started at this HS	122	valid numeric value
Format	Num	Type	Source
Valid N	122	Mean	1993.14
Minimum	1980	Maximum	2010
Name	D1I02	Frequency	Code and Description
Label	D1: Number those yrs teaching HS	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	18.96
Minimum	1	Maximum	30
Name	D1I03hrs	Frequency	Code and Description
Label	D1: Hours/week does salary cover	124	valid numeric value
Format	Num	Type	Source
Valid N	124	Mean	38.61
Minimum	8	Maximum	55
Name	D1I04hrs	Frequency	Code and Description
Label	D1: Hours/week do you actually work	122	valid numeric value
Format	Num	Type	Source
Valid N	122	Mean	51.98
Minimum	25	Maximum	94
Name	D1I05	Frequency	Code and Description
Label	D1: Months/Year does salary cover	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	11.97
Minimum	11	Maximum	12

Codebook for Center/Program-Level PUF, continued

Name	D1106a			Frequency	Code and Description
Label	D1: Time constraints hard to do job			28	1=Not at all harder
Format	Num	Type	Source	56	2=Somewhat harder
Valid N	127	Mean		43	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
Name	D1106b			Frequency	Code and Description
Label	D1: Undefined role hard to do job			20	1=Not at all harder
Format	Num	Type	Source	50	2=Somewhat harder
Valid N	127	Mean		57	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
Name	D1106c			Frequency	Code and Description
Label	D1: Not enough salary hard to do job			78	1=Not at all harder
Format	Num	Type	Source	42	2=Somewhat harder
Valid N	127	Mean		7	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
Name	D1106d			Frequency	Code and Description
Label	D1: Lack of support staff			73	1=Not at all harder
Format	Num	Type	Source	40	2=Somewhat harder
Valid N	127	Mean		14	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
Name	D1106e			Frequency	Code and Description
Label	D1: Lack of training hard to do job			94	1=Not at all harder
Format	Num	Type	Source	27	2=Somewhat harder
Valid N	127	Mean		6	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
Name	D1106f			Frequency	Code and Description
Label	D1: Hard to do job for lack of support			95	1=Not at all harder
Format	Num	Type	Source	27	2=Somewhat harder
Valid N	127	Mean		5	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
Name	D1106g			Frequency	Code and Description
Label	D1: Hard to do job for lack of funds			37	1=Not at all harder
Format	Num	Type	Source	36	2=Somewhat harder
Valid N	127	Mean		54	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
Name	D1106h			Frequency	Code and Description
Label	D1: Challenging population			36	1=Not at all harder
Format	Num	Type	Source	62	2=Somewhat harder
Valid N	127	Mean		29	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1106i	Frequency	Code and Description
Label	D1: Staff turnover	50	1=Not at all harder
Format	Num	Type	Source
Valid N	127	Mean	49 2=Somewhat harder
Minimum		Maximum	28 3=Great deal harder
			2 -8/.D=Don't know

Name	D1106j	Frequency	Code and Description
Label	D1: Lack of parent support	57	1=Not at all harder
Format	Num	Type	Source
Valid N	127	Mean	59 2=Somewhat harder
Minimum		Maximum	11 3=Great deal harder
			2 -8/.D=Don't know

Name	D1106k	Frequency	Code and Description
Label	D1: Lack of qualified teachers	62	1=Not at all harder
Format	Num	Type	Source
Valid N	127	Mean	46 2=Somewhat harder
Minimum		Maximum	19 3=Great deal harder
			2 -8/.D=Don't know

Name	D1106l	Frequency	Code and Description
Label	D1: Anything else?	11	2=Somewhat harder
Format	Num	Type	Source
Valid N	29	Mean	18 3=Great deal harder
Minimum		Maximum	100 -1/.N=Not Applicable

Name	D1107a	Frequency	Code and Description
Label	D1: Paid vacation time	4	0=No
Format	Num	Type	Source
Valid N	127	Mean	123 1=Yes
Minimum		Maximum	2 -7/.R=Refused

Name	D1107b	Frequency	Code and Description
Label	D1: Paid sick leave	2	0=No
Format	Num	Type	Source
Valid N	127	Mean	125 1=Yes
Minimum		Maximum	2 -7/.R=Refused

Name	D1107c	Frequency	Code and Description
Label	D1: Paid maternity/paternity leave	39	0=No
Format	Num	Type	Source
Valid N	123	Mean	84 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			4 -8/.D=Don't know

Name	D1107d	Frequency	Code and Description
Label	D1: Unpaid maternity/paternity leave	23	0=No
Format	Num	Type	Source
Valid N	123	Mean	100 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			4 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1107e			Frequency	Code and Description
Label	D1: Paid family leave			42	0=No
Format	Num	Type	Source	83	1=Yes
Valid N	125	Mean		2	-7/.R=Refused
Minimum		Maximum		2	-8/.D=Don't know
Name	D1107f			Frequency	Code and Description
Label	D1: Paid health insurance			2	0=No
Format	Num	Type	Source	125	1=Yes
Valid N	127	Mean		2	-7/.R=Refused
Minimum		Maximum			
Name	D1107g			Frequency	Code and Description
Label	D1: Paid dental insurance			37	0=No
Format	Num	Type	Source	90	1=Yes
Valid N	127	Mean		2	-7/.R=Refused
Minimum		Maximum			
Name	D1107h			Frequency	Code and Description
Label	D1: Tuition reimbursement			50	0=No
Format	Num	Type	Source	77	1=Yes
Valid N	127	Mean		2	-7/.R=Refused
Minimum		Maximum			
Name	D1107i			Frequency	Code and Description
Label	D1: Retirement plan			9	0=No
Format	Num	Type	Source	118	1=Yes
Valid N	127	Mean		2	-7/.R=Refused
Minimum		Maximum			
Name	D1112			Frequency	Code and Description
Label	D1: Highest grade of school completed			3	7=Some college but no degree
Format	Num	Type	Source	4	8=Associate's degree
Valid N	127	Mean		35	9=Bachelor's degree
Minimum		Maximum		8	10=Graduate/professional schl, no degree
				52	11=Master's degree (MA, MS)
				21	12=Doctorate degree (PhD, EDD)
				4	13=Professional degree(MD,DDS,JD,LLB,etc)
				2	-7/.R=Refused

Codebook for Center/Program-Level PUF, continued

Name	D1113	Frequency	Code and Description
Label	D1: What field is your highest degree	13	1=Child development or developmental psychology
Format	Num	Type	Source
Valid N	124	Mean	21
Minimum		Maximum	11
			2
			13
			2
			13
			2
			32
			3
			27
			5

Name	D1114	Frequency	Code and Description
Label	D1: Field include early childhood education	33	0=No
Format	Num	Type	Source
Valid N	127	Mean	94
Minimum		Maximum	2

Name	D1115	Frequency	Code and Description
Label	D1: Completed courses in ECE since degree	31	0=No
Format	Num	Type	Source
Valid N	33	Mean	2
Minimum		Maximum	96

Name	D1116box	Frequency	Code and Description
Label	D1: Attend college	127	1=Yes
Format	Num	Type	Source
Valid N	127	Mean	2
Minimum		Maximum	

Name	D1122	Frequency	Code and Description
Label	D1: Member of NAEYC, NHSA, NEA	15	0=No
Format	Num	Type	Source
Valid N	127	Mean	112
Minimum		Maximum	2

Name	D1123	Frequency	Code and Description
Label	D1: Annual salary	113	valid numeric value
Format	Num	Type	Source
Valid N	113	Mean	79132.74
Minimum	46000	Maximum	100000

Name	D1124	Frequency	Code and Description
Label	D1: What is your gender	18	1=Male
Format	Num	Type	Source
Valid N	129	Mean	111
Minimum		Maximum	2

Codebook for Center/Program-Level PUF, continued

Name	D1125	Frequency	Code and Description
Label	D1: In what year were you born	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	1956.26
Minimum	1950	Maximum	1973
Name	D1126	Frequency	Code and Description
Label	D1: Spanish, Hispanic, or Latino origin	110	0=No
Format	Num	Type	Source
Valid N	127	Mean	17 1=Yes
Minimum		Maximum	2 -7/.R=Refused
Name	D1127	Frequency	Code and Description
Label	D1: Which one best describes you . . .	11	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	17	Mean	2 3=Cuban
Minimum		Maximum	4 4=Some other Spanish/Hispanic/Latino group
			112 -1/.N=Not Applicable
Name	D1128_11	Frequency	Code and Description
Label	D1: White	43	0=No
Format	Num	Type	Source
Valid N	125	Mean	82 11=White
Minimum		Maximum	4 -7/.R=Refused
Name	D1128_12	Frequency	Code and Description
Label	D1: Black, African American	92	0=No
Format	Num	Type	Source
Valid N	125	Mean	33 12=Black or African American
Minimum		Maximum	4 -7/.R=Refused
Name	D1128_13	Frequency	Code and Description
Label	D1: American Indian, Alaska Native	125	0=No
Format	Num	Type	Source
Valid N	125	Mean	4 -7/.R=Refused
Minimum		Maximum	
Name	D1128_20	Frequency	Code and Description
Label	D1: Asian or Pacific Islander	123	0=No
Format	Num	Type	Source
Valid N	125	Mean	2 20=Asian or Pacific Islander
Minimum		Maximum	4 -7/.R=Refused
Name	D1128_25	Frequency	Code and Description
Label	D1: Another race	111	0=No
Format	Num	Type	Source
Valid N	123	Mean	12 25=Another race
Minimum		Maximum	4 -7/.R=Refused
			2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	D1I29	Frequency	Code and Description
Label	D1: Speak language other than English	87	0=No
Format	Num	Type	Source
Valid N	127	Mean	40 1=Yes
Minimum		Maximum	2 -7/.R=Refused
Name	D1I30_12	Frequency	Code and Description
Label	D1: Spanish	13	0=No
Format	Num	Type	Source
Valid N	40	Mean	27 12=Spanish
Minimum		Maximum	89 -1/.N=Not Applicable
Name	D1I30_21	Frequency	Code and Description
Label	D1: Other (specify)	21	0=No
Format	Num	Type	Source
Valid N	40	Mean	19 21=Other
Minimum		Maximum	89 -1/.N=Not Applicable
Name	C1_Date	Frequency	Code and Description
Label	C1: Date of Interview	65	September 2009
Format	Num	Type	Source
Valid N	125	Mean	56 October 2009
Minimum		Maximum	4 April/May 2010
			4 SYSMIS/.
Name	C1A01	Frequency	Code and Description
Label	C1: Lead teachers employed in center	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	4.67
Minimum	0	Maximum	15
Name	C1A02	Frequency	Code and Description
Label	C1: Of lead teachers new to center	129	valid numeric value
Format	Num	Type	Source
Valid N	129	Mean	1.75
Minimum	1	Maximum	4
Name	C1A03	Frequency	Code and Description
Label	C1: Unfilled vacancies for lead teachers	117	0=No
Format	Num	Type	Source
Valid N	129	Mean	12 1=Yes
Minimum		Maximum	
Name	C1A04	Frequency	Code and Description
Label	C1: Lead teachers left & replaced	128	valid numeric value
Format	Num	Type	Source
Valid N	128	Mean	1.68
Minimum	1	Maximum	4
			1 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1A05	Frequency	Code and Description
Label	C1: Assistant teachers employed	128	valid numeric value
Format	Num	Type	Source
Valid N	128	Mean	5.99
Minimum	0	Maximum	20
Name	C1A06	Frequency	Code and Description
Label	C1: Assistant teachers new to center	128	valid numeric value
Format	Num	Type	Source
Valid N	128	Mean	1.81
Minimum	1	Maximum	4
Name	C1A07	Frequency	Code and Description
Label	C1: Unfilled vacancies for asst teacher	112	0=No
Format	Num	Type	Source
Valid N	127	Mean	15 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1A08	Frequency	Code and Description
Label	C1: Assistant teachers replaced	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	1.53
Minimum	1	Maximum	4
Name	C1A10	Frequency	Code and Description
Label	C1: Is finding replacements easy?	13	1=Relatively easy
Format	Num	Type	Source
Valid N	123	Mean	60 2=Fairly easy
Minimum		Maximum	35 3=Fairly difficult
			15 4=Very difficult
			6 -8/.D=Don't know
Name	C1A11	Frequency	Code and Description
Label	C1: Any effort to reduce turnover?	45	0=No
Format	Num	Type	Source
Valid N	124	Mean	79 1=Yes
Minimum		Maximum	5 -8/.D=Don't know
Name	C1A12a	Frequency	Code and Description
Label	C1: Increasing teacher salaries	29	0=No
Format	Num	Type	Source
Valid N	76	Mean	47 1=Yes
Minimum		Maximum	50 -1/.N=Not Applic
			3 -8/.D=Don't know
Name	C1A12b	Frequency	Code and Description
Label	C1: Hiring more assistants, aides	45	0=No
Format	Num	Type	Source
Valid N	78	Mean	33 1=Yes
Minimum		Maximum	50 -1/.N=Not Applic
			1 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	C1A12c			Frequency	Code and Description
Label	C1: Better training/ed subsidies			9	0=No
Format	Num	Type	Source	70	1=Yes
Valid N	79	Mean		50	-1/.N=Not Applic
Minimum		Maximum			
Name	C1A12d			Frequency	Code and Description
Label	C1: Providing better fringe benefits			39	0=No
Format	Num	Type	Source	38	1=Yes
Valid N	77	Mean		50	-1/.N=Not Applic
Minimum		Maximum		2	-8/.D=Don't know
Name	C1A12e			Frequency	Code and Description
Label	C1: More say in choice of curriculum			19	0=No
Format	Num	Type	Source	60	1=Yes
Valid N	79	Mean		50	-1/.N=Not Applic
Minimum		Maximum			
Name	C1A12f			Frequency	Code and Description
Label	C1: Better physical facilities			28	0=No
Format	Num	Type	Source	51	1=Yes
Valid N	79	Mean		50	-1/.N=Not Applic
Minimum		Maximum			
Name	C1A12g			Frequency	Code and Description
Label	C1: Anything else?			50	0=No
Format	Num	Type	Source	18	1=Yes
Valid N	68	Mean		56	-1/.N=Not Applic
Minimum		Maximum		1	-8/.D=Don't know
				4	-9/.M=Missing
Name	C1A12h			Frequency	Code and Description
Label	C1: Languages spoken other than English?			25	0=No
Format	Num	Type	Source	104	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	C1A12i11			Frequency	Code and Description
Label	C1: Other language: French			96	0=No
Format	Num	Type	Source	8	11=French
Valid N	104	Mean		25	-1/.N=Not Applicable
Minimum		Maximum			
Name	C1A12i12			Frequency	Code and Description
Label	C1: Other language: Spanish			5	0=No
Format	Num	Type	Source	99	12=Spanish
Valid N	104	Mean		25	-1/.N=Not Applicable
Minimum		Maximum			

Codebook for Center/Program-Level PUF, continued

Name	C1A12i13	Frequency	Code and Description
Label	C1: Other language: Cambodian (Khmer)	98	0=No
Format	Num	Type	Source
Valid N	104	Mean	6 13=Cambodian (Khmer)
Minimum		Maximum	25 -1/.N=Not Applicable
Name	C1A12i14	Frequency	Code and Description
Label	C1: Other language: Chinese	95	0=No
Format	Num	Type	Source
Valid N	104	Mean	9 14=Chinese
Minimum		Maximum	25 -1/.N=Not Applicable
Name	C1A12i15	Frequency	Code and Description
Label	C1: Other language: Haitian Creole	98	0=No
Format	Num	Type	Source
Valid N	104	Mean	6 15=Haitian Creole
Minimum		Maximum	25 -1/.N=Not Applicable
Name	C1A12i16	Frequency	Code and Description
Label	C1: Other language: Hmong	97	0=No
Format	Num	Type	Source
Valid N	104	Mean	7 16=Hmong
Minimum		Maximum	25 -1/.N=Not Applicable
Name	C1A12i17	Frequency	Code and Description
Label	C1: Other language: Japanese	102	0=No
Format	Num	Type	Source
Valid N	104	Mean	2 17=Japanese
Minimum		Maximum	25 -1/.N=Not Applicable
Name	C1A12i18	Frequency	Code and Description
Label	C1: Other language: Korean	101	0=No
Format	Num	Type	Source
Valid N	104	Mean	3 18=Korean
Minimum		Maximum	25 -1/.N=Not Applicable
Name	C1A12i19	Frequency	Code and Description
Label	C1: Other language: Vietnamese	90	0=No
Format	Num	Type	Source
Valid N	104	Mean	14 19=Vietnamese
Minimum		Maximum	25 -1/.N=Not Applicable
Name	C1A12i20	Frequency	Code and Description
Label	C1: Other language: Arabic	90	0=No
Format	Num	Type	Source
Valid N	104	Mean	14 20=Arabic
Minimum		Maximum	25 -1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	C1A12i21	Frequency	Code and Description
Label	C1: Other language: Other (Specify)	78	0=No
Format	Num	Type	Source
Valid N	103	Mean	25 -1/.N=Not Applicable
Minimum		Maximum	1 -9/.M=Missing
Name	C1A12j	Frequency	Code and Description
Label	C1: Bilingual teachers/assistant teachers?	30	0=No
Format	Num	Type	Source
Valid N	103	Mean	25 -1/.N=Not Applic
Minimum		Maximum	1 -9/.M=Missing
Name	C1A12k11	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken by tchrs: French	70	0=No
Format	Num	Type	Source
Valid N	73	Mean	55 -1/.N=Not Applicable
Minimum		Maximum	1 -9/.M=Missing
Name	C1A12k12	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken by tchrs: Spanish	4	0=No
Format	Num	Type	Source
Valid N	73	Mean	55 -1/.N=Not Applicable
Minimum		Maximum	1 -9/.M=Missing
Name	C1A12k13	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken tchrs: Cambodian(Khmer)	70	0=No
Format	Num	Type	Source
Valid N	73	Mean	55 -1/.N=Not Applicable
Minimum		Maximum	1 -9/.M=Missing
Name	C1A12k14	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken by tchrs: Chinese	70	0=No
Format	Num	Type	Source
Valid N	73	Mean	55 -1/.N=Not Applicable
Minimum		Maximum	1 -9/.M=Missing
Name	C1A12k15	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken tchrs: Haitian Creole	73	0=No
Format	Num	Type	Source
Valid N	73	Mean	55 -1/.N=Not Applicable
Minimum		Maximum	1 -9/.M=Missing
Name	C1A12k16	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken by tchrs: Hmong	66	0=No
Format	Num	Type	Source
Valid N	73	Mean	55 -1/.N=Not Applicable
Minimum		Maximum	1 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1A12k17	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken by tchrs: Japanese	73	0=No
Format	Num	Type	Source
Valid N	73	Mean	55 -1/.N=Not Applicable
Minimum		Maximum	1 -9/.M=Missing
Name	C1A12k18	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken by tchrs: Korean	72	0=No
Format	Num	Type	Source
Valid N	73	Mean	1 18=Korean
Minimum		Maximum	55 -1/.N=Not Applicable
			1 -9/.M=Missing
Name	C1A12k19	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken by tchrs: Vietnamese	73	0=No
Format	Num	Type	Source
Valid N	73	Mean	55 -1/.N=Not Applicable
Minimum		Maximum	1 -9/.M=Missing
Name	C1A12k20	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken by tchrs: Arabic	69	0=No
Format	Num	Type	Source
Valid N	73	Mean	4 20=Arabic
Minimum		Maximum	55 -1/.N=Not Applicable
			1 -9/.M=Missing
Name	C1A12k21	Frequency	Code and Description
Label	C1: Stdnt/prnt lang spoken by tchrs: Other	60	0=No
Format	Num	Type	Source
Valid N	72	Mean	12 21=Other
Minimum		Maximum	56 -1/.N=Not Applicable
			1 -9/.M=Missing
Name	C1A13	Frequency	Code and Description
Label	C1: Are Head Start parents employed?	26	0=No
Format	Num	Type	Source
Valid N	128	Mean	102 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
Name	C1A14a	Frequency	Code and Description
Label	C1: HS parent lead teacher, asst teacher,teacher's aide	98	valid numeric value
Format	Num	Type	Source
Valid N	98	Mean	27 -1/.N=Not Applicable
Minimum	0	Maximum	2 -8/.D=Don't know
			2 -9/.M=Missing
Name	C1A14b	Frequency	Code and Description
Label	C1: HS Parent is family service worker, home visitor	94	valid numeric value
Format	Num	Type	Source
Valid N	94	Mean	27 -1/.N=Not Applicable
Minimum	0	Maximum	4 -8/.D=Don't know
			4 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1A14c	Frequency	Code and Description
Label	C1: Head Start Parent food service worker	93	valid numeric value
Format	Num	Type	Source
Valid N	93	Mean	0.62
Minimum	0	Maximum	7
			28 -1/.N=Not Applicable
			5 -8/.D=Don't know
			3 -9/.M=Missing
Name	C1A14d	Frequency	Code and Description
Label	C1: Head Start parent maintenance, service staff	92	valid numeric value
Format	Num	Type	Source
Valid N	92	Mean	0.36
Minimum	0	Maximum	6
			27 -1/.N=Not Applicable
			7 -8/.D=Don't know
			3 -9/.M=Missing
Name	C1A14e	Frequency	Code and Description
Label	C1: Head Start parent administrator	94	valid numeric value
Format	Num	Type	Source
Valid N	94	Mean	0.55
Minimum	0	Maximum	4
			27 -1/.N=Not Applicable
			6 -8/.D=Don't know
			2 -9/.M=Missing
Name	C1A14f	Frequency	Code and Description
Label	C1: Other (specify)	96	valid numeric value
Format	Num	Type	Source
Valid N	96	Mean	0.13
Minimum	0	Maximum	3
			31 -1/.N=Not Applicable
			2 -8/.D=Don't know
Name	C1B01	Frequency	Code and Description
Label	C1: Helped teachers get CDA	12	0=No
Format	Num	Type	Source
Valid N	127	Mean	
Minimum		Maximum	
			115 1=Yes
			2 -8/.D=Don't know
Name	C1B01a	Frequency	Code and Description
Label	C1: Helped family service workers get credentials	30	0=No
Format	Num	Type	Source
Valid N	114	Mean	
Minimum		Maximum	
			84 1=Yes
			12 -8/.D=Don't know
			3 -9/.M=Missing
Name	C1B02	Frequency	Code and Description
Label	C1: Helped teachers get degree	4	0=No
Format	Num	Type	Source
Valid N	129	Mean	
Minimum		Maximum	
			125 1=Yes
Name	C1B03a	Frequency	Code and Description
Label	C1: Providing tuition assistance?	10	0=No
Format	Num	Type	Source
Valid N	123	Mean	
Minimum		Maximum	
			113 1=Yes
			4 -1/.N=Not Applic
			2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	C1B03b	Frequency	Code and Description
Label	C1: Giving teachers release time?	23	0=No
Format	Num	Type	Source
Valid N	122	Mean	4 -1/.N=Not Applic
Minimum		Maximum	2 -8/.D=Don't know
			1 -9/.M=Missing

Name	C1B03c	Frequency	Code and Description
Label	C1: Provide assistance for course books	12	0=No
Format	Num	Type	Source
Valid N	117	Mean	4 -1/.N=Not Applic
Minimum		Maximum	6 -8/.D=Don't know
			2 -9/.M=Missing

Name	C1B03d	Frequency	Code and Description
Label	C1: Provide onsite AA or BA courses	86	0=No
Format	Num	Type	Source
Valid N	121	Mean	4 -1/.N=Not Applic
Minimum		Maximum	4 -8/.D=Don't know

Name	C1B03e	Frequency	Code and Description
Label	C1: Anything else?	94	0=No
Format	Num	Type	Source
Valid N	123	Mean	5 -1/.N=Not Applic
Minimum		Maximum	1 -8/.D=Don't know

Name	C1B03f1	Frequency	Code and Description
Label	C1: Who is eligible for assistance? Teachers?	10	0=No
Format	Num	Type	Source
Valid N	124	Mean	4 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know

Name	C1B03f2	Frequency	Code and Description
Label	C1: Who is eligible for assistnce? Assist Teachrs?	10	0=No
Format	Num	Type	Source
Valid N	124	Mean	4 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know

Name	C1B03f3	Frequency	Code and Description
Label	C1: Who is elgble for assistnce? Family Svc Wrkrs?	47	0=No
Format	Num	Type	Source
Valid N	124	Mean	4 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know
			77 3=Family service workers

Codebook for Center/Program-Level PUF, continued

Name	C1B03f4	Frequency	Code and Description
Label	C1: Who is eligible for assistance? Health Staff?	87	0=No
Format	Num	Type	Source
Valid N	124	Mean	37 4=Health staff
Minimum		Maximum	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
Name	C1B03f5	Frequency	Code and Description
Label	C1: Who is eligible for assistance? Other Specify	86	0=No
Format	Num	Type	Source
Valid N	124	Mean	38 5=Other
Minimum		Maximum	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
Name	C1B04a	Frequency	Code and Description
Label	C1: Teachers, asst teachers get T/TA	8	1=Weekly
Format	Num	Type	Source
Valid N	129	Mean	28 2=2 or 3 times per month
Minimum		Maximum	70 3=Monthly
			21 4=Once every few months
			2 5=Once a year or less
Name	C1B04b	Frequency	Code and Description
Label	C1: Family service workers get T/TA	10	1=Weekly
Format	Num	Type	Source
Valid N	114	Mean	23 2=2 or 3 times per month
Minimum		Maximum	63 3=Monthly
			18 4=Once every few months
			4 -1/.N=Not Applicable
			8 -8/.D=Don't know
			3 -9/.M=Missing
Name	C1B04c	Frequency	Code and Description
Label	C1: Health staff get T/TA	6	1=Weekly
Format	Num	Type	Source
Valid N	75	Mean	14 2=2 or 3 times per month
Minimum		Maximum	36 3=Monthly
			19 4=Once every few months
			10 -1/.N=Not Applicable
			24 -8/.D=Don't know
			20 -9/.M=Missing
Name	C1B05_1	Frequency	Code and Description
Label	C1: Trainers: Center/grantee staff	16	0=No
Format	Num	Type	Source
Valid N	129	Mean	113 1=Center or grantee staff
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	C1B05_2	Frequency	Code and Description
Label	C1: Trainers: Other community resources	26	0=No
Format	Num	Type	Source
Valid N	129	Mean	103
Minimum		Maximum	2=Other community resources
Name	C1B05_3	Frequency	Code and Description
Label	C1: Trainers: Local consultants	29	0=No
Format	Num	Type	Source
Valid N	129	Mean	100
Minimum		Maximum	3=Local consultants
Name	C1B05_4	Frequency	Code and Description
Label	C1: Trainers: T/TA contractor	70	0=No
Format	Num	Type	Source
Valid N	129	Mean	59
Minimum		Maximum	4=Regional T/TA contractor
Name	C1B05_5	Frequency	Code and Description
Label	C1: Trainers: National HS Assoc	79	0=No
Format	Num	Type	Source
Valid N	129	Mean	50
Minimum		Maximum	5=National Head Start Association
Name	C1B05_6	Frequency	Code and Description
Label	C1: Trainers: Conferences	59	0=No
Format	Num	Type	Source
Valid N	129	Mean	70
Minimum		Maximum	6=State or national conferences
Name	C1B05_7	Frequency	Code and Description
Label	C1: Trainers: Private companies	69	0=No
Format	Num	Type	Source
Valid N	129	Mean	60
Minimum		Maximum	7=Private companies or organizations
Name	C1B05_8	Frequency	Code and Description
Label	C1: Other Trainers	110	0=No
Format	Num	Type	Source
Valid N	129	Mean	19
Minimum		Maximum	8=Other
Name	C1B05_9	Frequency	Code and Description
Label	C1: No trainings	129	0=No
Format	Num	Type	Source
Valid N	129	Mean	
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	C1B05c	Frequency	Code and Description
Label	C1: Family services workers get to reflect on work	79	1=Weekly
Format	Num	Type	Source
Valid N	120	Mean	24 2=2 or 3 times per month
Minimum		Maximum	15 3=Monthly
			2 4=Once every few months
			4 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1 -9/.M=Missing

Name	C1B06	Frequency	Code and Description
Label	C1: Consulted with T/TA staff	35	0=No
Format	Num	Type	Source
Valid N	109	Mean	74 1=Yes
Minimum		Maximum	20 -8/.D=Don't know

Name	C1B09	Frequency	Code and Description
Label	C1: Participated in training/TA sessions	20	0=No
Format	Num	Type	Source
Valid N	110	Mean	90 1=Yes
Minimum		Maximum	19 -8/.D=Don't know

Name	C1B10	Frequency	Code and Description
Label	C1: Participation of other programs in training	27	0=No
Format	Num	Type	Source
Valid N	84	Mean	57 1=Yes
Minimum		Maximum	39 -1/.N=Not Applic
			4 -8/.D=Don't know
			2 -9/.M=Missing

Name	C1B11	Frequency	Code and Description
Label	C1: How helpful was training T/TA session	57	1=very helpful
Format	Num	Type	Source
Valid N	88	Mean	25 2=fairly helpful
Minimum		Maximum	6 3=could be more helpful
			39 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing

Name	C1B12	Frequency	Code and Description
Label	C1: More training	19	0=No
Format	Num	Type	Source
Valid N	123	Mean	104 1=Yes
Minimum		Maximum	4 -8/.D=Don't know
			2 -9/.M=Missing

Name	C1B12c01	Frequency	Code and Description
Label	C1: General child development and ECE	53	0=No
Format	Num	Type	Source
Valid N	104	Mean	51 1=General child development and ECE
Minimum		Maximum	23 -1/.N=Not Applicable
			2 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1B12c02	Frequency	Code and Description
Label	C1: Curriculum materials & teaching strat for all	43	0=No
Format	Num	Type	Source
Valid N	104	Mean	61 2=General Curriculum materials/teaching strategies
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c03	Frequency	Code and Description
Label	C1: Curriculum materials & teachng strat for DLLs	36	0=No
Format	Num	Type	Source
Valid N	104	Mean	68 3=DLL Curriculum materials/teaching strategies
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c04	Frequency	Code and Description
Label	C1: Involving parents	41	0=No
Format	Num	Type	Source
Valid N	104	Mean	63 4=Involving parents in the classroom
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c05	Frequency	Code and Description
Label	C1: Working with DLL parents	54	0=No
Format	Num	Type	Source
Valid N	104	Mean	50 5=Working with parents of DLLs
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c06	Frequency	Code and Description
Label	C1: Classroom management strat	36	0=No
Format	Num	Type	Source
Valid N	104	Mean	68 6=Classroom management strategies
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c07	Frequency	Code and Description
Label	C1: Classroom safety, hygiene, and health	70	0=No
Format	Num	Type	Source
Valid N	104	Mean	34 7=Classroom safety, hygiene, and health
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c08	Frequency	Code and Description
Label	C1: Assessment of child progress	57	0=No
Format	Num	Type	Source
Valid N	104	Mean	47 8=Assessment of child progress
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c09	Frequency	Code and Description
Label	C1: Observation of child behavior	49	0=No
Format	Num	Type	Source
Valid N	104	Mean	55 9=Observation of child behavior
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1B12c10	Frequency	Code and Description
Label	C1: Effective communication with parents	48	0=No
Format	Num	Type	Source
Valid N	104	Mean	56 10=Good communicatn w/parents: child progress/problems
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c11	Frequency	Code and Description
Label	C1: Identifying & reporting child abuse/neglect	86	0=No
Format	Num	Type	Source
Valid N	104	Mean	18 11=Identifying and reporting child abuse or neglect
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c12	Frequency	Code and Description
Label	C1: Supervision of classroom workers	67	0=No
Format	Num	Type	Source
Valid N	104	Mean	37 12=Supervision of classroom workers (volunteers)
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c13	Frequency	Code and Description
Label	C1: Team teaching	53	0=No
Format	Num	Type	Source
Valid N	104	Mean	51 13=Team teaching
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c14	Frequency	Code and Description
Label	C1: Encourng parents to supplmnt learnng at home	35	0=No
Format	Num	Type	Source
Valid N	104	Mean	69 14=Encouraging parents to supplement learning at home
Minimum		Maximum	23 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B12c15	Frequency	Code and Description
Label	C1: Something else (Specify)	83	0=No
Format	Num	Type	Source
Valid N	102	Mean	19 15=Something else
Minimum		Maximum	25 -1/.N=Not Applicable 2 -9/.M=Missing
Name	C1B13	Frequency	Code and Description
Label	C1: Mentor in classroom	45	0=No
Format	Num	Type	Source
Valid N	129	Mean	84 1=Yes
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	C1B14a			Frequency	Code and Description
Label	C1: More experienced teachers			10	0=No
Format	Num	Type	Source	74	1=Yes
Valid N	84	Mean		45	-1/.N=Not Applic
Minimum		Maximum			
Name	C1B14b			Frequency	Code and Description
Label	C1: Education coordinators			24	0=No
Format	Num	Type	Source	58	1=Yes
Valid N	82	Mean		45	-1/.N=Not Applic
Minimum		Maximum		2	-9/.M=Missing
Name	C1B14c			Frequency	Code and Description
Label	C1: Consultant			50	0=No
Format	Num	Type	Source	30	1=Yes
Valid N	80	Mean		45	-1/.N=Not Applic
Minimum		Maximum		2	-8/.D=Don't know
				2	-9/.M=Missing
Name	C1B15			Frequency	Code and Description
Label	C1: How often mentor comes to class			35	1=Once a week
Format	Num	Type	Source	16	2=Once every two weeks
Valid N	82	Mean		22	3=Once a month
Minimum		Maximum		9	4=Less than once a month
				45	-1/.N=Not Applicable
				1	-8/.D=Don't know
				1	-9/.M=Missing
Name	C1C01A			Frequency	Code and Description
Label	C1: Teach parents child development			67	0=Not top 3
Format	Num	Type	Source	33	1=Most important
Valid N	126	Mean		14	2=2nd most important
Minimum		Maximum		12	3=3rd most important
				3	-9/.M=Missing
Name	C1C01B			Frequency	Code and Description
Label	C1: inform parent about their own child			101	0=Not top 3
Format	Num	Type	Source	15	1=Most important
Valid N	125	Mean		6	2=2nd most important
Minimum		Maximum		3	3=3rd most important
				4	-9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1C01N	Frequency	Code and Description
Label	C1: Inform parent about their own child progress	113	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	3 1=Most important
Minimum		Maximum	7 2=2nd most important
			3 3=3rd most important
			3 -9/.M=Missing

Name	C1C01C	Frequency	Code and Description
Label	C1: Encourage parents to read more	87	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	10 1=Most important
Minimum		Maximum	18 2=2nd most important
			11 3=3rd most important
			3 -9/.M=Missing

Name	C1C01D	Frequency	Code and Description
Label	C1: Teach parents health/nutrition	114	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	1 1=Most important
Minimum		Maximum	6 2=2nd most important
			5 3=3rd most important
			3 -9/.M=Missing

Name	C1C01E	Frequency	Code and Description
Label	C1: Teach parents support services	100	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	4 1=Most important
Minimum		Maximum	9 2=2nd most important
			13 3=3rd most important
			3 -9/.M=Missing

Name	C1C01F	Frequency	Code and Description
Label	C1: Help develop social support network	115	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	1 1=Most important
Minimum		Maximum	4 2=2nd most important
			6 3=3rd most important
			3 -9/.M=Missing

Name	C1C01G	Frequency	Code and Description
Label	C1: Parents participate in policy	109	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	4 1=Most important
Minimum		Maximum	7 2=2nd most important
			6 3=3rd most important
			3 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1C01H	Frequency	Code and Description
Label	C1: Help become self-sufficient	89	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	10 1=Most important
Minimum		Maximum	9 2=2nd most important
			18 3=3rd most important
			3 -9/.M=Missing

Name	C1C01I	Frequency	Code and Description
Label	C1: Help parent w/literacy skills	116	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	3 1=Most important
Minimum		Maximum	6 2=2nd most important
			1 3=3rd most important
			3 -9/.M=Missing

Name	C1C01J	Frequency	Code and Description
Label	C1: Help identify personal goals	103	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	4 1=Most important
Minimum		Maximum	10 2=2nd most important
			9 3=3rd most important
			3 -9/.M=Missing

Name	C1C01K	Frequency	Code and Description
Label	C1: Help identify goals for child	81	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	15 1=Most important
Minimum		Maximum	15 2=2nd most important
			15 3=3rd most important
			3 -9/.M=Missing

Name	C1C01L	Frequency	Code and Description
Label	C1: Provide support in crisis	113	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	4 1=Most important
Minimum		Maximum	5 2=2nd most important
			4 3=3rd most important
			3 -9/.M=Missing

Name	C1C01M	Frequency	Code and Description
Label	C1: Support parents in meeting basic needs	81	0=Not top 3
Format	Num	Type	Source
Valid N	126	Mean	19 1=Most important
Minimum		Maximum	8 2=2nd most important
			18 3=3rd most important
			3 -9/.M=Missing

Name	C1C01o	Frequency	Code and Description
Label	C1: Other goals for DLL families?	31	0=No
Format	Num	Type	Source
Valid N	90	Mean	59 1=Yes
Minimum		Maximum	25 -1/.N=Not Applic
			14 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1C01p1	Frequency	Code and Description
Label	C1: Goals DLL fam: Helping Learn English	14	0=No
Format	Num	Type	Source
Valid N	59	Mean	45 1=Helping them learn english
Minimum		Maximum	70 -1/.N=Not Applicable
Name	C1C01p2	Frequency	Code and Description
Label	C1: Goals DLL fam: Helping connect to DLL resrces	18	0=No
Format	Num	Type	Source
Valid N	59	Mean	41 2=Helping them connect to DLL resources, cultural/ethnic organizations
Minimum		Maximum	70 -1/.N=Not Applicable
Name	C1C01p3	Frequency	Code and Description
Label	C1: Goals DLL fam: Srvng bridge for accul'rtion	27	0=No
Format	Num	Type	Source
Valid N	59	Mean	32 3=Serving as a bridge for acculturation
Minimum		Maximum	70 -1/.N=Not Applicable
Name	C1C01p4	Frequency	Code and Description
Label	C1: Goals DLL fam: Helpng find svcs within commun	20	0=No
Format	Num	Type	Source
Valid N	59	Mean	39 4=Helping them find services within the community
Minimum		Maximum	70 -1/.N=Not Applicable
Name	C1C01p5	Frequency	Code and Description
Label	C1: Goals DLL fam: Spprtng/honrng family 1st lang	18	0=No
Format	Num	Type	Source
Valid N	59	Mean	41 5=Supporting and honoring the family's first language
Minimum		Maximum	70 -1/.N=Not Applicable
Name	C1C01p6	Frequency	Code and Description
Label	C1: Goals DLL fam: Make sure involved in program	21	0=No
Format	Num	Type	Source
Valid N	59	Mean	38 6=Making sure they are involved in the program
Minimum		Maximum	70 -1/.N=Not Applicable
Name	C1C01p7	Frequency	Code and Description
Label	C1: Goals DLL fam: Other Specify	49	0=No
Format	Num	Type	Source
Valid N	59	Mean	10 7=Other
Minimum		Maximum	70 -1/.N=Not Applicable
Name	C1C02a	Frequency	Code and Description
Label	C1: Parents as classroom aides	14	0=No
Format	Num	Type	Source
Valid N	127	Mean	113 1=Yes
Minimum		Maximum	1 -8/.D=Don't know 1 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1C02b	Frequency	Code and Description
Label	C1: Parents help with screeners and child assessments	96	0=No
Format	Num	Type	Source
Valid N	126	Mean	30 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			1 -9/.M=Missing

Name	C1C02c	Frequency	Code and Description
Label	C1: Parents as workshop leaders	96	0=No
Format	Num	Type	Source
Valid N	125	Mean	29 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			1 -9/.M=Missing

Name	C1C02d	Frequency	Code and Description
Label	C1: Parents served as home visitors?	121	0=No
Format	Num	Type	Source
Valid N	126	Mean	5 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			2 -9/.M=Missing

Name	C1C02e	Frequency	Code and Description
Label	C1: Interpreters for non-English	58	0=No
Format	Num	Type	Source
Valid N	128	Mean	70 1=Yes
Minimum		Maximum	1 -9/.M=Missing

Name	C1C02f	Frequency	Code and Description
Label	C1: Parents help in recruiting families	17	0=No
Format	Num	Type	Source
Valid N	128	Mean	111 1=Yes
Minimum		Maximum	1 -9/.M=Missing

Name	C1C02g	Frequency	Code and Description
Label	C1: Parents as mentors for other families	13	0=No
Format	Num	Type	Source
Valid N	126	Mean	113 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			2 -9/.M=Missing

Name	C1C02h	Frequency	Code and Description
Label	C1: Parents share aspects of their culture	16	0=No
Format	Num	Type	Source
Valid N	126	Mean	110 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			2 -9/.M=Missing

Name	C1C03a	Frequency	Code and Description
Label	C1: Offer incentives, door prizes	12	0=No
Format	Num	Type	Source
Valid N	129	Mean	117 1=Yes
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	C1C03b			Frequency	Code and Description
Label	C1: Provide transportation?			53	0=No
Format	Num	Type	Source	76	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	C1C03c			Frequency	Code and Description
Label	C1: Provide child care?			19	0=No
Format	Num	Type	Source	110	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	C1C03d			Frequency	Code and Description
Label	C1: Provide interpreters?			13	0=No
Format	Num	Type	Source	113	1=Yes
Valid N	126	Mean		1	-1/.N=Not Applic
Minimum		Maximum		2	-8/.D=Don't know
Name	C1C03g			Frequency	Code and Description
Label	C1: Translate written materials?			13	0=No
Format	Num	Type	Source	115	1=Yes
Valid N	128	Mean		1	-1/.N=Not Applic
Minimum		Maximum			
Name	C1C03e			Frequency	Code and Description
Label	C1: Serve food, snacks, supper			5	0=No
Format	Num	Type	Source	124	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	C1C03h			Frequency	Code and Description
Label	C1: Design activities around topics of interest?			3	0=No
Format	Num	Type	Source	126	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	C1C03i			Frequency	Code and Description
Label	C1: Offer classes/activities at variety of times?			20	0=No
Format	Num	Type	Source	109	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	C1C03f			Frequency	Code and Description
Label	C1: Anything else? (Specify)			78	0=No
Format	Num	Type	Source	16	1=Yes
Valid N	94	Mean		23	-1/.N=Not Applic
Minimum		Maximum		12	-9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1C03j	Frequency	Code and Description
Label	C1: Unable to prov. translt n due to lack of staff?	76	0=No
Format	Num	Type	Source
Valid N	97	Mean	21 1=Yes
Minimum		Maximum	25 -1/.N=Not Applic 7 -9/.M=Missing
Name	C1C03k1	Frequency	Code and Description
Label	C1: Encrge parents: Provide workshops	40	0=No
Format	Num	Type	Source
Valid N	129	Mean	89 1=Provide workshops
Minimum		Maximum	
Name	C1C03k2	Frequency	Code and Description
Label	C1: Encrge parents: Send suggestion letter/fliers	11	0=No
Format	Num	Type	Source
Valid N	129	Mean	118 2=Send home letters/fliers with suggestions
Minimum		Maximum	
Name	C1C03k3	Frequency	Code and Description
Label	C1: Encrge parents: Tchrss sugstns pickup/dropoff	36	0=No
Format	Num	Type	Source
Valid N	129	Mean	93 3=Teachers/staff make suggestions during pick-up/drop-off
Minimum		Maximum	
Name	C1C03k4	Frequency	Code and Description
Label	C1: Encrge parents: Teacher-parent meetings	24	0=No
Format	Num	Type	Source
Valid N	129	Mean	105 4=Set up meetings between teachers and parents
Minimum		Maximum	
Name	C1C03k5	Frequency	Code and Description
Label	C1: Encrge parents: Staff-parent meetings	46	0=No
Format	Num	Type	Source
Valid N	129	Mean	83 5=Set up meetings between other staff and parents
Minimum		Maximum	
Name	C1C03k6	Frequency	Code and Description
Label	C1: Encourage parents: Discuss during home visits	32	0=No
Format	Num	Type	Source
Valid N	129	Mean	97 6=Discuss during home visits
Minimum		Maximum	
Name	C1C03k7	Frequency	Code and Description
Label	C1: Encourage parents: Other specify	77	0=No
Format	Num	Type	Source
Valid N	129	Mean	52 7=Other
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	C1C04	Frequency	Code and Description
Label	C1: Workshops for father/father figure	20	0=No
Format	Num	Type	Source
Valid N	127	Mean	107 1=Yes
Minimum		Maximum	2 -8/.D=Don't know

Name	C1C05a	Frequency	Code and Description
Label	C1: Employment assistance	38	0=No
Format	Num	Type	Source
Valid N	101	Mean	63 1=Yes
Minimum		Maximum	22 -1/.N=Not Applic
			5 -8/.D=Don't know
			1 -9/.M=Missing

Name	C1C05b	Frequency	Code and Description
Label	C1: Budgeting skills workshops	34	0=No
Format	Num	Type	Source
Valid N	99	Mean	65 1=Yes
Minimum		Maximum	22 -1/.N=Not Applic
			8 -8/.D=Don't know

Name	C1C05c	Frequency	Code and Description
Label	C1: Social activities	8	0=No
Format	Num	Type	Source
Valid N	106	Mean	98 1=Yes
Minimum		Maximum	22 -1/.N=Not Applic
			1 -8/.D=Don't know

Name	C1C05d	Frequency	Code and Description
Label	C1: Family relationship workshops	27	0=No
Format	Num	Type	Source
Valid N	102	Mean	75 1=Yes
Minimum		Maximum	22 -1/.N=Not Applic
			3 -8/.D=Don't know
			2 -9/.M=Missing

Name	C1C05e	Frequency	Code and Description
Label	C1: Parenting education workshops	13	0=No
Format	Num	Type	Source
Valid N	107	Mean	94 1=Yes
Minimum		Maximum	22 -1/.N=Not Applic

Name	C1C05f	Frequency	Code and Description
Label	C1: Adult-child outings	21	0=No
Format	Num	Type	Source
Valid N	105	Mean	84 1=Yes
Minimum		Maximum	22 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1C05g	Frequency	Code and Description
Label	C1: Support groups for men	45	0=No
Format	Num	Type	Source
Valid N	99	Mean	54 1=Yes
Minimum		Maximum	22 -1/.N=Not Applic
			6 -8/.D=Don't know
			2 -9/.M=Missing
Name	C1C05h	Frequency	Code and Description
Label	C1: Anything else (specify)	70	0=No
Format	Num	Type	Source
Valid N	77	Mean	7 1=Yes
Minimum		Maximum	42 -1/.N=Not Applic
			10 -9/.M=Missing
Name	C1C06a	Frequency	Code and Description
Label	C1: Fathers help as class volunteer	25	0=No
Format	Num	Type	Source
Valid N	128	Mean	103 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
Name	C1C06b	Frequency	Code and Description
Label	C1: Fathers help as chaperones	30	0=No
Format	Num	Type	Source
Valid N	126	Mean	96 1=Yes
Minimum		Maximum	1 -1/.N=Not Applic
			2 -8/.D=Don't know
Name	C1C06c	Frequency	Code and Description
Label	C1: Fathers members parent council	36	0=No
Format	Num	Type	Source
Valid N	126	Mean	90 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
Name	C1C06d	Frequency	Code and Description
Label	C1: Fathers help doing maintenance	58	0=No
Format	Num	Type	Source
Valid N	127	Mean	69 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C06e	Frequency	Code and Description
Label	C1: Fathers help at special events	13	0=No
Format	Num	Type	Source
Valid N	129	Mean	116 1=Yes
Minimum		Maximum	
Name	C1C08	Frequency	Code and Description
Label	C1: # of parents in Policy Council	125	valid numeric value
Format	Num	Type	Source
Valid N	125	Mean	4.34
Minimum	0	Maximum	20
			4 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	C1C08a	Frequency	Code and Description
Label	C1: Policy Council members speak limited English?	85	0=No
Format	Num	Type	Source
Valid N	106	Mean	21 1=Yes
Minimum		Maximum	13 -1/.N=Not Applic
			7 -8/.D=Don't know
			3 -9/.M=Missing
Name	C1C09	Frequency	Code and Description
Label	C1: # of times Policy Council meets/year	125	valid numeric value
Format	Num	Type	Source
Valid N	125	Mean	9.62
Minimum	1	Maximum	12
			1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C10	Frequency	Code and Description
Label	C1: Parents involved in staff hiring	6	0=No
Format	Num	Type	Source
Valid N	123	Mean	117 1=Yes
Minimum		Maximum	1 -1/.N=Not Applic
			4 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C11_1	Frequency	Code and Description
Label	C1: Parent Invlvmt Hiring: Approve job descrptns	46	0=No
Format	Num	Type	Source
Valid N	116	Mean	70 1=Approve job descriptions
Minimum		Maximum	11 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C11_2	Frequency	Code and Description
Label	C1: Parent Invlvmt Hiring: Rewv screen applicants	51	0=No
Format	Num	Type	Source
Valid N	116	Mean	65 2=Review applications/screen applicants
Minimum		Maximum	11 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C11_3	Frequency	Code and Description
Label	C1: Parent Invlvmt Hiring: Sit in/condct intrviews	18	0=No
Format	Num	Type	Source
Valid N	116	Mean	98 3=Sit in on or conduct interviews
Minimum		Maximum	11 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C11_4	Frequency	Code and Description
Label	C1: Parent Invlvmt: Approve/decline hires	10	0=No
Format	Num	Type	Source
Valid N	116	Mean	106 4=Approve or decline recommended hires
Minimum		Maximum	11 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1C11_5	Frequency	Code and Description
Label	C1: Parent InvLvmt: Hiring	106	0=No
Format	Num	Type	Source
Valid N	116	Mean	10 5=Other
Minimum		Maximum	11 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C12	Frequency	Code and Description
Label	C1: Parents/Policy Council involved in self assessment	5	0=No
Format	Num	Type	Source
Valid N	119	Mean	114 1=Yes
Minimum		Maximum	1 -1/.N=Not Applic
			8 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C13_1	Frequency	Code and Description
Label	C1: Parent invmnt S-Assmt: Select/design tools	81	0=No
Format	Num	Type	Source
Valid N	111	Mean	30 1=Select or design self-assessment tools
Minimum		Maximum	14 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C13_2	Frequency	Code and Description
Label	C1: Par invmnt S-Assmt: Conduct entire self-assmt	91	0=No
Format	Num	Type	Source
Valid N	111	Mean	20 2=Conduct the entire self-assessment
Minimum		Maximum	14 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C13_3	Frequency	Code and Description
Label	C1: Par invmnt S-Assmt: Conduct part of self-assmt	16	0=No
Format	Num	Type	Source
Valid N	111	Mean	95 3=Part of the self-assessment team
Minimum		Maximum	14 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C13_4	Frequency	Code and Description
Label	C1: Parent invmnt S-Assmt: Review results	21	0=No
Format	Num	Type	Source
Valid N	111	Mean	90 4=Review the results of self-assessment
Minimum		Maximum	14 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1C13_5	Frequency	Code and Description
Label	C1: Parent invmnt Sf-Assmt: Other Specify	102	0=No
Format	Num	Type	Source
Valid N	110	Mean	8 5=Other
Minimum		Maximum	15 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1C16a	Frequency	Code and Description
Label	C1: How obtain info: Formal mechanisms	2	0=No
Format	Num	Type	Source
Valid N	128	Mean	126 1=Yes
Minimum		Maximum	1 -9/.M=Missing
Name	C1C16b	Frequency	Code and Description
Label	C1: How obtain info: Informal means	3	0=No
Format	Num	Type	Source
Valid N	128	Mean	125 1=Yes
Minimum		Maximum	1 -9/.M=Missing
Name	C1C16c	Frequency	Code and Description
Label	C1: How obtain info: Other (Specify)	86	0=No
Format	Num	Type	Source
Valid N	114	Mean	28 1=Yes
Minimum		Maximum	13 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1E01	Frequency	Code and Description
Label	C1: Specific or combination of curricula used	87	1=Yes, specific curriculum
Format	Num	Type	Source
Valid N	128	Mean	41 2=Yes, combination
Minimum		Maximum	1 -9/.M=Missing
Name	C1E02_11	Frequency	Code and Description
Label	C1: Creative curriculum	48	0=No
Format	Num	Type	Source
Valid N	129	Mean	81 11=Creative Curriculum
Minimum		Maximum	
Name	C1E02_12	Frequency	Code and Description
Label	C1: High Scope	103	0=No
Format	Num	Type	Source
Valid N	128	Mean	25 12=High/Scope
Minimum		Maximum	1 -9/.M=Missing
Name	C1E02_13	Frequency	Code and Description
Label	C1: High Reach	121	0=No
Format	Num	Type	Source
Valid N	128	Mean	7 13=High Reach
Minimum		Maximum	1 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1E02_14	Frequency	Code and Description
Label	C1: Let's begin with the letter people	127	0=No
Format	Num	Type	Source
Valid N	128	Mean	1 14=Let's Begin with the Letter People
Minimum		Maximum	1 -9/.M=Missing
Name	C1E02_15	Frequency	Code and Description
Label	C1: Montessori	125	0=No
Format	Num	Type	Source
Valid N	128	Mean	3 15=Montessori
Minimum		Maximum	1 -9/.M=Missing
Name	C1E02_16	Frequency	Code and Description
Label	C1: Bank street	128	0=No
Format	Num	Type	Source
Valid N	128	Mean	1 -9/.M=Missing
Minimum		Maximum	
Name	C1E02_17	Frequency	Code and Description
Label	C1: Child centered classrooms	127	0=No
Format	Num	Type	Source
Valid N	128	Mean	1 17=CreatngChildCntrdClassrms-StepByStep
Minimum		Maximum	1 -9/.M=Missing
Name	C1E02_18	Frequency	Code and Description
Label	C1: Scholastic curriculum	119	0=No
Format	Num	Type	Source
Valid N	128	Mean	9 18=Scholastic curriculum
Minimum		Maximum	1 -9/.M=Missing
Name	C1E02_19	Frequency	Code and Description
Label	C1: Locally designed curriculum	117	0=No
Format	Num	Type	Source
Valid N	128	Mean	11 19=Locally designed curriculum
Minimum		Maximum	1 -9/.M=Missing
Name	C1E02_20	Frequency	Code and Description
Label	C1: Curiosity corner	128	0=No
Format	Num	Type	Source
Valid N	128	Mean	1 -9/.M=Missing
Minimum		Maximum	
Name	C1E02_21	Frequency	Code and Description
Label	C1: Other (specify)	65	0=No
Format	Num	Type	Source
Valid N	125	Mean	60 21=Other (from A7)
Minimum		Maximum	3 -1/.N=Not Applicable
			1 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1E03	Frequency	Code and Description
Label	C1: What is your main curriculum	29	11=Creative Curriculum
Format	Num	Type	Source
Valid N	53	Mean	9 12=High/Scope
Minimum		Maximum	1 13=High Reach
			1 17=CreatngChildCntrdClassrms-StepByStep
			5 18=Scholastic curriculum
			2 19=Locally designed curriculum
			6 21=Other (from A7)
			71 -1/.N=Not Applicable
			5 -9/.M=Missing

Name	C1E03a	Frequency	Code and Description
Label	C1: Use a particular parent ed curriculum	86	0=No
Format	Num	Type	Source
Valid N	118	Mean	32 1=Yes
Minimum		Maximum	8 -8/.D=Don't know
			3 -9/.M=Missing

Name	C1E03b01	Frequency	Code and Description
Label	C1: Second step	24	0=No
Format	Num	Type	Source
Valid N	32	Mean	8 1=Second Step
Minimum		Maximum	94 -1/.N=Not Applicable
			3 -8/.D=Don't know

Name	C1E03b02	Frequency	Code and Description
Label	C1: Parents as teachers (PAT)	27	0=No
Format	Num	Type	Source
Valid N	32	Mean	5 2=Parents as Teachers (PAT)
Minimum		Maximum	94 -1/.N=Not Applicable
			3 -8/.D=Don't know

Name	C1E03b03	Frequency	Code and Description
Label	C1: Systematic training for effective parenting	31	0=No
Format	Num	Type	Source
Valid N	32	Mean	1 3=Systematic Training for Effective Parenting (STEP)
Minimum		Maximum	94 -1/.N=Not Applicable
			3 -8/.D=Don't know

Name	C1E03b04	Frequency	Code and Description
Label	C1: Exploring Parenting	27	0=No
Format	Num	Type	Source
Valid N	32	Mean	5 4=21st Century Exploring Parenting (Exploring Parenting)
Minimum		Maximum	94 -1/.N=Not Applicable
			3 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	C1E03b05	Frequency	Code and Description
Label	C1: Home instruc for parents of p-schl youngsters	31	0=No
Format	Num	Type	Source
Valid N	32	Mean	1 5=Home Instruction for Parents of Preschool Youngsters (HIPPY)
Minimum		Maximum	94 -1/.N=Not Applicable 3 -8/.D=Don't know
Name	C1E03b06	Frequency	Code and Description
Label	C1: Growing great kids	31	0=No
Format	Num	Type	Source
Valid N	32	Mean	1 6=Growing Great Kids, Inc
Minimum		Maximum	94 -1/.N=Not Applicable 3 -8/.D=Don't know
Name	C1E03b07	Frequency	Code and Description
Label	C1: Positive solutions for families	31	0=No
Format	Num	Type	Source
Valid N	32	Mean	1 7=Positive Solutions for Families(Ctr Soc/Emo Fndtn EarlyLearn)
Minimum		Maximum	94 -1/.N=Not Applicable 3 -8/.D=Don't know
Name	C1E03b08	Frequency	Code and Description
Label	C1: Second time around	28	0=No
Format	Num	Type	Source
Valid N	32	Mean	4 8=Second Time Around: Grandparents Raising Grandchildren
Minimum		Maximum	94 -1/.N=Not Applicable 3 -8/.D=Don't know
Name	C1E03b09	Frequency	Code and Description
Label	C1: Practical parent education	32	0=No
Format	Num	Type	Source
Valid N	32	Mean	94 -1/.N=Not Applicable 3 -8/.D=Don't know
Minimum		Maximum	
Name	C1E03b10	Frequency	Code and Description
Label	C1: Improving parent-child relationships	32	0=No
Format	Num	Type	Source
Valid N	32	Mean	94 -1/.N=Not Applicable 3 -8/.D=Don't know
Minimum		Maximum	
Name	C1E03b11	Frequency	Code and Description
Label	C1: Parenting now	32	0=No
Format	Num	Type	Source
Valid N	32	Mean	94 -1/.N=Not Applicable 3 -8/.D=Don't know
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	C1E03b12			Frequency	Code and Description
Label	C1: Other Specify			11	0=No
Format	Num	Type	Source	20	12=Other
Valid N	31	Mean		95	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
Name	C1E04			Frequency	Code and Description
Label	C1: Who makes most decisions			15	1=Head Start program administrators
Format	Num	Type	Source	39	2=Individual center directors/managers
Valid N	129	Mean		13	3=Content area specialists/coordinators
Minimum		Maximum		46	4=Individual teachers
				1	5=Parents
				15	6=Someone else
Name	C1E07a			Frequency	Code and Description
Label	C1: Reading stories to the children?			124	1=Very much encouraged
Format	Num	Type	Source	2	2=Somewhat encouraged
Valid N	129	Mean		3	4=Not at all encouraged
Minimum		Maximum			
Name	C1E07b			Frequency	Code and Description
Label	C1: Retelling stories?			111	1=Very much encouraged
Format	Num	Type	Source	15	2=Somewhat encouraged
Valid N	129	Mean		2	3=Not very much encouraged
Minimum		Maximum		1	4=Not at all encouraged
Name	C1E07c			Frequency	Code and Description
Label	C1: Discussing new words?			115	1=Very much encouraged
Format	Num	Type	Source	13	2=Somewhat encouraged
Valid N	129	Mean		1	3=Not very much encouraged
Minimum		Maximum			
Name	C1E07d			Frequency	Code and Description
Label	C1: Learning about rhyming words			96	1=Very much encouraged
Format	Num	Type	Source	31	2=Somewhat encouraged
Valid N	129	Mean		1	3=Not very much encouraged
Minimum		Maximum		1	4=Not at all encouraged
Name	C1E07e			Frequency	Code and Description
Label	C1: Learn about common prepositions			97	1=Very much encouraged
Format	Num	Type	Source	27	2=Somewhat encouraged
Valid N	129	Mean		5	3=Not very much encouraged
Minimum		Maximum			

Codebook for Center/Program-Level PUF, continued

Name	C1E07f			Frequency	Code and Description
Label	C1: Learn about conventions of print			110	1=Very much encouraged
Format	Num	Type	Source	14	2=Somewhat encouraged
Valid N	129	Mean		3	3=Not very much encouraged
Minimum		Maximum		2	4=Not at all encouraged
Name	C1E07g			Frequency	Code and Description
Label	C1: Learning the names of letters?			107	1=Very much encouraged
Format	Num	Type	Source	19	2=Somewhat encouraged
Valid N	129	Mean		1	3=Not very much encouraged
Minimum		Maximum		2	4=Not at all encouraged
Name	C1E07h			Frequency	Code and Description
Label	C1: Writing letters of the alphabet?			81	1=Very much encouraged
Format	Num	Type	Source	45	2=Somewhat encouraged
Valid N	129	Mean		1	3=Not very much encouraged
Minimum		Maximum		2	4=Not at all encouraged
Name	C1E07i			Frequency	Code and Description
Label	C1: Writing own name?			99	1=Very much encouraged
Format	Num	Type	Source	26	2=Somewhat encouraged
Valid N	128	Mean		1	3=Not very much encouraged
Minimum		Maximum		2	4=Not at all encouraged
				1	-9/.M=Missing
Name	C1E07j			Frequency	Code and Description
Label	C1: Working on phonics?			69	1=Very much encouraged
Format	Num	Type	Source	42	2=Somewhat encouraged
Valid N	128	Mean		13	3=Not very much encouraged
Minimum		Maximum		4	4=Not at all encouraged
				1	-9/.M=Missing
Name	C1E07k			Frequency	Code and Description
Label	C1: Count out loud?			116	1=Very much encouraged
Format	Num	Type	Source	10	2=Somewhat encouraged
Valid N	129	Mean		1	3=Not very much encouraged
Minimum		Maximum		2	4=Not at all encouraged
Name	C1E07l			Frequency	Code and Description
Label	C1: Work with geometric manipulatives			97	1=Very much encouraged
Format	Num	Type	Source	26	2=Somewhat encouraged
Valid N	129	Mean		6	3=Not very much encouraged
Minimum		Maximum			

Codebook for Center/Program-Level PUF, continued

Name	C1E07m	Frequency	Code and Description
Label	C1: Work with counting manipulatives	112	1=Very much encouraged
Format	Num	Type	Source
Valid N	128	Mean	13 2=Somewhat encouraged
Minimum		Maximum	3 3=Not very much encouraged
			1 -9/.M=Missing
Name	C1E07n	Frequency	Code and Description
Label	C1: Play math-related games	88	1=Very much encouraged
Format	Num	Type	Source
Valid N	129	Mean	40 2=Somewhat encouraged
Minimum		Maximum	1 3=Not very much encouraged
Name	C1E07o	Frequency	Code and Description
Label	C1: Use music for math concepts	70	1=Very much encouraged
Format	Num	Type	Source
Valid N	128	Mean	45 2=Somewhat encouraged
Minimum		Maximum	10 3=Not very much encouraged
			3 4=Not at all encouraged
			1 -8/.D=Don't know
Name	C1E07p	Frequency	Code and Description
Label	C1: Work with rulers, measuring cups, spoons	80	1=Very much encouraged
Format	Num	Type	Source
Valid N	129	Mean	44 2=Somewhat encouraged
Minimum		Maximum	5 3=Not very much encouraged
Name	C1E07q	Frequency	Code and Description
Label	C1: Engage in calendar-related activities?	82	1=Very much encouraged
Format	Num	Type	Source
Valid N	129	Mean	31 2=Somewhat encouraged
Minimum		Maximum	11 3=Not very much encouraged
			5 4=Not at all encouraged
Name	C1E07r	Frequency	Code and Description
Label	C1: Engage in activities related to telling time?	48	1=Very much encouraged
Format	Num	Type	Source
Valid N	129	Mean	52 2=Somewhat encouraged
Minimum		Maximum	23 3=Not very much encouraged
			6 4=Not at all encouraged
Name	C1E07s	Frequency	Code and Description
Label	C1: Engage in activities with shapes and patterns?	116	1=Very much encouraged
Format	Num	Type	Source
Valid N	129	Mean	10 2=Somewhat encouraged
Minimum		Maximum	1 3=Not very much encouraged
			2 4=Not at all encouraged
Name	C1E07t	Frequency	Code and Description
Label	C1: Engage in activities involving taking turns	121	1=Very much encouraged
Format	Num	Type	Source
Valid N	129	Mean	4 2=Somewhat encouraged
Minimum		Maximum	2 3=Not very much encouraged
			2 4=Not at all encouraged

Codebook for Center/Program-Level PUF, continued

Name	C1E07u	Frequency	Code and Description
Label	C1: Talking about their own and others' feelings	122	1=Very much encouraged
Format	Num	Type	Source
Valid N	129	Mean	4 2=Somewhat encouraged
Minimum		Maximum	3 3=Not very much encouraged
Name	C1E07v	Frequency	Code and Description
Label	C1: Engage in activities involving sharing	121	1=Very much encouraged
Format	Num	Type	Source
Valid N	129	Mean	4 2=Somewhat encouraged
Minimum		Maximum	2 3=Not very much encouraged
Name	C1E09	Frequency	Code and Description
Label	C1: What is main assessment tool	33	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
Format	Num	Type	Source
Valid N	74	Mean	10 2=High/Scope Child Observation Record (COR)
Minimum		Maximum	3 3=Galileo
			7 4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
			5 5=Desired Results Developmental Profile (DRDP)
			5 6=Work Sampling System for Head Start
			1 7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
			1 9=Brigance Preschool Screen for three and four year old children
			5 10=Assessment designed for this program
			4 12=Other
			39 -1/.N=Not Applicable
			1 -8/.D=Don't know
			15 -9/.M=Missing
Name	C1E09a01	Frequency	Code and Description
Label	C1: Child Assmt: Creative curr dev. continuum tlkit	68	0=No
Format	Num	Type	Source
Valid N	129	Mean	61 1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
Minimum		Maximum	
Name	C1E09a02	Frequency	Code and Description
Label	C1: Child Assmt: High/scope child obs. Rec. (COR)	113	0=No
Format	Num	Type	Source
Valid N	129	Mean	16 2=High/Scope Child Observation Record (COR)
Minimum		Maximum	
Name	C1E09a03	Frequency	Code and Description
Label	C1: Child Assmt: Galileo	120	0=No
Format	Num	Type	Source
Valid N	129	Mean	9 3=Galileo
Minimum		Maximum	

Codebook for Center/Program-Level PUF, continued

Name	C1E09a04	Frequency	Code and Description
Label	C1: Child Assmt: Ages and stages questionnaires	97	0=No
Format	Num	Type	Source
Valid N	129	Mean	32
Minimum		Maximum	4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
Name	C1E09a05	Frequency	Code and Description
Label	C1: Child Assmt: Desired develop profile (DRDP)	116	0=No
Format	Num	Type	Source
Valid N	129	Mean	13
Minimum		Maximum	5=Desired Results Developmental Profile (DRDP)
Name	C1E09a06	Frequency	Code and Description
Label	C1: Child Assmt: HS work sampling system	109	0=No
Format	Num	Type	Source
Valid N	129	Mean	20
Minimum		Maximum	6=Work Sampling System for Head Start
Name	C1E09a07	Frequency	Code and Description
Label	C1: Child Assmt: Learnng accomplishment profile	117	0=No
Format	Num	Type	Source
Valid N	129	Mean	12
Minimum		Maximum	7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
Name	C1E09a08	Frequency	Code and Description
Label	C1: Child Assmt: Hawaii early lrng profile (HELP)	129	0=No
Format	Num	Type	Source
Valid N	129	Mean	
Minimum		Maximum	
Name	C1E09a09	Frequency	Code and Description
Label	C1: Child Assmt: Brigance preschool screen	106	0=No
Format	Num	Type	Source
Valid N	129	Mean	23
Minimum		Maximum	9=Brigance Preschool Screen for three and four year old children
Name	C1E09a10	Frequency	Code and Description
Label	C1: Child Assmt: Assessment designed for prog.	111	0=No
Format	Num	Type	Source
Valid N	129	Mean	18
Minimum		Maximum	10=Assessment designed for this program
Name	C1E09a12	Frequency	Code and Description
Label	C1: Child Assmt: Other Specify	70	0=No
Format	Num	Type	Source
Valid N	129	Mean	59
Minimum		Maximum	12=Other

Codebook for Center/Program-Level PUF, continued

Name	C1E09a13	Frequency	Code and Description
Label	C1: Do not use child assessment tool	128	0=No
Format	Num	Type	Source
Valid N	129	Mean	1 13=Do not use a child assessment tool
Minimum		Maximum	
Name	C1E10	Frequency	Code and Description
Label	C1: What methods do you use for these assessments?	27	1=Ratings based on classroom observation or work sampling
Format	Num	Type	Source
Valid N	129	Mean	10 2=Testing with standardized tests or assessment instruments
Minimum		Maximum	84 3=Both observation-based ratings and direct assessment
			8 4=Other
Name	C1E11a	Frequency	Code and Description
Label	C1: How often child assmt reported to parents	3	1=Once at beginning of year
Format	Num	Type	Source
Valid N	129	Mean	2 2=Once at end of year
Minimum		Maximum	24 3=Beginning and end of year
			100 4=More often
Name	C1E11b	Frequency	Code and Description
Label	C1: How often child assmt reported to administrators	1	1=Once at beginning of year
Format	Num	Type	Source
Valid N	128	Mean	1 2=Once at end of year
Minimum		Maximum	17 3=Beginning and end of year
			109 4=More often
			1 -8/.D=Don't know
Name	C1E11c	Frequency	Code and Description
Label	C1: How often child assmt recorded in child's file	2	1=Once at beginning of year
Format	Num	Type	Source
Valid N	128	Mean	18 3=Beginning and end of year
Minimum		Maximum	108 4=More often
			1 -9/.M=Missing
Name	C1E11d1	Frequency	Code and Description
Label	C1: Teacher ratings based on observations	3	1=Never
Format	Num	Type	Source
Valid N	99	Mean	4 2=Once at beginning of year
Minimum		Maximum	4 3=Once at end of year
			11 4=Beginning and end of year
			77 5=More often
			25 -1/.N=Not Applicable
			1 -8/.D=Don't know
			4 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1E11d2	Frequency	Code and Description
Label	C1: Testing with standardized tests or assessments	25	1=Never
Format	Num	Type	Source
Valid N	95	Mean	21 2=Once at beginning of year
Minimum		Maximum	1 3=Once at end of year
			23 4=Beginning and end of year
			25 5=More often
			25 -1/.N=Not Applicable
			4 -8/.D=Don't know
			5 -9/.M=Missing

Name	C1E11d3	Frequency	Code and Description
Label	C1: Parent reports	6	1=Never
Format	Num	Type	Source
Valid N	98	Mean	10 2=Once at beginning of year
Minimum		Maximum	2 3=Once at end of year
			18 4=Beginning and end of year
			62 5=More often
			25 -1/.N=Not Applicable
			1 -8/.D=Don't know
			5 -9/.M=Missing

Name	C1E11d4	Frequency	Code and Description
Label	C1: Something else? (Specify)	21	1=Never
Format	Num	Type	Source
Valid N	35	Mean	1 2=Once at beginning of year
Minimum		Maximum	4 4=Beginning and end of year
			9 5=More often
			63 -1/.N=Not Applicable
			4 -8/.D=Don't know
			27 -9/.M=Missing

Name	C1E11e	Frequency	Code and Description
Label	C1: Assess children's abilities their home language	19	0=No
Format	Num	Type	Source
Valid N	99	Mean	80 1=Yes
Minimum		Maximum	25 -1/.N=Not Applicable
			1 -8/.D=Don't know
			4 -9/.M=Missing

Name	C1F01a	Frequency	Code and Description
Label	C1: Teachers serve as family service worker?	110	0=No
Format	Num	Type	Source
Valid N	127	Mean	17 1=Yes
Minimum		Maximum	2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	C1F02a	Frequency	Code and Description
Label	C1: # Of home visits by teachers	128	valid numeric value
Format	Num	Type	Source
Valid N	128	Mean	2.18
Minimum	1	Maximum	5
Name	C1F02b	Frequency	Code and Description
Label	C1: # Of home visits by FSA/FSW	104	valid numeric value
Format	Num	Type	Source
Valid N	104	Mean	2.19
Minimum	0	Maximum	5
Name	C1F03	Frequency	Code and Description
Label	C1: Center includes home-based option	113	0=No
Format	Num	Type	Source
Valid N	128	Mean	15
Minimum		Maximum	1=Yes
Name	C1F04a	Frequency	Code and Description
Label	C1: # Times visited by home visitors	13	valid numeric value
Format	Num	Type	Source
Valid N	13	Mean	20.31
Minimum	2	Maximum	36
Name	C1F04b	Frequency	Code and Description
Label	C1: # Times visited by family service worker (FSA)	8	valid numeric value
Format	Num	Type	Source
Valid N	8	Mean	3.25
Minimum	1	Maximum	10
Name	C1F04c	Frequency	Code and Description
Label	C1: Averse caseload for family service worker	6	1=10-35
Format	Num	Type	Source
Valid N	13	Mean	2 2=36-45
Minimum		Maximum	3 3=46-55
			1 4=56-65
			1 5=66-76
			114 -1/.N=Not Applicable
			2 -9/.M=Missing
Name	C1F05Box	Frequency	Code and Description
Label	C1: Box. F1 & f2 both no, skip to g1	94	valid numeric value
Format	Num	Type	Source
Valid N	94	Mean	1.00
Minimum	1	Maximum	1

Codebook for Center/Program-Level PUF, continued

Name	C1F05_01	Frequency	Code and Description
Label	C1: Tchr priority: Provide educ experiences to HS child	15	0=Not a "top 3" priority
Format	Num	Type	17 1=Provide educ experiences to HS child
Valid N	32	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	3 -9/.M=Missing
Name	C1F05_02	Frequency	Code and Description
Label	C1:TchrPrty:Inform parents about progress of their chld	2	0=Not a "top 3" priority
Format	Num	Type	29 2=Inform parents about progress of their child
Valid N	31	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	4 -9/.M=Missing
Name	C1F05_03	Frequency	Code and Description
Label	C1:TchrPrty:Teach prnts abt issues, actvties do w/kids	3	0=Not a "top 3" priority
Format	Num	Type	29 3=Teach prnts abt issues, actvties to do w/kids
Valid N	32	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	3 -9/.M=Missing
Name	C1F05_04	Frequency	Code and Description
Label	C1: Tchr priority: Conduct family assessments	31	0=Not a "top 3" priority
Format	Num	Type	94 -1/.N=Not Applicable
Valid N	31	Mean	4 -9/.M=Missing
Minimum		Maximum	
Name	C1F05_05	Frequency	Code and Description
Label	C1:TchrPrty:Provide guidnc to families re meeting goals	28	0=Not a "top 3" priority
Format	Num	Type	4 5=Provide guidance to families re meeting goals
Valid N	32	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	3 -9/.M=Missing
Name	C1F05_06	Frequency	Code and Description
Label	C1: Tchr prty: Provide referral to community services	30	0=Not a "top 3" priority
Format	Num	Type	1 6=Provide referral to community services
Valid N	31	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	4 -9/.M=Missing
Name	C1F05_07	Frequency	Code and Description
Label	C1:TchrPrty:Informal counseling/address personal issues	28	0=Not a "top 3" priority
Format	Num	Type	3 7=Informal counseling/address personal issues
Valid N	31	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	4 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1F05_08	Frequency	Code and Description
Label	C1:Tchr prty: Information/referral /about educ services	26	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	31	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	4 -9/.M=Missing
Name	C1F05_09	Frequency	Code and Description
Label	C1: Tchr priority: Provide assistance with basic needs	28	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	31	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	4 -9/.M=Missing
Name	C1F05_10	Frequency	Code and Description
Label	C1:TchrPrty:Get info, suggstns fr prnts re HSexperiences	27	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	31	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	4 -9/.M=Missing
Name	C1F05_11	Frequency	Code and Description
Label	C1: Tchr priority: Other	31	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	31	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	4 -9/.M=Missing
Name	C1F06_01	Frequency	Code and Description
Label	C1: FSW priority: Provide educ experiences to HS child	28	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	29	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	6 -9/.M=Missing
Name	C1F06_02	Frequency	Code and Description
Label	C1:FSW prty:Inform parents about progress of their chld	26	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	29	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	6 -9/.M=Missing
Name	C1F06_03	Frequency	Code and Description
Label	C1:FSW prty:Teach prnts abt issues, actvities do w/kids	29	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	29	Mean	94 -1/.N=Not Applicable
Minimum		Maximum	6 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1F06_04	Frequency	Code and Description
Label	C1: FSW priority: Conduct family assessments	16	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	30	Mean	14 4=Conduct family assessments
Minimum		Maximum	94 -1/.N=Not Applicable
			5 -9/.M=Missing
Name	C1F06_05	Frequency	Code and Description
Label	C1:FSW prty:Provide guidnc to families re meeting goals	11	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	30	Mean	19 5=Provide guidance to families re meeting goals
Minimum		Maximum	94 -1/.N=Not Applicable
			5 -9/.M=Missing
Name	C1F06_06	Frequency	Code and Description
Label	C1: FSW prty: Provide referral to community services	13	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	30	Mean	17 6=Provide referral to community services
Minimum		Maximum	94 -1/.N=Not Applicable
			5 -9/.M=Missing
Name	C1F06_07	Frequency	Code and Description
Label	C1:FSW prty:Informal counseling/address personal issues	19	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	29	Mean	10 7=Informal counseling/address personal issues
Minimum		Maximum	94 -1/.N=Not Applicable
			6 -9/.M=Missing
Name	C1F06_08	Frequency	Code and Description
Label	C1: FSW prty: Information/referral /about educ services	25	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	29	Mean	4 8=Information/referral /about educ services
Minimum		Maximum	94 -1/.N=Not Applicable
			6 -9/.M=Missing
Name	C1F06_09	Frequency	Code and Description
Label	C1: FSW priority: Provide assistance with basic needs	10	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	29	Mean	19 9=Provide assistance with basic needs
Minimum		Maximum	94 -1/.N=Not Applicable
			6 -9/.M=Missing
Name	C1F06_10	Frequency	Code and Description
Label	C1:FSW prty:Get info, suggstns fr prnts re HSexperiences	27	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	29	Mean	2 10=Get info, suggstns fr prnts re HS experiences
Minimum		Maximum	94 -1/.N=Not Applicable
			6 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1F06_11	Frequency	Code and Description
Label	C1: FSW priority: Other	28	0=Not a "top 3" priority
Format	Num	Type	Source
Valid N	29	Mean	1 11=Other
Minimum		Maximum	94 -1/.N=Not Applicable
			6 -9/.M=Missing
Name	C1G0	Frequency	Code and Description
Label	C1: Formal planning process for kinder. transition?	3	0=No
Format	Num	Type	Source
Valid N	128	Mean	125 1=Yes
Minimum		Maximum	1 -9/.M=Missing
Name	C1G0a	Frequency	Code and Description
Label	C1: When begin planning for transition?	43	1=at the start of the year
Format	Num	Type	Source
Valid N	126	Mean	52 2=halfway through the year
Minimum		Maximum	24 3=a couple of months before the year ends
			4 4=a few weeks before the year ends
			3 5=OTHER
			3 -9/.M=Missing
Name	C1G01a	Frequency	Code and Description
Label	C1: Letters with info on transition	5	0=No
Format	Num	Type	Source
Valid N	129	Mean	124 1=Yes
Minimum		Maximum	
Name	C1G01b	Frequency	Code and Description
Label	C1: Ask parent to discuss kindergarten transition	2	0=No
Format	Num	Type	Source
Valid N	129	Mean	127 1=Yes
Minimum		Maximum	
Name	C1G01c	Frequency	Code and Description
Label	C1: Give parents info on school	5	0=No
Format	Num	Type	Source
Valid N	129	Mean	124 1=Yes
Minimum		Maximum	
Name	C1G01d	Frequency	Code and Description
Label	C1: Schedule parent to child's school	32	0=No
Format	Num	Type	Source
Valid N	128	Mean	96 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
Name	C1G01e	Frequency	Code and Description
Label	C1: Accompany parents to the school	38	0=No
Format	Num	Type	Source
Valid N	125	Mean	87 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			3 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1G01f	Frequency	Code and Description
Label	C1: Teach parents skills to advocate	13	0=No
Format	Num	Type	Source
Valid N	128	Mean	115 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
Name	C1G01g	Frequency	Code and Description
Label	C1: Do anything else? (Specify)	72	0=No
Format	Num	Type	Source
Valid N	94	Mean	22 1=Yes
Minimum		Maximum	21 -1/.N=Not Applic
			14 -9/.M=Missing
Name	C1G02a	Frequency	Code and Description
Label	C1: Joint training Head Start & school staff	56	0=No
Format	Num	Type	Source
Valid N	128	Mean	72 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
Name	C1G02b	Frequency	Code and Description
Label	C1: Share curriculum information?	35	0=No
Format	Num	Type	Source
Valid N	128	Mean	93 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
Name	C1G02c	Frequency	Code and Description
Label	C1: Share info program policies	44	0=No
Format	Num	Type	Source
Valid N	128	Mean	84 1=Yes
Minimum		Maximum	1 -9/.M=Missing
Name	C1G02d	Frequency	Code and Description
Label	C1: Share info on expectations	32	0=No
Format	Num	Type	Source
Valid N	126	Mean	94 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
Name	C1G02e	Frequency	Code and Description
Label	C1: Provide children's Head Start records	16	0=No
Format	Num	Type	Source
Valid N	125	Mean	109 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1G02f	Frequency	Code and Description
Label	C1: Meet with k teacher at school	35	0=No
Format	Num	Type	Source
Valid N	127	Mean	92 1=Yes
Minimum		Maximum	2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	C1G02g	Frequency	Code and Description
Label	C1: Help schools identify kindergarten students	23	0=No
Format	Num	Type	Source
Valid N	129	Mean	106
Minimum		Maximum	1=Yes
Name	C1G02i	Frequency	Code and Description
Label	C1: Participate in development of IEPs	6	0=No
Format	Num	Type	Source
Valid N	129	Mean	123
Minimum		Maximum	1=Yes
Name	C1G02j	Frequency	Code and Description
Label	C1: Connect DLL children with ESI services	26	0=No
Format	Num	Type	Source
Valid N	97	Mean	71
Minimum		Maximum	1=Yes
			25 -1/.N=Not Applic
			6 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1G02h	Frequency	Code and Description
Label	C1: Do anything else? (Specify)	98	0=No
Format	Num	Type	Source
Valid N	98	Mean	3
Minimum		Maximum	-1/.N=Not Applic
			28 -9/.M=Missing
Name	C1H01a	Frequency	Code and Description
Label	C1: Teachers feel good about jobs	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	129	Mean	2
Minimum		Maximum	2=Disagree
			5 3=Neither Agree nor Disagree
			51 4=Agree
			68 5=Strongly Agree
Name	C1H01b	Frequency	Code and Description
Label	C1: Promotes teamwork among teachers	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	129	Mean	1
Minimum		Maximum	2=Disagree
			1 3=Neither Agree nor Disagree
			33 4=Agree
			91 5=Strongly Agree
Name	C1H01c	Frequency	Code and Description
Label	C1: Teachers feel part of team	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	129	Mean	3
Minimum		Maximum	3=Neither Agree nor Disagree
			34 4=Agree
			89 5=Strongly Agree

Codebook for Center/Program-Level PUF, continued

Name	C1H01d			Frequency	Code and Description
Label	C1: Teachers don't feel isolated			3	1=Strongly Disagree
Format	Num	Type	Source	2	2=Disagree
Valid N	128	Mean		3	3=Neither Agree nor Disagree
Minimum		Maximum		46	4=Agree
				74	5=Strongly Agree
				1	-9/.M=Missing

Name	C1H01e			Frequency	Code and Description
Label	C1: Assistance to teachers			4	1=Strongly Disagree
Format	Num	Type	Source	4	2=Disagree
Valid N	128	Mean		9	3=Neither Agree nor Disagree
Minimum		Maximum		48	4=Agree
				63	5=Strongly Agree
				1	-9/.M=Missing

Name	C1H01f			Frequency	Code and Description
Label	C1: Orientation to new teachers			3	1=Strongly Disagree
Format	Num	Type	Source	3	2=Disagree
Valid N	128	Mean		4	3=Neither Agree nor Disagree
Minimum		Maximum		35	4=Agree
				83	5=Strongly Agree
				1	-9/.M=Missing

Name	C1H01g			Frequency	Code and Description
Label	C1: Helps new teachers adjust			3	1=Strongly Disagree
Format	Num	Type	Source	2	2=Disagree
Valid N	129	Mean		9	3=Neither Agree nor Disagree
Minimum		Maximum		49	4=Agree
				66	5=Strongly Agree

Name	C1H01h			Frequency	Code and Description
Label	C1: Knows what teachers deal with			3	1=Strongly Disagree
Format	Num	Type	Source	2	2=Disagree
Valid N	129	Mean		12	3=Neither Agree nor Disagree
Minimum		Maximum		41	4=Agree
				71	5=Strongly Agree

Name	C1H01i			Frequency	Code and Description
Label	C1: Timely delivery of materials			6	1=Strongly Disagree
Format	Num	Type	Source	5	2=Disagree
Valid N	128	Mean		10	3=Neither Agree nor Disagree
Minimum		Maximum		58	4=Agree
				49	5=Strongly Agree
				1	-9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1H01j	Frequency	Code and Description
Label	C1: Teachers identify strengths/weaknesses	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	129	Mean	2 2=Disagree
Minimum		Maximum	4 3=Neither Agree nor Disagree
			54 4=Agree
			66 5=Strongly Agree

Name	C1H01k	Frequency	Code and Description
Label	C1: Atmosphere free from gossip	6	1=Strongly Disagree
Format	Num	Type	Source
Valid N	128	Mean	3 2=Disagree
Minimum		Maximum	17 3=Neither Agree nor Disagree
			60 4=Agree
			42 5=Strongly Agree
			1 -8/.D=Don't know

Name	C1H01l	Frequency	Code and Description
Label	C1: Freedom for teachers	5	1=Strongly Disagree
Format	Num	Type	Source
Valid N	129	Mean	6 2=Disagree
Minimum		Maximum	5 3=Neither Agree nor Disagree
			34 4=Agree
			79 5=Strongly Agree

Name	C1H3a	Frequency	Code and Description
Label	C1: Promotes cooperation btw HS staff and parents	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	129	Mean	1 3=Neither Agree nor Disagree
Minimum		Maximum	33 4=Agree
			92 5=Strongly Agree

Name	C1H3b	Frequency	Code and Description
Label	C1: Encourages parents to suplmnt learning at home	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	129	Mean	2 3=Neither Agree nor Disagree
Minimum		Maximum	34 4=Agree
			90 5=Strongly Agree

Name	C1H3c	Frequency	Code and Description
Label	C1: Supports staff in efforts to engage parents	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	129	Mean	1 3=Neither Agree nor Disagree
Minimum		Maximum	37 4=Agree
			88 5=Strongly Agree

Codebook for Center/Program-Level PUF, continued

Name	C1H4a	Frequency	Code and Description
Label	C1: FSWs work closely with teachers/specialists	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	124	Mean	1 2=Disagree
Minimum		Maximum	2 3=Neither Agree nor Disagree
			46 4=Agree
			72 5=Strongly Agree
			4 -1/.N=Not Applicable
			1 -9/.M=Missing

Name	C1H4b	Frequency	Code and Description
Label	C1: FSWs understand HS goals of family literacy	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	123	Mean	3 2=Disagree
Minimum		Maximum	4 3=Neither Agree nor Disagree
			48 4=Agree
			65 5=Strongly Agree
			4 -1/.N=Not Applicable
			2 -9/.M=Missing

Name	C1H4c	Frequency	Code and Description
Label	C1: FSWs feel good about their jobs	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	121	Mean	2 2=Disagree
Minimum		Maximum	9 3=Neither Agree nor Disagree
			51 4=Agree
			56 5=Strongly Agree
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing

Name	C1I01yy	Frequency	Code and Description
Label	C1: Year started at this HS	128	valid numeric value
Format	Num	Type	Source
Valid N	128	Mean	1998.16
Minimum	1980	Maximum	2009
			1 -9/.M=Missing

Name	C1I02	Frequency	Code and Description
Label	C1: Number those yrs teaching HS	128	valid numeric value
Format	Num	Type	Source
Valid N	128	Mean	13.34
Minimum	0	Maximum	30
			1 -9/.M=Missing

Name	C1I03hrs	Frequency	Code and Description
Label	C1: Hours/week does salary cover	126	valid numeric value
Format	Num	Type	Source
Valid N	126	Mean	38.87
Minimum	8	Maximum	40
			1 -8/.D=Don't know
			2 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1104hrs	Frequency	Code and Description
Label	C1: Hours/week do you actually work	124	valid numeric value
Format	Num	Type	Source
Valid N	124	Mean	48.70
Minimum	35	Maximum	99
Name	C1105	Frequency	Code and Description
Label	C1: Months/Year does salary cover	126	valid numeric value
Format	Num	Type	Source
Valid N	126	Mean	11.06
Minimum	8	Maximum	12
Name	C1106a	Frequency	Code and Description
Label	C1: Time constraints hard to do job	26	1=Not at all harder
Format	Num	Type	Source
Valid N	129	Mean	60 2=Somewhat harder
Minimum		Maximum	43 3=Great deal harder
Name	C1106b	Frequency	Code and Description
Label	C1: Undefined role hard to do job	20	1=Not at all harder
Format	Num	Type	Source
Valid N	129	Mean	67 2=Somewhat harder
Minimum		Maximum	42 3=Great deal harder
Name	C1106c	Frequency	Code and Description
Label	C1: Not enough salary hard to do job	65	1=Not at all harder
Format	Num	Type	Source
Valid N	129	Mean	38 2=Somewhat harder
Minimum		Maximum	26 3=Great deal harder
Name	C1106d	Frequency	Code and Description
Label	C1: Lack of support staff	79	1=Not at all harder
Format	Num	Type	Source
Valid N	129	Mean	36 2=Somewhat harder
Minimum		Maximum	14 3=Great deal harder
Name	C1106e	Frequency	Code and Description
Label	C1: Lack of training hard to do job	100	1=Not at all harder
Format	Num	Type	Source
Valid N	127	Mean	19 2=Somewhat harder
Minimum		Maximum	8 3=Great deal harder
			1 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1106f	Frequency	Code and Description
Label	C1: Hard to do job for lack of support	73	1=Not at all harder
Format	Num	Type	Source
Valid N	129	Mean	43 2=Somewhat harder
Minimum		Maximum	13 3=Great deal harder

Codebook for Center/Program-Level PUF, continued

Name	C1106g			Frequency	Code and Description
Label	C1: Hard to do job for lack of funds			50	1=Not at all harder
Format	Num	Type	Source	49	2=Somewhat harder
Valid N	127	Mean		28	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
Name	C1106h			Frequency	Code and Description
Label	C1: Challenging population			49	1=Not at all harder
Format	Num	Type	Source	58	2=Somewhat harder
Valid N	127	Mean		20	3=Great deal harder
Minimum		Maximum		1	-8/.D=Don't know
				1	-9/.M=Missing
Name	C1106i			Frequency	Code and Description
Label	C1: Staff turnover			77	1=Not at all harder
Format	Num	Type	Source	37	2=Somewhat harder
Valid N	128	Mean		14	3=Great deal harder
Minimum		Maximum		1	-8/.D=Don't know
Name	C1106j			Frequency	Code and Description
Label	C1: Lack of parent support			57	1=Not at all harder
Format	Num	Type	Source	54	2=Somewhat harder
Valid N	127	Mean		16	3=Great deal harder
Minimum		Maximum		2	-9/.M=Missing
Name	C1106k			Frequency	Code and Description
Label	C1: Lack of qualified teachers			85	1=Not at all harder
Format	Num	Type	Source	36	2=Somewhat harder
Valid N	129	Mean		8	3=Great deal harder
Minimum		Maximum			
Name	C1106l			Frequency	Code and Description
Label	C1: Anything else?			2	0
Format	Num	Type	Source	6	3=Great deal harder
Valid N	8	Mean		121	-1/.N=Not Applicable
Minimum		Maximum			
Name	C1107a			Frequency	Code and Description
Label	C1: Paid vacation time			20	0=No
Format	Num	Type	Source	109	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	C1107b			Frequency	Code and Description
Label	C1: Paid sick leave			5	0=No
Format	Num	Type	Source	124	1=Yes
Valid N	129	Mean			
Minimum		Maximum			

Codebook for Center/Program-Level PUF, continued

Name	C1107c			Frequency	Code and Description
Label	C1: Paid maternity/paternity leave			40	0=No
Format	Num	Type	Source	77	1=Yes
Valid N	117	Mean		1	-1/.N=Not Applic
Minimum		Maximum		11	-8/.D=Don't know
Name	C1107d			Frequency	Code and Description
Label	C1: Unpaid maternity/paternity leave			22	0=No
Format	Num	Type	Source	93	1=Yes
Valid N	115	Mean		12	-8/.D=Don't know
Minimum		Maximum		2	-9/.M=Missing
Name	C1107e			Frequency	Code and Description
Label	C1: Paid family leave			43	0=No
Format	Num	Type	Source	80	1=Yes
Valid N	123	Mean		5	-8/.D=Don't know
Minimum		Maximum		1	-9/.M=Missing
Name	C1107f			Frequency	Code and Description
Label	C1: Paid health insurance			8	0=No
Format	Num	Type	Source	121	1=Yes
Valid N	129	Mean			
Minimum		Maximum			
Name	C1107g			Frequency	Code and Description
Label	C1: Paid dental insurance			22	0=No
Format	Num	Type	Source	105	1=Yes
Valid N	127	Mean		2	-8/.D=Don't know
Minimum		Maximum			
Name	C1107h			Frequency	Code and Description
Label	C1: Tuition reimbursement			29	0=No
Format	Num	Type	Source	94	1=Yes
Valid N	123	Mean		6	-8/.D=Don't know
Minimum		Maximum			
Name	C1107i			Frequency	Code and Description
Label	C1: Retirement plan			8	0=No
Format	Num	Type	Source	117	1=Yes
Valid N	125	Mean		3	-8/.D=Don't know
Minimum		Maximum		1	-9/.M=Missing
Name	C1108a			Frequency	Code and Description
Label	C1: I enjoy my present teaching job			3	1=Strongly Disagree
Format	Num	Type	Source	1	2=Disagree
Valid N	129	Mean		6	3=Neither Agree nor Disagree
Minimum		Maximum		28	4=Agree
				91	5=Strongly Agree

Codebook for Center/Program-Level PUF, continued

Name	C1108b			Frequency	Code and Description
Label	C1: Make a difference to children			3	1=Strongly Disagree
Format	Num	Type	Source	27	4=Agree
Valid N	129	Mean		99	5=Strongly Agree
Minimum		Maximum			
Name	C1108c			Frequency	Code and Description
Label	C1: Start over, choose teaching			4	1=Strongly Disagree
Format	Num	Type	Source	5	2=Disagree
Valid N	128	Mean		3	3=Neither Agree nor Disagree
Minimum		Maximum		20	4=Agree
				96	5=Strongly Agree
				1	-8/.D=Don't know
Name	C1110			Frequency	Code and Description
Label	C1: Any children who attend HS now			123	0=No
Format	Num	Type	Source	5	1=Yes
Valid N	128	Mean		1	-9/.M=Missing
Minimum		Maximum			
Name	C1111			Frequency	Code and Description
Label	C1: Any child in past attend HS			75	0=No
Format	Num	Type	Source	47	1=Yes
Valid N	122	Mean		5	-1/.N=Not Applic
Minimum		Maximum		2	-9/.M=Missing
Name	C1112			Frequency	Code and Description
Label	C1: Highest grade of school completed			9	7=Some college but no degree
Format	Num	Type	Source	25	8=Associate's degree
Valid N	129	Mean		52	9=Bachelor's degree
Minimum		Maximum		12	10=Graduate/professional schl, no degree
				28	11=Master's degree (MA, MS)
				2	12=Doctorate degree (PhD, EDD)
				1	13=Professional degree(MD,DDS,JD,LLB,etc)
Name	C1113			Frequency	Code and Description
Label	C1: What field is your highest degree			18	1=Child development or developmental psychology
Format	Num	Type	Source	50	2=Early childhood education
Valid N	120	Mean		9	3=Elementary education
Minimum		Maximum		10	5=Other field
				1	6=Curriculum Development
				16	7=Administration
				2	9=Reading/literacy
				14	10=Psychology, Counseling, or Social Work
				9	-1/.N=Not Applicable

Codebook for Center/Program-Level PUF, continued

Name	C1114	Frequency	Code and Description
Label	C1: Field include early childhood education	17	0=No
Format	Num	Type	Source
Valid N	128	Mean	111 1=Yes
Minimum		Maximum	1 -9/.M=Missing
Name	C1115	Frequency	Code and Description
Label	C1: Completed courses in ECE since degree	9	0=No
Format	Num	Type	Source
Valid N	16	Mean	7 1=Yes
Minimum		Maximum	111 -1/.N=Not Applic
			2 -9/.M=Missing
Name	C1115a	Frequency	Code and Description
Label	C1: Completed entire course on DLL children	99	0=No
Format	Num	Type	Source
Valid N	125	Mean	26 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			2 -9/.M=Missing
Name	C1116box	Frequency	Code and Description
Label	C1: Attend college	129	1=Yes
Format	Num	Type	Source
Valid N	129	Mean	
Minimum		Maximum	
Name	C1118	Frequency	Code and Description
Label	C1: Do you have a CDA credential	78	0=No
Format	Num	Type	Source
Valid N	127	Mean	49 1=Yes
Minimum		Maximum	2 -9/.M=Missing
Name	C1119	Frequency	Code and Description
Label	C1: Have state-awarded preschool certificate	94	0=No
Format	Num	Type	Source
Valid N	124	Mean	30 1=Yes
Minimum		Maximum	4 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1120	Frequency	Code and Description
Label	C1: Have teaching certificate or license	81	0=No
Format	Num	Type	Source
Valid N	128	Mean	47 1=Yes
Minimum		Maximum	1 -9/.M=Missing
Name	C1122	Frequency	Code and Description
Label	C1: Member of NAEYC, NHSA, NEA	35	0=No
Format	Num	Type	Source
Valid N	127	Mean	92 1=Yes
Minimum		Maximum	2 -8/.D=Don't know

Codebook for Center/Program-Level PUF, continued

Name	C1123	Frequency	Code and Description
Label	C1: Annual salary	108	valid numeric value
Format	Num	Type	Source
Valid N	108	Mean	41907.41
Minimum	20000	Maximum	75000
			10 -7/.R=Refused
			10 -8/.D=Don't know
			1 -9/.M=Missing
Name	C1124	Frequency	Code and Description
Label	C1: What is your gender	10	1=Male
Format	Num	Type	Source
Valid N	129	Mean	119
Minimum		Maximum	2=Female
Name	C1125	Frequency	Code and Description
Label	C1: In what year were you born	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	1962.99
Minimum	1950	Maximum	1980
			1 -7/.R=Refused
			1 -9/.M=Missing
Name	C1126	Frequency	Code and Description
Label	C1: Spanish, Hispanic, or Latino origin	105	0=No
Format	Num	Type	Source
Valid N	129	Mean	24
Minimum		Maximum	1=Yes
Name	C1127	Frequency	Code and Description
Label	C1: Which one best describes you . . .	14	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	17	Mean	2
Minimum		Maximum	2=Puerto Rican
			1 3=Cuban
			107 -1/.N=Not Applicable
			5 -9/.M=Missing
Name	C1128_11	Frequency	Code and Description
Label	C1: White	48	0=No
Format	Num	Type	Source
Valid N	125	Mean	77
Minimum		Maximum	11=White
			1 -8/.D=Don't know
			3 -9/.M=Missing
Name	C1128_12	Frequency	Code and Description
Label	C1: Black, African American	86	0=No
Format	Num	Type	Source
Valid N	125	Mean	39
Minimum		Maximum	12=Black or African American
			1 -8/.D=Don't know
			3 -9/.M=Missing

Codebook for Center/Program-Level PUF, continued

Name	C1128_13	Frequency	Code and Description
Label	C1: American Indian, Alaska Native	123	0=No
Format	Num	Type	Source
Valid N	124	Mean	1 13=American Indian or Alaska Native
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing

Name	C1128_20	Frequency	Code and Description
Label	C1: Asian or Pacific Islander	123	0=No
Format	Num	Type	Source
Valid N	125	Mean	2 20=Asian or Pacific Islander
Minimum		Maximum	1 -8/.D=Don't know
			3 -9/.M=Missing

Name	C1128_25	Frequency	Code and Description
Label	C1: Another race	120	0=No
Format	Num	Type	Source
Valid N	120	Mean	1 -8/.D=Don't know
Minimum		Maximum	8 -9/.M=Missing

Name	C1129	Frequency	Code and Description
Label	C1: Speak language other than English	94	0=No
Format	Num	Type	Source
Valid N	129	Mean	35 1=Yes
Minimum		Maximum	

Name	C1130_12	Frequency	Code and Description
Label	C1: Spanish	6	0=No
Format	Num	Type	Source
Valid N	35	Mean	29 12=Spanish
Minimum		Maximum	94 -1/.N=Not Applicable

Name	C1130_21	Frequency	Code and Description
Label	C1: Other (specify)	24	0=No
Format	Num	Type	Source
Valid N	35	Mean	11 21=Other
Minimum		Maximum	94 -1/.N=Not Applicable

Name	E1_Date	Frequency	Code and Description
Label	E1: Date of Interview	15	September 2009
Format	Num	Type	Source
Valid N	117	Mean	67 October 2009
Minimum		Maximum	33 November 2009
			2 April/May 2010
			12 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K01a	Frequency	Code and Description
Label	E1: Develop curriculum, schedule, class plan	18	0=No
Format	Num	Type	Source
Valid N	127	Mean	109 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01b	Frequency	Code and Description
Label	E1: Assist dir in program mgement	10	0=No
Format	Num	Type	Source
Valid N	127	Mean	117 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01c	Frequency	Code and Description
Label	E1: Provide staff training/education	127	1=Yes
Format	Num	Type	Source
Valid N	127	Mean	2 SYSMIS/.
Minimum		Maximum	
Name	E1K01d	Frequency	Code and Description
Label	E1: Arrange for IEPs for children	90	0=No
Format	Num	Type	Source
Valid N	127	Mean	37 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01e	Frequency	Code and Description
Label	E1: Conduct child assessments	70	0=No
Format	Num	Type	Source
Valid N	127	Mean	57 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01f	Frequency	Code and Description
Label	E1: Administer/Support assessments	30	0=No
Format	Num	Type	Source
Valid N	127	Mean	97 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01h	Frequency	Code and Description
Label	E1: Arrange for Mentor-Coach initiative	57	0=No
Format	Num	Type	Source
Valid N	127	Mean	70 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01i	Frequency	Code and Description
Label	E1: Supervise/Mentor classroom staff	14	0=No
Format	Num	Type	Source
Valid N	127	Mean	113 1=Yes
Minimum		Maximum	2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K01j	Frequency	Code and Description
Label	E1: Manage transition to school activities	36	0=No
Format	Num	Type	Source
Valid N	127	Mean	91 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01k	Frequency	Code and Description
Label	E1: Provide parent education	31	0=No
Format	Num	Type	Source
Valid N	127	Mean	96 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01l	Frequency	Code and Description
Label	E1: Provide outreach services	79	0=No
Format	Num	Type	Source
Valid N	127	Mean	48 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01m	Frequency	Code and Description
Label	E1: Supervise home visitors	85	0=No
Format	Num	Type	Source
Valid N	127	Mean	42 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01n	Frequency	Code and Description
Label	E1: Service for child w/other community	68	0=No
Format	Num	Type	Source
Valid N	127	Mean	59 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01o	Frequency	Code and Description
Label	E1: Activities involving parents	34	0=No
Format	Num	Type	Source
Valid N	125	Mean	91 1=Yes
Minimum		Maximum	2 -9/.M=Missing 2 SYSMIS/.
Name	E1K01s	Frequency	Code and Description
Label	E1: Encourage supplemental learning at home	25	0=No
Format	Num	Type	Source
Valid N	127	Mean	102 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01p	Frequency	Code and Description
Label	E1: Another responsibility (specify)	74	0=No
Format	Num	Type	Source
Valid N	125	Mean	51 1=Yes
Minimum		Maximum	2 -9/.M=Missing 2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K01q	Frequency	Code and Description
Label	E1: Another responsibility (specify)	101	0=No
Format	Num	Type	Source
Valid N	127	Mean	26 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K01r	Frequency	Code and Description
Label	E1: Another responsibility (specify)	111	0=No
Format	Num	Type	Source
Valid N	127	Mean	16 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1K02a	Frequency	Code and Description
Label	E1: Top 3: Develop curriculum, schedule, class plan	40	0=Not top 3
Format	Num	Type	Source
Valid N	109	Mean	46 1=Primary responsibility
Minimum		Maximum	19 2=Secondary responsibility
			4 3=Third responsibility
			18 -9/.M=Missing
			2 SYSMIS/.
Name	E1K02b	Frequency	Code and Description
Label	E1: Top 3: Assist dir in program mgement	53	0=Not top 3
Format	Num	Type	Source
Valid N	107	Mean	23 1=Primary responsibility
Minimum		Maximum	20 2=Secondary responsibility
			11 3=Third responsibility
			20 -9/.M=Missing
			2 SYSMIS/.
Name	E1K02c	Frequency	Code and Description
Label	E1: Top 3: Provide staff training/education	41	0=Not top 3
Format	Num	Type	Source
Valid N	109	Mean	17 1=Primary responsibility
Minimum		Maximum	29 2=Secondary responsibility
			22 3=Third responsibility
			18 -9/.M=Missing
			2 SYSMIS/.
Name	E1K02d	Frequency	Code and Description
Label	E1: Top 3: Arrange for IEPs for children	92	0=Not top 3
Format	Num	Type	Source
Valid N	107	Mean	5 2=Secondary responsibility
Minimum		Maximum	10 3=Third responsibility
			20 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K02e	Frequency	Code and Description
Label	E1: Top 3: Conduct child assessments	94	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	3 1=Primary responsibility
Minimum		Maximum	2 2=Secondary responsibility
			6 3=Third responsibility
			22 -9/.M=Missing
			2 SYSMIS/.

Name	E1K02f	Frequency	Code and Description
Label	E1: Top 3: Administer/Support assessments	88	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	4 2=Secondary responsibility
Minimum		Maximum	13 3=Third responsibility
			22 -9/.M=Missing
			2 SYSMIS/.

Name	E1K02h	Frequency	Code and Description
Label	E1: Top 3: Arrange for Mentor-Coach initiative	97	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	4 1=Primary responsibility
Minimum		Maximum	4 3=Third responsibility
			22 -9/.M=Missing
			2 SYSMIS/.

Name	E1K02i	Frequency	Code and Description
Label	E1: Top 3: Supervise/Mentor classroom staff	62	0=Not top 3
Format	Num	Type	Source
Valid N	109	Mean	12 1=Primary responsibility
Minimum		Maximum	24 2=Secondary responsibility
			11 3=Third responsibility
			18 -9/.M=Missing
			2 SYSMIS/.

Name	E1K02j	Frequency	Code and Description
Label	E1: Top 3: Manage transition to school activities	103	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	2 3=Third responsibility
Minimum		Maximum	22 -9/.M=Missing
			2 SYSMIS/.

Name	E1K02k	Frequency	Code and Description
Label	E1: Top 3: Provide parent education	100	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	5 3=Third responsibility
Minimum		Maximum	22 -9/.M=Missing
			2 SYSMIS/.

Name	E1K02l	Frequency	Code and Description
Label	E1: Top 3: Provide outreach services	105	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	22 -9/.M=Missing
Minimum		Maximum	2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K02m	Frequency	Code and Description
Label	E1: Top 3: Supervise home visitors	105	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	22 -9/.M=Missing
Minimum		Maximum	2 SYSMIS/.
Name	E1K02n	Frequency	Code and Description
Label	E1: Top 3: Service for child w/other community	101	0=Not top 3
Format	Num	Type	Source
Valid N	107	Mean	2 2=Secondary responsibility
Minimum		Maximum	4 3=Third responsibility
			20 -9/.M=Missing
			2 SYSMIS/.
Name	E1K02o	Frequency	Code and Description
Label	E1: Top 3: Activities involving parents	101	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	2 1=Primary responsibility
Minimum		Maximum	2 3=Third responsibility
			22 -9/.M=Missing
			2 SYSMIS/.
Name	E1K02s	Frequency	Code and Description
Label	E1: Top 3: Encourage supplemental learning at home	101	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	2 2=Secondary responsibility
Minimum		Maximum	2 3=Third responsibility
			22 -9/.M=Missing
			2 SYSMIS/.
Name	E1K02p	Frequency	Code and Description
Label	E1: Top 3: Another responsibility	94	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	4 2=Secondary responsibility
Minimum		Maximum	7 3=Third responsibility
			22 -9/.M=Missing
			2 SYSMIS/.
Name	E1K02q	Frequency	Code and Description
Label	E1: Top 3: Another responsibility	103	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	2 1=Primary responsibility
Minimum		Maximum	22 -9/.M=Missing
			2 SYSMIS/.
Name	E1K02r	Frequency	Code and Description
Label	E1: Top 3: Another responsibility	98	0=Not top 3
Format	Num	Type	Source
Valid N	105	Mean	2 1=Primary responsibility
Minimum		Maximum	5 3=Third responsibility
			22 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K02t1	Frequency	Code and Description
Label	E1: Srcs of spprt for parnts: Teachers	6	0=No
Format	Num	Type	Source
Valid N	127	Mean	121 1=Teachers
Minimum		Maximum	2 SYSMIS/.
Name	E1K02t2	Frequency	Code and Description
Label	E1: Srcs of spprt for parnts: Edu coordntr speclst	33	0=No
Format	Num	Type	Source
Valid N	127	Mean	94 2=Education coordinator, specialist
Minimum		Maximum	2 SYSMIS/.
Name	E1K02t3	Frequency	Code and Description
Label	E1: Srcs of spprt for parnts: Ctr/prog director	70	0=No
Format	Num	Type	Source
Valid N	127	Mean	57 3=Center/program director
Minimum		Maximum	2 SYSMIS/.
Name	E1K02t4	Frequency	Code and Description
Label	E1: Srcs of spprt for parnts: Mental health profsl	16	0=No
Format	Num	Type	Source
Valid N	127	Mean	111 4=Mental health professional
Minimum		Maximum	2 SYSMIS/.
Name	E1K02t5	Frequency	Code and Description
Label	E1: Srcs of spprt for parnts: Parent workshops	45	0=No
Format	Num	Type	Source
Valid N	127	Mean	82 5=Parent workshops
Minimum		Maximum	2 SYSMIS/.
Name	E1K02t6	Frequency	Code and Description
Label	E1: Srcs of spprt for parnts: Writtn mtrls by prog	52	0=No
Format	Num	Type	Source
Valid N	127	Mean	75 6=Written materials produced by the program
Minimum		Maximum	2 SYSMIS/.
Name	E1K02t7	Frequency	Code and Description
Label	E1: Srcs of spprt for parnts: Writtn mtrl o/s prog	67	0=No
Format	Num	Type	Source
Valid N	127	Mean	60 7=Written materials produced outside of program
Minimum		Maximum	2 SYSMIS/.
Name	E1K02t8	Frequency	Code and Description
Label	E1: Srcs of spprt for parnts: Prnts not exps cncrn	121	0=No
Format	Num	Type	Source
Valid N	127	Mean	6 8=Parents have not expressed concerns
Minimum		Maximum	2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K02t9	Frequency	Code and Description
Label	E1: Srcs of spprt for parnts: Other specify	93	0=No
Format	Num	Type	Source
Valid N	127	Mean	34 9=Other
Minimum		Maximum	2 SYSMIS/.
Name	E1K03a	Frequency	Code and Description
Label	E1: Child development and ECE	14	0=No
Format	Num	Type	Source
Valid N	124	Mean	110 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			2 SYSMIS/.
Name	E1K03b	Frequency	Code and Description
Label	E1: Curriculum materials and teaching strategies	2	0=No
Format	Num	Type	Source
Valid N	124	Mean	122 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			2 SYSMIS/.
Name	E1K03o	Frequency	Code and Description
Label	E1: Curriculum mtrls/teaching strat focused on DLLs	38	0=No
Format	Num	Type	Source
Valid N	124	Mean	86 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			2 SYSMIS/.
Name	E1K03c	Frequency	Code and Description
Label	E1: Involve parents in the classroom	44	0=No
Format	Num	Type	Source
Valid N	124	Mean	80 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			2 SYSMIS/.
Name	E1K03p	Frequency	Code and Description
Label	E1: Working with parents of DLLs	64	0=No
Format	Num	Type	Source
Valid N	124	Mean	60 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			2 SYSMIS/.
Name	E1K03d	Frequency	Code and Description
Label	E1: Classroom management	8	0=No
Format	Num	Type	Source
Valid N	124	Mean	116 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			2 SYSMIS/.
Name	E1K03e	Frequency	Code and Description
Label	E1: Classroom safety, hygiene, health	20	0=No
Format	Num	Type	Source
Valid N	124	Mean	104 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K03f			Frequency	Code and Description
Label	E1: Assessment of child progress			16	0=No
Format	Num	Type	Source	108	1=Yes
Valid N	124	Mean		3	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.
Name	E1K03g			Frequency	Code and Description
Label	E1: Observation of child behavior			21	0=No
Format	Num	Type	Source	103	1=Yes
Valid N	124	Mean		3	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.
Name	E1K03h			Frequency	Code and Description
Label	E1: Effective communication w/parents			30	0=No
Format	Num	Type	Source	94	1=Yes
Valid N	124	Mean		3	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.
Name	E1K03i			Frequency	Code and Description
Label	E1: Child abuse, neglect			22	0=No
Format	Num	Type	Source	102	1=Yes
Valid N	124	Mean		3	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.
Name	E1K03j			Frequency	Code and Description
Label	E1: Supervise classroom workers			43	0=No
Format	Num	Type	Source	81	1=Yes
Valid N	124	Mean		3	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.
Name	E1K03k			Frequency	Code and Description
Label	E1: Team teaching			49	0=No
Format	Num	Type	Source	75	1=Yes
Valid N	124	Mean		3	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.
Name	E1K03q			Frequency	Code and Description
Label	E1: Encouraging supplemental learning at home			28	0=No
Format	Num	Type	Source	96	1=Yes
Valid N	124	Mean		3	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.
Name	E1K03l			Frequency	Code and Description
Label	E1: Something else (Specify)			90	0=No
Format	Num	Type	Source	34	1=Yes
Valid N	124	Mean		3	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K03m	Frequency	Code and Description
Label	E1: Something else (Specify)	127	0=No
Format	Num	Type	Source
Valid N	127	Mean	2
Minimum		Maximum	SYSMIS/.
Name	E1K03n	Frequency	Code and Description
Label	E1: Something else (Specify)	127	0=No
Format	Num	Type	Source
Valid N	127	Mean	2
Minimum		Maximum	SYSMIS/.
Name	E1K04a	Frequency	Code and Description
Label	E1: Top 3: Child development and ECE	71	0=Not top 3
Format	Num	Type	Source
Valid N	106	Mean	24
Minimum		Maximum	1=Most important
			4
			2=2nd most important
			7
			3=3rd most important
			21
			-9/.M=Missing
			2
			SYSMIS/.
Name	E1K04b	Frequency	Code and Description
Label	E1: Top 3:Curriculum materials & teaching strategies	30	0=Not top 3
Format	Num	Type	Source
Valid N	104	Mean	40
Minimum		Maximum	1=Most important
			24
			2=2nd most important
			10
			3=3rd most important
			23
			-9/.M=Missing
			2
			SYSMIS/.
Name	E1K04o	Frequency	Code and Description
Label	E1: Top 3: Curriculum mtrls/tchng strat focusd DLLs	81	0=Not top 3
Format	Num	Type	Source
Valid N	106	Mean	5
Minimum		Maximum	1=Most important
			11
			2=2nd most important
			9
			3=3rd most important
			21
			-9/.M=Missing
			2
			SYSMIS/.
Name	E1K04c	Frequency	Code and Description
Label	E1: Top 3: Involve parents in the classroom	80	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	5
Minimum		Maximum	1=Most important
			4
			2=2nd most important
			13
			3=3rd most important
			25
			-9/.M=Missing
			2
			SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K04p	Frequency	Code and Description
Label	E1: Top 3: Working with parents of DLLs	98	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	4 3=3rd most important
Minimum		Maximum	25 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04d	Frequency	Code and Description
Label	E1: Top 3: Classroom management	73	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	2 1=Most important
Minimum		Maximum	16 2=2nd most important
			11 3=3rd most important
			25 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04e	Frequency	Code and Description
Label	E1: Top 3: Classroom safety, hygiene, health	87	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	3 1=Most important
Minimum		Maximum	8 2=2nd most important
			4 3=3rd most important
			25 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04f	Frequency	Code and Description
Label	E1: Top 3: Assessment of child progress	75	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	6 1=Most important
Minimum		Maximum	9 2=2nd most important
			12 3=3rd most important
			25 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04g	Frequency	Code and Description
Label	E1: Top 3: Observation of child behavior	74	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	3 1=Most important
Minimum		Maximum	17 2=2nd most important
			8 3=3rd most important
			25 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04h	Frequency	Code and Description
Label	E1: Top 3: Effective communication w/parents	95	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	4 1=Most important
Minimum		Maximum	3 3=3rd most important
			25 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K04i	Frequency	Code and Description
Label	E1: Top 3: Child abuse, neglect	95	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	5 1=Most important
Minimum		Maximum	2 3=3rd most important
			25 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04j	Frequency	Code and Description
Label	E1: Top 3: Supervise classroom workers	97	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	2 2=2nd most important
Minimum		Maximum	3 3=3rd most important
			25 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04k	Frequency	Code and Description
Label	E1: Top 3: Team teaching	96	0=Not top 3
Format	Num	Type	Source
Valid N	104	Mean	2 1=Most important
Minimum		Maximum	2 2=2nd most important
			4 3=3rd most important
			23 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04q	Frequency	Code and Description
Label	E1: Top 3: Encourage supplemental learning at home	92	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	2 1=Most important
Minimum		Maximum	8 3=3rd most important
			25 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04l	Frequency	Code and Description
Label	E1: Top 3: Something else	84	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	7 1=Most important
Minimum		Maximum	7 2=2nd most important
			4 3=3rd most important
			25 -9/.M=Missing
			2 SYSMIS/.

Name	E1K04m	Frequency	Code and Description
Label	E1: Top 3: Something else	100	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	2 2=2nd most important
Minimum		Maximum	25 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1K04n	Frequency	Code and Description
Label	E1: Top 3: Something else	100	0=Not top 3
Format	Num	Type	Source
Valid N	102	Mean	2 3=3rd most important
Minimum		Maximum	25 -9/.M=Missing 2 SYSMIS/.

Name	E1B01	Frequency	Code and Description
Label	E1: Helped teachers get CDA	12	0=No
Format	Num	Type	Source
Valid N	124	Mean	112 1=Yes
Minimum		Maximum	3 -9/.M=Missing 2 SYSMIS/.

Name	E1B01a	Frequency	Code and Description
Label	E1: Helped family service workers get credentials	20	0=No
Format	Num	Type	Source
Valid N	112	Mean	92 1=Yes
Minimum		Maximum	12 -8/.D=Don't know 3 -9/.M=Missing 2 SYSMIS/.

Name	E1B02	Frequency	Code and Description
Label	E1: Helped teachers get degree	4	0=No
Format	Num	Type	Source
Valid N	124	Mean	120 1=Yes
Minimum		Maximum	3 -9/.M=Missing 2 SYSMIS/.

Name	E1B03a	Frequency	Code and Description
Label	E1: Providing tuition assistance?	4	0=No
Format	Num	Type	Source
Valid N	118	Mean	114 1=Yes
Minimum		Maximum	4 -1/.N=Not Applic 5 -9/.M=Missing 2 SYSMIS/.

Name	E1B03b	Frequency	Code and Description
Label	E1: Giving teachers release time?	21	0=No
Format	Num	Type	Source
Valid N	116	Mean	95 1=Yes
Minimum		Maximum	4 -1/.N=Not Applic 5 -8/.D=Don't know 2 -9/.M=Missing 2 SYSMIS/.

Name	E1B03c	Frequency	Code and Description
Label	E1: Provide assistance for course books	21	0=No
Format	Num	Type	Source
Valid N	111	Mean	90 1=Yes
Minimum		Maximum	4 -1/.N=Not Applic 7 -8/.D=Don't know 5 -9/.M=Missing 2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1B03d	Frequency	Code and Description
Label	E1: Provide onsite AA or BA courses	71	0=No
Format	Num	Type	Source
Valid N	119	Mean	48 1=Yes
Minimum		Maximum	4 -1/.N=Not Applic
			2 -8/.D=Don't know
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1B03e	Frequency	Code and Description
Label	E1: Anything else?	81	0=No
Format	Num	Type	Source
Valid N	121	Mean	40 1=Yes
Minimum		Maximum	4 -1/.N=Not Applic
			2 -8/.D=Don't know
			2 SYSMIS/.

Name	E1B03f1	Frequency	Code and Description
Label	E1: Eligible for Assistance: Teachers	4	0=No
Format	Num	Type	Source
Valid N	121	Mean	117 1=Teachers
Minimum		Maximum	4 -1/.N=Not Applicable
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1B03f2	Frequency	Code and Description
Label	E1: Eligible for Assistance: Assistant teachers	13	0=No
Format	Num	Type	Source
Valid N	121	Mean	108 2=Assistant teachers
Minimum		Maximum	4 -1/.N=Not Applicable
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1B03f3	Frequency	Code and Description
Label	E1: Eligible for Assistance: Family svc workers	56	0=No
Format	Num	Type	Source
Valid N	121	Mean	65 3=Family service workers
Minimum		Maximum	4 -1/.N=Not Applicable
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1B03f4	Frequency	Code and Description
Label	E1: Eligible for Assistance: Health staff	75	0=No
Format	Num	Type	Source
Valid N	121	Mean	46 4=Health staff
Minimum		Maximum	4 -1/.N=Not Applicable
			2 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1B03f5			Frequency	Code and Description
Label	E1: Eligible for Assistance: Other Specify			94	0=No
Format	Num	Type	Source	27	5=Other
Valid N	121	Mean		4	-1/.N=Not Applicable
Minimum		Maximum		2	-9/.M=Missing
				2	SYSMIS/.
Name	E1B04a			Frequency	Code and Description
Label	E1: Teachers, asst teachers get T/TA			25	1=Weekly
Format	Num	Type	Source	34	2=2 or 3 times per month
Valid N	123	Mean		46	3=Monthly
Minimum		Maximum		16	4=Once every few months
				2	5=Once a year or less
				4	-9/.M=Missing
				2	SYSMIS/.
Name	E1B04b			Frequency	Code and Description
Label	E1: Family service workers get T/TA			9	1=Weekly
Format	Num	Type	Source	11	2=2 or 3 times per month
Valid N	109	Mean		64	3=Monthly
Minimum		Maximum		20	4=Once every few months
				5	5=Once a year or less
				3	-1/.N=Not Applicable
				13	-8/.D=Don't know
				2	-9/.M=Missing
				2	SYSMIS/.
Name	E1B04c			Frequency	Code and Description
Label	E1: Health staff get T/TA			9	1=Weekly
Format	Num	Type	Source	3	2=2 or 3 times per month
Valid N	89	Mean		46	3=Monthly
Minimum		Maximum		21	4=Once every few months
				10	5=Once a year or less
				4	-1/.N=Not Applicable
				30	-8/.D=Don't know
				4	-9/.M=Missing
				2	SYSMIS/.
Name	E1B04d1			Frequency	Code and Description
Label	E1: Last yr, how many trnngs offrd tchers (<1 day)			114	valid numeric value
Format	Num	Type	Source	5	-8/.D=Don't know
Valid N	114	Mean	11.61	8	-9/.M=Missing
Minimum	0	Maximum	50	2	SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1B04d2	Frequency	Code and Description
Label	E1: Last yr, how many trnngs offrd tchers (1 day)	114	valid numeric value
Format	Num	Type	Source
Valid N	114	Mean	7.51
Minimum	0	Maximum	30
			11 -8/.D=Don't know
			2 -9/.M=Missing
			2 SYSMIS/.
Name	E1B04d3	Frequency	Code and Description
Label	E1: Last yr, how many trnngs offrd tchers (>1 day)	118	valid numeric value
Format	Num	Type	Source
Valid N	118	Mean	2.81
Minimum	0	Maximum	30
			5 -8/.D=Don't know
			4 -9/.M=Missing
			2 SYSMIS/.
Name	E1B05_1	Frequency	Code and Description
Label	E1: Trainers: Center/grantee staff	9	0=No
Format	Num	Type	Source
Valid N	127	Mean	
Minimum		Maximum	
			118 1=Center or grantee staff
			2 SYSMIS/.
Name	E1B05_2	Frequency	Code and Description
Label	E1: Trainers: Other community resources	36	0=No
Format	Num	Type	Source
Valid N	127	Mean	
Minimum		Maximum	
			91 2=Other community resources
			2 SYSMIS/.
Name	E1B05_3	Frequency	Code and Description
Label	E1: Trainers: Local consultants	30	0=No
Format	Num	Type	Source
Valid N	127	Mean	
Minimum		Maximum	
			97 3=Local consultants
			2 SYSMIS/.
Name	E1B05_4	Frequency	Code and Description
Label	E1: Trainers: T/TA contractor	67	0=No
Format	Num	Type	Source
Valid N	127	Mean	
Minimum		Maximum	
			60 4=Regional T/TA contractor
			2 SYSMIS/.
Name	E1B05_5	Frequency	Code and Description
Label	E1: Trainers: National HS Assoc	92	0=No
Format	Num	Type	Source
Valid N	127	Mean	
Minimum		Maximum	
			35 5=National Head Start Association
			2 SYSMIS/.
Name	E1B05_6	Frequency	Code and Description
Label	E1: Trainers: Conferences	75	0=No
Format	Num	Type	Source
Valid N	127	Mean	
Minimum		Maximum	
			52 6=State or national conferences
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1B05_7	Frequency	Code and Description
Label	E1: Trainers: Private companies	77	0=No
Format	Num	Type	Source
Valid N	127	Mean	50 7=Private companies or organizations
Minimum		Maximum	2 SYSMIS/.

Name	E1B05_8	Frequency	Code and Description
Label	E1: Other Trainers	100	0=No
Format	Num	Type	Source
Valid N	127	Mean	27 8=Other
Minimum		Maximum	2 SYSMIS/.

Name	E1B05_9	Frequency	Code and Description
Label	E1: No trainings	127	0=No
Format	Num	Type	Source
Valid N	127	Mean	2 SYSMIS/.
Minimum		Maximum	

Name	E1B05a1	Frequency	Code and Description
Label	E1: Social skills curriculum	11	0=No
Format	Num	Type	Source
Valid N	127	Mean	116 1=Yes
Minimum		Maximum	2 SYSMIS/.

Name	E1B05a2	Frequency	Code and Description
Label	E1: Mental health professional consultation	2	0=No
Format	Num	Type	Source
Valid N	127	Mean	125 1=Yes
Minimum		Maximum	2 SYSMIS/.

Name	E1B05a3	Frequency	Code and Description
Label	E1: Training materials from CSEFEL	31	0=No
Format	Num	Type	Source
Valid N	112	Mean	81 1=Yes
Minimum		Maximum	15 -8/.D=Don't know
			2 SYSMIS/.

Name	E1B05a4	Frequency	Code and Description
Label	E1: Meetings with supervisor/mentor	4	0=No
Format	Num	Type	Source
Valid N	127	Mean	123 1=Yes
Minimum		Maximum	2 SYSMIS/.

Name	E1B05b	Frequency	Code and Description
Label	E1: Hours/month mental health prof at HS site	102	valid numeric value
Format	Num	Type	Source
Valid N	102	Mean	21.95
Minimum	0	Maximum	96
			20 -8/.D=Don't know
			5 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1B06	Frequency	Code and Description
Label	E1: Consulted with T/TA staff	14	0=No
Format	Num	Type	Source
Valid N	127	Mean	113 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1B09	Frequency	Code and Description
Label	E1: Participated in training/TA sessions	12	0=No
Format	Num	Type	Source
Valid N	124	Mean	112 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			2 SYSMIS/.
Name	E1B10	Frequency	Code and Description
Label	E1: Participation of other programs in training	45	0=No
Format	Num	Type	Source
Valid N	104	Mean	59 1=Yes
Minimum		Maximum	15 -1/.N=Not Applic
			8 -8/.D=Don't know
			2 SYSMIS/.
Name	E1B11	Frequency	Code and Description
Label	E1: How helpful was training T/TA session	72	1=very helpful
Format	Num	Type	Source
Valid N	112	Mean	29 2=fairly helpful
Minimum		Maximum	9 3=could be more helpful
			2 4=could be much more helpful
			15 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1B12	Frequency	Code and Description
Label	E1: More training	9	0=No
Format	Num	Type	Source
Valid N	122	Mean	113 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			2 -9/.M=Missing
			2 SYSMIS/.
Name	E1B12a	Frequency	Code and Description
Label	E1: Participate in DLL technical assiste activities	33	0=No
Format	Num	Type	Source
Valid N	127	Mean	94 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1B12b	Frequency	Code and Description
Label	E1: Partcpte in tech assist actvts for parents DLLS	40	0=No
Format	Num	Type	Source
Valid N	123	Mean	83 1=Yes
Minimum		Maximum	4 -8/.D=Don't know
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1B13	Frequency	Code and Description
Label	E1: Mentor in classroom	25	0=No
Format	Num	Type	Source
Valid N	127	Mean	102 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1B14a	Frequency	Code and Description
Label	E1: More experienced teachers	4	0=No
Format	Num	Type	Source
Valid N	97	Mean	93 1=Yes
Minimum		Maximum	25 -1/.N=Not Applic 5 -9/.M=Missing 2 SYSMIS/.
Name	E1B14b	Frequency	Code and Description
Label	E1: Education coordinators	25	0=No
Format	Num	Type	Source
Valid N	98	Mean	73 1=Yes
Minimum		Maximum	25 -1/.N=Not Applic 4 -9/.M=Missing 2 SYSMIS/.
Name	E1B14c	Frequency	Code and Description
Label	E1: Consultant	61	0=No
Format	Num	Type	Source
Valid N	91	Mean	30 1=Yes
Minimum		Maximum	25 -1/.N=Not Applic 11 -9/.M=Missing 2 SYSMIS/.
Name	E1B15	Frequency	Code and Description
Label	E1: How often mentor comes to class	56	1=Once a week
Format	Num	Type	Source
Valid N	102	Mean	20 2=Once every two weeks
Minimum		Maximum	22 3=Once a month 4 4=Less than once a month 25 -1/.N=Not Applicable 2 SYSMIS/.
Name	E1E01	Frequency	Code and Description
Label	E1: Specific or combination of curricula used	74	1=Yes, specific curriculum
Format	Num	Type	Source
Valid N	127	Mean	53 2=Yes, combination
Minimum		Maximum	2 SYSMIS/.
Name	E1E02_11	Frequency	Code and Description
Label	E1: Creative curriculum	43	0=No
Format	Num	Type	Source
Valid N	125	Mean	82 11=Creative Curriculum
Minimum		Maximum	2 -9/.M=Missing 2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E02_12	Frequency	Code and Description
Label	E1: High Scope	102	0=No
Format	Num	Type	Source
Valid N	125	Mean	23 12=High/Scope
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.
Name	E1E02_13	Frequency	Code and Description
Label	E1: High Reach	118	0=No
Format	Num	Type	Source
Valid N	125	Mean	7 13=High Reach
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.
Name	E1E02_14	Frequency	Code and Description
Label	E1: Let's begin with the letter people	123	0=No
Format	Num	Type	Source
Valid N	125	Mean	2 14=Let's Begin with the Letter People
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.
Name	E1E02_15	Frequency	Code and Description
Label	E1: Montessori	121	0=No
Format	Num	Type	Source
Valid N	125	Mean	4 15=Montessori
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.
Name	E1E02_16	Frequency	Code and Description
Label	E1: Bank street	125	0=No
Format	Num	Type	Source
Valid N	125	Mean	2 -9/.M=Missing
Minimum		Maximum	2 SYSMIS/.
Name	E1E02_17	Frequency	Code and Description
Label	E1: Child centered classrooms	123	0=No
Format	Num	Type	Source
Valid N	125	Mean	2 17=CreatngChildCntrdClassrms-StepByStep
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.
Name	E1E02_18	Frequency	Code and Description
Label	E1: Scholastic curriculum	117	0=No
Format	Num	Type	Source
Valid N	125	Mean	8 18=Scholastic curriculum
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.
Name	E1E02_19	Frequency	Code and Description
Label	E1: Locally designed curriculum	114	0=No
Format	Num	Type	Source
Valid N	125	Mean	11 19=Locally designed curriculum
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E02_20			Frequency	Code and Description
Label	E1: Curiosity corner			122	0=No
Format	Num	Type	Source	3	20=Curiosity Corner - Johns Hopkins
Valid N	125	Mean		2	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.
Name	E1E02_21			Frequency	Code and Description
Label	E1: Other (specify)			65	0=No
Format	Num	Type	Source	60	21=Other (from A7)
Valid N	125	Mean		2	-9/.M=Missing
Minimum		Maximum		2	SYSMIS/.
Name	E1E03			Frequency	Code and Description
Label	E1: What is your main curriculum			28	11=Creative Curriculum
Format	Num	Type	Source	11	12=High/Scope
Valid N	51	Mean		4	18=Scholastic curriculum
Minimum		Maximum		8	21=Other (from A7)
				63	-1/.N=Not Applicable
				13	-9/.M=Missing
				2	SYSMIS/.
Name	E1E04			Frequency	Code and Description
Label	E1: Who makes most decisions			11	1=Head Start program administrators
Format	Num	Type	Source	8	2=Individual center directors/managers
Valid N	127	Mean		4	3=Content area specialists/coordinators
Minimum		Maximum		94	4=Individual teachers
				10	6=Someone else
				2	SYSMIS/.
Name	E1E07a			Frequency	Code and Description
Label	E1: Reading stories to the children?			127	1=Very much encouraged
Format	Num	Type	Source	2	SYSMIS/.
Valid N	127	Mean			
Minimum		Maximum			
Name	E1E07b			Frequency	Code and Description
Label	E1: Retelling stories?			118	1=Very much encouraged
Format	Num	Type	Source	9	2=Somewhat encouraged
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1E07c			Frequency	Code and Description
Label	E1: Discussing new words?			115	1=Very much encouraged
Format	Num	Type	Source	12	2=Somewhat encouraged
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			

Codebook for Center/Program-Level PUF, continued

Name	E1E07d			Frequency	Code and Description
Label	E1: Learning about rhyming words			101	1=Very much encouraged
Format	Num	Type	Source	26	2=Somewhat encouraged
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1E07e			Frequency	Code and Description
Label	E1: Learn about common prepositions			109	1=Very much encouraged
Format	Num	Type	Source	18	2=Somewhat encouraged
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1E07f			Frequency	Code and Description
Label	E1: Learn about conventions of print			121	1=Very much encouraged
Format	Num	Type	Source	6	2=Somewhat encouraged
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1E07g			Frequency	Code and Description
Label	E1: Learning the names of letters?			111	1=Very much encouraged
Format	Num	Type	Source	16	2=Somewhat encouraged
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1E07h			Frequency	Code and Description
Label	E1: Writing letters of the alphabet?			92	1=Very much encouraged
Format	Num	Type	Source	35	2=Somewhat encouraged
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1E07i			Frequency	Code and Description
Label	E1: Writing own name?			109	1=Very much encouraged
Format	Num	Type	Source	18	2=Somewhat encouraged
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1E07j			Frequency	Code and Description
Label	E1: Working on phonics?			74	1=Very much encouraged
Format	Num	Type	Source	42	2=Somewhat encouraged
Valid N	127	Mean		11	3=Not very much encouraged
Minimum		Maximum		2	SYSMIS/.
Name	E1E07k			Frequency	Code and Description
Label	E1: Count out loud?			107	1=Very much encouraged
Format	Num	Type	Source	15	2=Somewhat encouraged
Valid N	124	Mean		2	3=Not very much encouraged
Minimum		Maximum		3	-9/.M=Missing
				2	SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E07l	Frequency	Code and Description
Label	E1: Work with geometric manipulatives	114	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	13 2=Somewhat encouraged
Minimum		Maximum	2 SYSMIS/.
Name	E1E07m	Frequency	Code and Description
Label	E1: Work with counting manipulatives	111	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	14 2=Somewhat encouraged
Minimum		Maximum	2 3=Not very much encouraged
			2 SYSMIS/.
Name	E1E07n	Frequency	Code and Description
Label	E1: Play math-related games	97	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	30 2=Somewhat encouraged
Minimum		Maximum	2 SYSMIS/.
Name	E1E07o	Frequency	Code and Description
Label	E1: Use music for math concepts	96	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	26 2=Somewhat encouraged
Minimum		Maximum	5 3=Not very much encouraged
			2 SYSMIS/.
Name	E1E07p	Frequency	Code and Description
Label	E1: Work with rulers, measuring cups, spoons	104	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	21 2=Somewhat encouraged
Minimum		Maximum	2 3=Not very much encouraged
			2 SYSMIS/.
Name	E1E07q	Frequency	Code and Description
Label	E1: Engage in calendar-related activities?	71	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	47 2=Somewhat encouraged
Minimum		Maximum	9 3=Not very much encouraged
			2 SYSMIS/.
Name	E1E07r	Frequency	Code and Description
Label	E1: Engage in activities related to telling time?	47	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	50 2=Somewhat encouraged
Minimum		Maximum	30 3=Not very much encouraged
			2 SYSMIS/.
Name	E1E07s	Frequency	Code and Description
Label	E1: Engage in activities with shapes and patterns?	113	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	12 2=Somewhat encouraged
Minimum		Maximum	2 3=Not very much encouraged
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E07t	Frequency	Code and Description
Label	E1: Engaging in activites involving taking turns	121	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	2 2=Somewhat encouraged
Minimum		Maximum	4 3=Not very much encouraged
			2 SYSMIS/.
Name	E1E07u	Frequency	Code and Description
Label	E1: Talking about their own and others' feelings	123	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	2 2=Somewhat encouraged
Minimum		Maximum	2 3=Not very much encouraged
			2 SYSMIS/.
Name	E1E07v	Frequency	Code and Description
Label	E1: Engaging in activities involving sharing	123	1=Very much encouraged
Format	Num	Type	Source
Valid N	127	Mean	2 2=Somewhat encouraged
Minimum		Maximum	2 3=Not very much encouraged
			2 SYSMIS/.
Name	E1E07w	Frequency	Code and Description
Label	E1: Efforts to improve child partcpt phy activity	1	0=No
Format	Num	Type	Source
Valid N	127	Mean	126 1=Yes
Minimum		Maximum	2 SYSMIS/.
			2 SYSMIS/.
Name	E1E07x	Frequency	Code and Description
Label	E1: Encourage teachers use guidelines/program	31	0=No
Format	Num	Type	Source
Valid N	126	Mean	95 1=Yes
Minimum		Maximum	1 -1/.N=Not Applic
			2 SYSMIS/.
Name	E1E07x01	Frequency	Code and Description
Label	E1: What gdelines/prog: I am moving I am learning	18	0=No
Format	Num	Type	Source
Valid N	95	Mean	77 1=I Am Moving, I Am Learning
Minimum		Maximum	32 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1E07x02	Frequency	Code and Description
Label	E1: What gdelines/prog: Hlthy Chldrn/families/comm	84	0=No
Format	Num	Type	Source
Valid N	95	Mean	11 2=Healthy Children, Healthy Families, Fealthy Communities
Minimum		Maximum	32 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1E07x03	Frequency	Code and Description
Label	E1: What gdelines/prog: NikeGO Head Start	88	0=No
Format	Num	Type	Source
Valid N	95	Mean	7 3=NikeGO Head Start
Minimum		Maximum	32 -1/.N=Not Applicable
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E07x04	Frequency	Code and Description
Label	E1: What gdelines/prog: We can!	87	0=No
Format	Num	Type	Source
Valid N	95	Mean	8 4=WE CAN! (Ways to Enhance Childrens Activity & Nutrition)
Minimum		Maximum	32 -1/.N=Not Applicable 2 SYSMIS/.
Name	E1E07x05	Frequency	Code and Description
Label	E1: What gdelnes/prog: Phys act/ntrtn AK HS kids	93	0=No
Format	Num	Type	Source
Valid N	95	Mean	2 5=Physical Activity & Nutrition for Alaska's Head Start Kids
Minimum		Maximum	32 -1/.N=Not Applicable 2 SYSMIS/.
Name	E1E07x06	Frequency	Code and Description
Label	E1: What gdelnes/prog: healthy kids/ futures	93	0=No
Format	Num	Type	Source
Valid N	95	Mean	2 6=Healthy Kids, Healthy Futures
Minimum		Maximum	32 -1/.N=Not Applicable 2 SYSMIS/.
Name	E1E07x07	Frequency	Code and Description
Label	E1: What gdelnes/prog: HS body start	83	0=No
Format	Num	Type	Source
Valid N	95	Mean	12 7=Head Start Body Start
Minimum		Maximum	32 -1/.N=Not Applicable 2 SYSMIS/.
Name	E1E07x08	Frequency	Code and Description
Label	E1: What gdelnes/prog: Lttle voices hlthy choices	90	0=No
Format	Num	Type	Source
Valid N	95	Mean	5 8=Little Voices for Healthy Choices
Minimum		Maximum	32 -1/.N=Not Applicable 2 SYSMIS/.
Name	E1E07x09	Frequency	Code and Description
Label	E1: Other guidelines/programs Other Specify	77	0=No
Format	Num	Type	Source
Valid N	95	Mean	18 9=Other
Minimum		Maximum	32 -1/.N=Not Applicable 2 SYSMIS/.
Name	E1E07y	Frequency	Code and Description
Label	E1: Effort to improve child undrstndng of nutrition	3	0=No
Format	Num	Type	Source
Valid N	127	Mean	124 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1E07z	Frequency	Code and Description
Label	E1: Encourage teachers use guidelines/program	24	0=No
Format	Num	Type	Source
Valid N	124	Mean	100 1=Yes
Minimum		Maximum	3 -1/.N=Not Applic 2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E07z01	Frequency	Code and Description
Label	E1: What gdelines/prog: I am moving I am learning	26	0=No
Format	Num	Type	Source
Valid N	100	Mean	74 1=I Am Moving, I Am Learning
Minimum		Maximum	27 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1E07z02	Frequency	Code and Description
Label	E1: What gdelines/prog: Hlthy Chldrn/families/comm	85	0=No
Format	Num	Type	Source
Valid N	100	Mean	15 2=Healthy Children, Healthy Families, Fealthy Communities
Minimum		Maximum	27 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1E07z03	Frequency	Code and Description
Label	E1: What gdelines/prog: NikeGO Head Start	96	0=No
Format	Num	Type	Source
Valid N	100	Mean	4 3=NikeGO Head Start
Minimum		Maximum	27 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1E07z04	Frequency	Code and Description
Label	E1: What gdelines/prog: We can!	94	0=No
Format	Num	Type	Source
Valid N	100	Mean	6 4=WE CAN! (Ways to Enhance Childrens Activity & Nutrition)
Minimum		Maximum	27 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1E07z05	Frequency	Code and Description
Label	E1: What gdelnes/prog: Phys act/ntrtn AK HS kids	100	0=No
Format	Num	Type	Source
Valid N	100	Mean	27 -1/.N=Not Applicable
Minimum		Maximum	2 SYSMIS/.
Name	E1E07z06	Frequency	Code and Description
Label	E1: What gdelnes/prog: healthy kids/ futures	94	0=No
Format	Num	Type	Source
Valid N	100	Mean	6 6=Healthy Kids, Healthy Futures
Minimum		Maximum	27 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1E07z07	Frequency	Code and Description
Label	E1: What gdelnes/prog: HS body start	86	0=No
Format	Num	Type	Source
Valid N	100	Mean	14 7=Head Start Body Start
Minimum		Maximum	27 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1E07z08	Frequency	Code and Description
Label	E1: What gdelnes/prog: Lttle voices hlthy choices	95	0=No
Format	Num	Type	Source
Valid N	100	Mean	5 8=Little Voices for Healthy Choices
Minimum		Maximum	27 -1/.N=Not Applicable
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E07z09	Frequency	Code and Description
Label	E1: Other guidelines/programs Other Specify	63	0=No
Format	Num	Type	Source
Valid N	100	Mean	37 9=Other
Minimum		Maximum	27 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1E09a01	Frequency	Code and Description
Label	E1: Child Assess: Creative criclm dvpmntl toolkit	71	0=No
Format	Num	Type	Source
Valid N	127	Mean	56 1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
Minimum		Maximum	2 SYSMIS/.
Name	E1E09a02	Frequency	Code and Description
Label	E1: Child Assess: High/scope child obs Rcrd(COR)	112	0=No
Format	Num	Type	Source
Valid N	127	Mean	15 2=High/Scope Child Observation Record (COR)
Minimum		Maximum	2 SYSMIS/.
Name	E1E09a03	Frequency	Code and Description
Label	E1: Child Assess: Galileo	117	0=No
Format	Num	Type	Source
Valid N	127	Mean	10 3=Galileo
Minimum		Maximum	2 SYSMIS/.
Name	E1E09a04	Frequency	Code and Description
Label	E1: Child Assess: Ages and stages questionnaires	104	0=No
Format	Num	Type	Source
Valid N	127	Mean	23 4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
Minimum		Maximum	2 SYSMIS/.
Name	E1E09a05	Frequency	Code and Description
Label	E1: Child Assess: Dsred results devel prof(DRDP)	114	0=No
Format	Num	Type	Source
Valid N	127	Mean	13 5=Desired Results Developmental Profile (DRDP)
Minimum		Maximum	2 SYSMIS/.
Name	E1E09a06	Frequency	Code and Description
Label	E1: Child Assess: HS work sampling system	105	0=No
Format	Num	Type	Source
Valid N	127	Mean	22 6=Work Sampling System for Head Start
Minimum		Maximum	2 SYSMIS/.
Name	E1E09a07	Frequency	Code and Description
Label	E1: Child Assess: Learning accomplishment profile	114	0=No
Format	Num	Type	Source
Valid N	127	Mean	13 7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
Minimum		Maximum	2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E09a08	Frequency	Code and Description
Label	E1: Child Assess: Hawaii early lrnng prof(HELP)	127	0=No
Format	Num	Type	Source
Valid N	127	Mean	2 SYSMIS/.
Minimum		Maximum	
Name	E1E09a09	Frequency	Code and Description
Label	E1: Child Assess: Brigance preschool screen	105	0=No
Format	Num	Type	Source
Valid N	127	Mean	22 9=Brigance Preschool Screen for three and four year old children
Minimum		Maximum	2 SYSMIS/.
Name	E1E09a10	Frequency	Code and Description
Label	E1: Child Assess: Assessment designed for prog	112	0=No
Format	Num	Type	Source
Valid N	127	Mean	15 10=Assessment designed for this program
Minimum		Maximum	2 SYSMIS/.
Name	E1E09a12	Frequency	Code and Description
Label	E1: Child Assess: Other Specify	75	0=No
Format	Num	Type	Source
Valid N	127	Mean	52 12=Other
Minimum		Maximum	2 SYSMIS/.
Name	E1E09a13	Frequency	Code and Description
Label	E1: Do not use child assessment tool	127	0=No
Format	Num	Type	Source
Valid N	127	Mean	2 SYSMIS/.
Minimum		Maximum	
Name	E1E09	Frequency	Code and Description
Label	E1: What is main assessment tool	31	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
Format	Num	Type	Source
Valid N	65	Mean	5 2=High/Scope Child Observation Record (COR)
Minimum		Maximum	4 3=Galileo
			2 4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
			4 5=Desired Results Developmental Profile (DRDP)
			6 6=Work Sampling System for Head Start
			5 9=Brigance Preschool Screen for three and four year old children
			8 12=Other
			62 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E10	Frequency	Code and Description
Label	E1: What methods do you use for these assessments?	40	1=Ratings based on classroom observation or work sampling
Format	Num	Type	Source
Valid N	127	Mean	5 2=Testing with standardized tests or assessment instruments
Minimum		Maximum	64 3=Both observation-based ratings and direct assessment
			18 4=Other
			2 SYSMIS/.

Name	E1E11a	Frequency	Code and Description
Label	E1: How often child assmt reported to parents	2	1=Once at beginning of year
Format	Num	Type	Source
Valid N	125	Mean	7 2=Once at end of year
Minimum		Maximum	19 3=Beginning and end of year
			97 4=More often
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1E11b	Frequency	Code and Description
Label	E1: How often child assmt reported to administrators	8	2=Once at end of year
Format	Num	Type	Source
Valid N	125	Mean	9 3=Beginning and end of year
Minimum		Maximum	108 4=More often
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1E11c	Frequency	Code and Description
Label	E1: How often child assmt recorded in child's file	4	2=Once at end of year
Format	Num	Type	Source
Valid N	125	Mean	9 3=Beginning and end of year
Minimum		Maximum	112 4=More often
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1E11d1	Frequency	Code and Description
Label	E1: Teacher ratings based on observations	5	2=Once at beginning of year
Format	Num	Type	Source
Valid N	117	Mean	2 3=Once at end of year
Minimum		Maximum	12 4=Beginning and end of year
			98 5=More often
			6 -8/.D=Don't know
			4 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1E11d2			Frequency	Code and Description
Label	E1: Testing with standardized tests or assessments			17	1=Never
Format	Num	Type	Source	36	2=Once at beginning of year
Valid N	115	Mean		2	3=Once at end of year
Minimum		Maximum		27	4=Beginning and end of year
				33	5=More often
				6	-8/.D=Don't know
				6	-9/.M=Missing
				2	SYSMIS/.

Name	E1E11d3			Frequency	Code and Description
Label	E1: Parent reports			3	1=Never
Format	Num	Type	Source	12	2=Once at beginning of year
Valid N	112	Mean		2	3=Once at end of year
Minimum		Maximum		24	4=Beginning and end of year
				71	5=More often
				11	-8/.D=Don't know
				4	-9/.M=Missing
				2	SYSMIS/.

Name	E1E11d4			Frequency	Code and Description
Label	E1: Something else? (Specify)			8	1=Never
Format	Num	Type	Source	4	2=Once at beginning of year
Valid N	20	Mean		2	3=Once at end of year
Minimum		Maximum		6	5=More often
				95	-1/.N=Not Applicable
				6	-8/.D=Don't know
				6	-9/.M=Missing
				2	SYSMIS/.

Name	E1E11e			Frequency	Code and Description
Label	E1: Assess children's abilities in their home lang			15	0=No
Format	Num	Type	Source	105	1=Yes
Valid N	120	Mean		4	-8/.D=Don't know
Minimum		Maximum		3	-9/.M=Missing
				2	SYSMIS/.

Name	E1H01a			Frequency	Code and Description
Label	E1: Teachers feel good about jobs			2	1=Strongly Disagree
Format	Num	Type	Source	2	2=Disagree
Valid N	127	Mean		47	4=Agree
Minimum		Maximum		76	5=Strongly Agree
				2	SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1H01b	Frequency	Code and Description
Label	E1: Promotes teamwork among teachers	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	36 4=Agree
Minimum		Maximum	89 5=Strongly Agree
			2 SYSMIS/.

Name	E1H01c	Frequency	Code and Description
Label	E1: Teachers feel part of team	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	35 4=Agree
Minimum		Maximum	90 5=Strongly Agree
			2 SYSMIS/.

Name	E1H01d	Frequency	Code and Description
Label	E1: Teachers don't feel isolated	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	125	Mean	2 2=Disagree
Minimum		Maximum	3 3=Neither Agree nor Disagree
			38 4=Agree
			80 5=Strongly Agree
			2 -8/.D=Don't know
			2 SYSMIS/.

Name	E1H01e	Frequency	Code and Description
Label	E1: Assistance to teachers	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	125	Mean	3 2=Disagree
Minimum		Maximum	4 3=Neither Agree nor Disagree
			37 4=Agree
			79 5=Strongly Agree
			2 -8/.D=Don't know
			2 SYSMIS/.

Name	E1H01f	Frequency	Code and Description
Label	E1: Orientation to new teachers	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	5 3=Neither Agree nor Disagree
Minimum		Maximum	32 4=Agree
			88 5=Strongly Agree
			2 SYSMIS/.

Name	E1H01g	Frequency	Code and Description
Label	E1: Helps new teachers adjust	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	125	Mean	3 2=Disagree
Minimum		Maximum	4 3=Neither Agree nor Disagree
			46 4=Agree
			70 5=Strongly Agree
			2 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1H01h	Frequency	Code and Description
Label	E1: Knows what teachers deal with	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	34 4=Agree
Minimum		Maximum	91 5=Strongly Agree
			2 SYSMIS/.

Name	E1H01i	Frequency	Code and Description
Label	E1: Timely delivery of materials	4	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	2 2=Disagree
Minimum		Maximum	4 3=Neither Agree nor Disagree
			46 4=Agree
			71 5=Strongly Agree
			2 SYSMIS/.

Name	E1H01j	Frequency	Code and Description
Label	E1: Teachers identify strengths/weaknesses	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	3 2=Disagree
Minimum		Maximum	5 3=Neither Agree nor Disagree
			57 4=Agree
			60 5=Strongly Agree
			2 SYSMIS/.

Name	E1H01k	Frequency	Code and Description
Label	E1: Atmosphere free from gossip	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	7 2=Disagree
Minimum		Maximum	27 3=Neither Agree nor Disagree
			56 4=Agree
			35 5=Strongly Agree
			2 SYSMIS/.

Name	E1H01l	Frequency	Code and Description
Label	E1: Freedom for teachers	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	4 3=Neither Agree nor Disagree
Minimum		Maximum	41 4=Agree
			80 5=Strongly Agree
			2 SYSMIS/.

Name	E1L01a	Frequency	Code and Description
Label	E1: Responsive to individual differences	4	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	19 4=Agree
Minimum		Maximum	104 5=Strongly Agree
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1L01b	Frequency	Code and Description
Label	E1: Curriculum taught as separate subject	47	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	56 2=Disagree
Minimum		Maximum	7 3=Neither Agree nor Disagree
			8 4=Agree
			9 5=Strongly Agree
			2 SYSMIS/.

Name	E1L01c	Frequency	Code and Description
Label	E1: Child allowed to pick own activities	21	4=Agree
Format	Num	Type	Source
Valid N	127	Mean	106 5=Strongly Agree
Minimum		Maximum	2 SYSMIS/.

Name	E1L01d	Frequency	Code and Description
Label	E1: Child should cut own shapes	2	2=Disagree
Format	Num	Type	Source
Valid N	127	Mean	16 4=Agree
Minimum		Maximum	109 5=Strongly Agree
			2 SYSMIS/.

Name	E1L01e	Frequency	Code and Description
Label	E1: Student should work silently	87	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	29 2=Disagree
Minimum		Maximum	4 4=Agree
			7 5=Strongly Agree
			2 SYSMIS/.

Name	E1L01f	Frequency	Code and Description
Label	E1: Learns from active explorations	4	4=Agree
Format	Num	Type	Source
Valid N	127	Mean	123 5=Strongly Agree
Minimum		Maximum	2 SYSMIS/.

Name	E1L01g	Frequency	Code and Description
Label	E1: Treats for appropriate behavior	52	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	38 2=Disagree
Minimum		Maximum	22 3=Neither Agree nor Disagree
			13 4=Agree
			2 5=Strongly Agree
			2 SYSMIS/.

Name	E1L01h	Frequency	Code and Description
Label	E1: Punish for appropriate behavior	110	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	17 2=Disagree
Minimum		Maximum	2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1L01i			Frequency	Code and Description
Label	E1: Children should establish rules			2	2=Disagree
Format	Num	Type	Source	2	3=Neither Agree nor Disagree
Valid N	127	Mean		26	4=Agree
Minimum		Maximum		97	5=Strongly Agree
				2	SYSMIS/.
Name	E1L01j			Frequency	Code and Description
Label	E1: Learn single letters isolated			29	1=Strongly Disagree
Format	Num	Type	Source	41	2=Disagree
Valid N	127	Mean		16	3=Neither Agree nor Disagree
Minimum		Maximum		27	4=Agree
				14	5=Strongly Agree
				2	SYSMIS/.
Name	E1L01k			Frequency	Code and Description
Label	E1: Learn to color within lines			63	1=Strongly Disagree
Format	Num	Type	Source	53	2=Disagree
Valid N	127	Mean		7	3=Neither Agree nor Disagree
Minimum		Maximum		4	4=Agree
				2	SYSMIS/.
Name	E1L01l			Frequency	Code and Description
Label	E1: Form letters on printed page			53	1=Strongly Disagree
Format	Num	Type	Source	45	2=Disagree
Valid N	127	Mean		6	3=Neither Agree nor Disagree
Minimum		Maximum		23	4=Agree
				2	SYSMIS/.
Name	E1L01m			Frequency	Code and Description
Label	E1: Dictate stories to teacher			2	2=Disagree
Format	Num	Type	Source	31	4=Agree
Valid N	125	Mean		92	5=Strongly Agree
Minimum		Maximum		2	-9/.M=Missing
				2	SYSMIS/.
Name	E1L01n			Frequency	Code and Description
Label	E1: Learn their letter sounds			9	1=Strongly Disagree
Format	Num	Type	Source	25	2=Disagree
Valid N	127	Mean		21	3=Neither Agree nor Disagree
Minimum		Maximum		51	4=Agree
				21	5=Strongly Agree
				2	SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1L01o	Frequency	Code and Description
Label	E1: Form letters before story	73	1=Strongly Disagree
Format	Num	Type	Source
Valid N	127	Mean	41 2=Disagree
Minimum		Maximum	4 3=Neither Agree nor Disagree
			5 4=Agree
			4 5=Strongly Agree
			2 SYSMIS/.

Name	E1I01yy	Frequency	Code and Description
Label	E1: Year started at this HS	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	1995.92
Minimum	1980	Maximum	2009
			2 SYSMIS/.

Name	E1I02	Frequency	Code and Description
Label	E1: Number those yrs teaching HS	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	15.55
Minimum	1	Maximum	30
			2 SYSMIS/.

Name	E1I03hrs	Frequency	Code and Description
Label	E1: Hours/week does salary cover	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	39.21
Minimum	34	Maximum	40
			2 SYSMIS/.

Name	E1I04hrs	Frequency	Code and Description
Label	E1: Hours/week do you actually work	125	valid numeric value
Format	Num	Type	Source
Valid N	125	Mean	48.46
Minimum	35	Maximum	65
			2 -8/.D=Don't know
			2 SYSMIS/.

Name	E1I05	Frequency	Code and Description
Label	E1: Months/Year does salary cover	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	11.55
Minimum	9	Maximum	12
			2 SYSMIS/.

Name	E1I06a	Frequency	Code and Description
Label	E1: Time constraints hard to do job	20	1=Not at all harder
Format	Num	Type	Source
Valid N	127	Mean	60 2=Somewhat harder
Minimum		Maximum	47 3=Great deal harder
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1106b			Frequency	Code and Description
Label	E1: Undefined role hard to do job			22	1=Not at all harder
Format	Num	Type	Source	63	2=Somewhat harder
Valid N	125	Mean		40	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
				2	SYSMIS/.

Name	E1106c			Frequency	Code and Description
Label	E1: Not enough salary hard to do job			66	1=Not at all harder
Format	Num	Type	Source	38	2=Somewhat harder
Valid N	125	Mean		21	3=Great deal harder
Minimum		Maximum		2	-8/.D=Don't know
				2	SYSMIS/.

Name	E1106d			Frequency	Code and Description
Label	E1: Lack of support staff			82	1=Not at all harder
Format	Num	Type	Source	39	2=Somewhat harder
Valid N	127	Mean		6	3=Great deal harder
Minimum		Maximum		2	SYSMIS/.

Name	E1106e			Frequency	Code and Description
Label	E1: Lack of training hard to do job			108	1=Not at all harder
Format	Num	Type	Source	19	2=Somewhat harder
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			

Name	E1106f			Frequency	Code and Description
Label	E1: Hard to do job for lack of support			94	1=Not at all harder
Format	Num	Type	Source	22	2=Somewhat harder
Valid N	118	Mean		2	3=Great deal harder
Minimum		Maximum		9	-8/.D=Don't know
				2	SYSMIS/.

Name	E1106g			Frequency	Code and Description
Label	E1: Hard to do job for lack of funds			73	1=Not at all harder
Format	Num	Type	Source	36	2=Somewhat harder
Valid N	127	Mean		18	3=Great deal harder
Minimum		Maximum		2	SYSMIS/.

Name	E1106h			Frequency	Code and Description
Label	E1: Challenging population			50	1=Not at all harder
Format	Num	Type	Source	64	2=Somewhat harder
Valid N	127	Mean		13	3=Great deal harder
Minimum		Maximum		2	SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1106i			Frequency	Code and Description
Label	E1: Staff turnover			45	1=Not at all harder
Format	Num	Type	Source	53	2=Somewhat harder
Valid N	127	Mean		29	3=Great deal harder
Minimum		Maximum		2	SYSMIS/.
Name	E1106j			Frequency	Code and Description
Label	E1: Lack of parent support			56	1=Not at all harder
Format	Num	Type	Source	60	2=Somewhat harder
Valid N	127	Mean		11	3=Great deal harder
Minimum		Maximum		2	SYSMIS/.
Name	E1106k			Frequency	Code and Description
Label	E1: Lack of qualified teachers			54	1=Not at all harder
Format	Num	Type	Source	58	2=Somewhat harder
Valid N	127	Mean		15	3=Great deal harder
Minimum		Maximum		2	SYSMIS/.
Name	E1106l			Frequency	Code and Description
Label	E1: Anything else?			6	1=Not at all harder
Format	Num	Type	Source	2	2=Somewhat harder
Valid N	15	Mean		7	3=Great deal harder
Minimum		Maximum		109	-1/.N=Not Applicable
				3	-9/.M=Missing
				2	SYSMIS/.
Name	E1107a			Frequency	Code and Description
Label	E1: Paid vacation time			7	0=No
Format	Num	Type	Source	120	1=Yes
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1107b			Frequency	Code and Description
Label	E1: Paid sick leave			127	1=Yes
Format	Num	Type	Source	2	SYSMIS/.
Valid N	127	Mean			
Minimum		Maximum			
Name	E1107c			Frequency	Code and Description
Label	E1: Paid maternity/paternity leave			27	0=No
Format	Num	Type	Source	94	1=Yes
Valid N	121	Mean		6	-8/.D=Don't know
Minimum		Maximum		2	SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1107d	Frequency	Code and Description
Label	E1: Unpaid maternity/paternity leave	18	0=No
Format	Num	Type	Source
Valid N	106	Mean	88 1=Yes
Minimum		Maximum	18 -8/.D=Don't know
			3 -9/.M=Missing
			2 SYSMIS/.
Name	E1107e	Frequency	Code and Description
Label	E1: Paid family leave	23	0=No
Format	Num	Type	Source
Valid N	119	Mean	96 1=Yes
Minimum		Maximum	8 -8/.D=Don't know
			2 SYSMIS/.
Name	E1107f	Frequency	Code and Description
Label	E1: Paid health insurance	127	1=Yes
Format	Num	Type	Source
Valid N	127	Mean	2 SYSMIS/.
Minimum		Maximum	
Name	E1107g	Frequency	Code and Description
Label	E1: Paid dental insurance	23	0=No
Format	Num	Type	Source
Valid N	124	Mean	101 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			2 SYSMIS/.
Name	E1107h	Frequency	Code and Description
Label	E1: Tuition reimbursement	32	0=No
Format	Num	Type	Source
Valid N	125	Mean	93 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			2 SYSMIS/.
Name	E1107i	Frequency	Code and Description
Label	E1: Retirement plan	5	0=No
Format	Num	Type	Source
Valid N	127	Mean	122 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1108a	Frequency	Code and Description
Label	E1: I enjoy my present teaching job	2	3=Neither Agree nor Disagree
Format	Num	Type	Source
Valid N	127	Mean	21 4=Agree
Minimum		Maximum	104 5=Strongly Agree
			2 SYSMIS/.
Name	E1108b	Frequency	Code and Description
Label	E1: Make a difference to children	21	4=Agree
Format	Num	Type	Source
Valid N	127	Mean	106 5=Strongly Agree
Minimum		Maximum	2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1108c			Frequency	Code and Description
Label	E1: Start over, choose teaching			2	1=Strongly Disagree
Format	Num	Type	Source	2	2=Disagree
Valid N	125	Mean		10	4=Agree
Minimum		Maximum		111	5=Strongly Agree
				2	-8/.D=Don't know
				2	SYSMIS/.
Name	E1110			Frequency	Code and Description
Label	E1: Any children who attend HS now			120	0=No
Format	Num	Type	Source	7	1=Yes
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1111			Frequency	Code and Description
Label	E1: Any child in past attend HS			88	0=No
Format	Num	Type	Source	39	1=Yes
Valid N	127	Mean		2	SYSMIS/.
Minimum		Maximum			
Name	E1112			Frequency	Code and Description
Label	E1: Highest grade of school completed			2	4=High school diploma/equivalent
Format	Num	Type	Source	3	7=Some college but no degree
Valid N	127	Mean		9	8=Associate's degree
Minimum		Maximum		45	9=Bachelor's degree
				16	10=Graduate/professional schl, no degree
				50	11=Master's degree (MA, MS)
				2	12=Doctorate degree (PhD, EDD)
				2	SYSMIS/.
Name	E1113			Frequency	Code and Description
Label	E1: What field is your highest degree			15	1=Child development or developmental psychology
Format	Num	Type	Source	63	2=Early childhood education
Valid N	119	Mean		19	3=Elementary education
Minimum		Maximum		2	4=Special education
				6	5=Other field
				10	7=Administration
				2	9=Reading/literacy
				2	10=Psychology, Counseling, or Social Work
				5	-1/.N=Not Applicable
				3	-9/.M=Missing
				2	SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1114	Frequency	Code and Description
Label	E1: Field include early childhood education	3	0=No
Format	Num	Type	Source
Valid N	125	Mean	122 1=Yes
Minimum		Maximum	2 -1/.N=Not Applic
			2 SYSMIS/.

Name	E1115	Frequency	Code and Description
Label	E1: Completed courses in ECE since degree	3	0=No
Format	Num	Type	Source
Valid N	3	Mean	124 -1/.N=Not Applic
Minimum		Maximum	2 SYSMIS/.

Name	E1115a	Frequency	Code and Description
Label	E1: Completed entire course on DLL children	81	0=No
Format	Num	Type	Source
Valid N	125	Mean	44 1=Yes
Minimum		Maximum	2 -1/.N=Not Applic
			2 SYSMIS/.

Name	E1116box	Frequency	Code and Description
Label	E1: Attend college	125	1=Yes
Format	Num	Type	Source
Valid N	125	Mean	2 -1/.N=Not Applic
Minimum		Maximum	2 SYSMIS/.

Name	E1118	Frequency	Code and Description
Label	E1: Do you have a CDA credential	90	0=No
Format	Num	Type	Source
Valid N	125	Mean	35 1=Yes
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.

Name	E1119	Frequency	Code and Description
Label	E1: Have state-awarded preschool certificate	99	0=No
Format	Num	Type	Source
Valid N	123	Mean	24 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1120	Frequency	Code and Description
Label	E1: Have teaching certificate or license	67	0=No
Format	Num	Type	Source
Valid N	125	Mean	58 1=Yes
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1121	Frequency	Code and Description
Label	E1: Enrolled in teacher-related training	104	0=Not currently enrolled
Format	Num	Type	Source
Valid N	125	Mean	3 4=Bachelor's degree
Minimum		Maximum	8 5=Graduate degree (Master's or Ph.D or Ed.D.)
			10 6=Other
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1122	Frequency	Code and Description
Label	E1: Member of NAEYC, NHSA, NEA	26	0=No
Format	Num	Type	Source
Valid N	122	Mean	96 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			2 -9/.M=Missing
			2 SYSMIS/.

Name	E1123	Frequency	Code and Description
Label	E1: Annual salary	110	valid numeric value
Format	Num	Type	Source
Valid N	110	Mean	47418.18
Minimum	15000	Maximum	75000
			14 -7/.R=Refused
			3 -9/.M=Missing
			2 SYSMIS/.

Name	E1124	Frequency	Code and Description
Label	E1: What is your gender	6	1=Male
Format	Num	Type	Source
Valid N	127	Mean	121 2=Female
Minimum		Maximum	2 SYSMIS/.

Name	E1125	Frequency	Code and Description
Label	E1: In what year were you born	125	valid numeric value
Format	Num	Type	Source
Valid N	125	Mean	1960.02
Minimum	1950	Maximum	1980
			2 -7/.R=Refused
			2 SYSMIS/.

Name	E1126	Frequency	Code and Description
Label	E1: Spanish, Hispanic, or Latino origin	108	0=No
Format	Num	Type	Source
Valid N	127	Mean	19 1=Yes
Minimum		Maximum	2 SYSMIS/.

Name	E1127	Frequency	Code and Description
Label	E1: Which one best describes you . . .	8	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	15	Mean	5 2=Puerto Rican
Minimum		Maximum	2 4=Some other Spanish/Hispanic/Latino group
			108 -1/.N=Not Applicable
			4 -9/.M=Missing
			2 SYSMIS/.

Codebook for Center/Program-Level PUF, continued

Name	E1128_11	Frequency	Code and Description
Label	E1: White	40	0=No
Format	Num	Type	Source
Valid N	125	Mean	85 11=White
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.
Name	E1128_12	Frequency	Code and Description
Label	E1: Black, African American	91	0=No
Format	Num	Type	Source
Valid N	125	Mean	34 12=Black or African American
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.
Name	E1128_13	Frequency	Code and Description
Label	E1: American Indian, Alaska Native	125	0=No
Format	Num	Type	Source
Valid N	125	Mean	2 -9/.M=Missing
Minimum		Maximum	2 SYSMIS/.
Name	E1128_20	Frequency	Code and Description
Label	E1: Asian or Pacific Islander	125	0=No
Format	Num	Type	Source
Valid N	125	Mean	2 -9/.M=Missing
Minimum		Maximum	2 SYSMIS/.
Name	E1128_25	Frequency	Code and Description
Label	E1: Another race	119	0=No
Format	Num	Type	Source
Valid N	125	Mean	6 25=Another race
Minimum		Maximum	2 -9/.M=Missing
			2 SYSMIS/.
Name	E1129	Frequency	Code and Description
Label	E1: Speak language other than English	92	0=No
Format	Num	Type	Source
Valid N	127	Mean	35 1=Yes
Minimum		Maximum	2 SYSMIS/.
Name	E1130_12	Frequency	Code and Description
Label	E1: Spanish	12	0=No
Format	Num	Type	Source
Valid N	35	Mean	23 12=Spanish
Minimum		Maximum	92 -1/.N=Not Applicable
			2 SYSMIS/.
Name	E1130_21	Frequency	Code and Description
Label	E1: Other (specify)	23	0=No
Format	Num	Type	Source
Valid N	35	Mean	12 21=Other
Minimum		Maximum	92 -1/.N=Not Applicable
			2 SYSMIS/.

APPENDIX E
CODEBOOK FOR CLASSROOM

Appendix E

Codebook for Classroom/Teacher-Level PUF

Name	CLS_ID	Frequency	Code and Description
Label	Fall 2009 Classroom ID	499	valid numeric value
Format	Num	Type	Sample Info
Valid N	499	Mean	
Minimum		Maximum	
Name	T1_ID	Frequency	Code and Description
Label	Fall 2009 Teacher ID	490	valid numeric value
Format	Num	Type	Sample Info
Valid N	490	Mean	9 SYSMIS/.
Minimum		Maximum	
Name	T2_ID	Frequency	Code and Description
Label	Spring 2010 Teacher ID	498	valid numeric value
Format	Num	Type	Sample Info
Valid N	498	Mean	1 SYSMIS/.
Minimum		Maximum	
Name	C1_ID	Frequency	Code and Description
Label	Fall 2009 Center ID	499	valid numeric value
Format	Num	Type	Sample Info
Valid N	499	Mean	
Minimum		Maximum	
Name	D1_ID	Frequency	Code and Description
Label	Fall 2009 Program ID	499	valid numeric value
Format	Num	Type	Sample Info
Valid N	499	Mean	
Minimum		Maximum	
Name	T1_data	Frequency	Code and Description
Label	Has Fall 2009 Classroom/Teacher data	18	0=No
Format	Num	Type	Sample Info
Valid N	499	Mean	3 0.5=Partial/for other class
Minimum		Maximum	478 1=Yes
Name	T2_data	Frequency	Code and Description
Label	Has Spring 2010 Classroom/Teacher data	12	0=No
Format	Num	Type	Sample Info
Valid N	499	Mean	487 1=Yes
Minimum		Maximum	
Name	O2_data	Frequency	Code and Description
Label	Has Spring 2010 Classroom Observatn data (0.5=other class)	91	0=No
Format	Num	Type	Sample Info
Valid N	499	Mean	38 0.5=Partial/for other class
Minimum		Maximum	370 1=Yes

Codebook for Classroom/Teacher-Level PUF, continued

Name	STRAT	Frequency	Code and Description
Label	Fall 2009 First-Stage Stratum	486	valid numeric value
Format	Num	Type	Sample Info
Valid N	486	Mean	13 SYSMIS/.
Minimum		Maximum	
Name	PSU	Frequency	Code and Description
Label	Fall 2009 Primary Sampling Unit	486	valid numeric value
Format	Num	Type	Sample Info
Valid N	486	Mean	13 SYSMIS/.
Minimum		Maximum	
Name	T1CLSWT	Frequency	Code and Description
Label	FALL 2009 Class Weight	486	valid numeric value
Format	Num	Type	Weight
Valid N	486	Mean	108.22
Minimum	0	Maximum	572.64
Name	T1TCHWT	Frequency	Code and Description
Label	FALL 2009 Teacher Weight	486	valid numeric value
Format	Num	Type	Weight
Valid N	486	Mean	97.08
Minimum	0	Maximum	572.64
Name	T2CLSWT	Frequency	Code and Description
Label	SPRING 2010 Class-Level Teacher Survey Weight	476	valid numeric value
Format	Num	Type	Weight
Valid N	476	Mean	109.65
Minimum	21.27	Maximum	411.74
Name	O2CLSWT	Frequency	Code and Description
Label	SPRING 2010 Observation Weight	370	valid numeric value
Format	Num	Type	Weight
Valid N	370	Mean	134.77
Minimum	25.87	Maximum	514.28
Name	T12CLSWT	Frequency	Code and Description
Label	YEAR 1 Class-Level Teacher Survey (F+S) Weight	470	valid numeric value
Format	Num	Type	Weight
Valid N	470	Mean	111.05
Minimum	21.23	Maximum	411.74
Name	T12OCLSWT	Frequency	Code and Description
Label	YEAR 1 Class-Level Teacher Survey (F+S) & Observation Weight	362	valid numeric value
Format	Num	Type	Weight
Valid N	362	Mean	137.75
Minimum	25.87	Maximum	553.38

Codebook for Classroom/Teacher-Level PUF, continued

Name	T12TCHWT	Frequency	Code and Description
Label	Teacher-Level Teacher Survey (F+S) Weight	430	valid numeric value
Format	Num	Type	Weight
Valid N	430	Mean	99.24
Minimum	10.8	Maximum	411.74
Name	T1CSIZE	Frequency	Code and Description
Label	T1: Class Size	478	valid numeric value
Format	Num	Type	Construct
Valid N	478	Mean	16.92
Minimum	2	Maximum	20
Name	T1CTRTIO	Frequency	Code and Description
Label	T1: Child/Teacher Ratio	478	valid numeric value
Format	Num	Type	Construct
Valid N	478	Mean	8.32
Minimum	0.67	Maximum	20
Name	T1CARTIO	Frequency	Code and Description
Label	T1: Child/Adult Ratio	478	valid numeric value
Format	Num	Type	Construct
Valid N	478	Mean	7.29
Minimum	0.5	Maximum	20
Name	T1DEPSCO	Frequency	Code and Description
Label	T1: Teacher Depression Score CES-D Short Form	480	valid numeric value
Format	Num	Type	Construct
Valid N	480	Mean	4.30
Minimum	0	Maximum	36
Name	T1DEPCAT	Frequency	Code and Description
Label	T1: Teacher Depress Score CES-D Shrt Form- Categories	304	1=not depressed
Format	Num	Type	Construct
Valid N	480	Mean	129 2=mildly depressed
Minimum		Maximum	31 3=moderately depressed
			16 4=severely depressed
			19 .=System Missing
Name	T1FDASC2	Frequency	Code and Description
Label	Revised Fall 2009 T1DASCO2 Flag	477	0=Not Revised
Format	Num	Type	Construct
Valid N	481	Mean	4 1=Revised
Minimum		Maximum	18 .=System Missing
Name	T1FDISC2	Frequency	Code and Description
Label	Revised Fall 2009 T1DISCO2 Flag	478	0=Not Revised
Format	Num	Type	Construct
Valid N	481	Mean	3 1=Revised
Minimum		Maximum	18 .=System Missing

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1FINSC2			Frequency	Code and Description
Label	Revised Fall 2009 T1INSCO2 Flag			477	0=Not Revised
Format	Num	Type	Construct	4	1=Revised
Valid N	481	Mean		18	.=System Missing
Minimum		Maximum			
Name	T1RDASC2			Frequency	Code and Description
Label	T1:Developmentally Appropriate Attitudes Scale (MPR)			480	valid numeric value
Format	Num	Type	Construct	1	-9/.M=Missing
Valid N	480	Mean	7.99	18	SYSMIS/.
Minimum	3	Maximum	10		
Name	T1RDISC2			Frequency	Code and Description
Label	T1:Didactic Scale (MPR)			480	valid numeric value
Format	Num	Type	Construct	1	-9/.M=Missing
Valid N	480	Mean	2.54	18	SYSMIS/.
Minimum	1	Maximum	5		
Name	T1RINSC2			Frequency	Code and Description
Label	T1:Child-initiated Scale (MPR)			481	valid numeric value
Format	Num	Type	Construct	18	SYSMIS/.
Valid N	481	Mean	4.46		
Minimum	2.2	Maximum	5		
Name	T2CSIZE			Frequency	Code and Description
Label	T2: Class Size			486	valid numeric value
Format	Num	Type	Construct	1	-7/.R=Refused
Valid N	486	Mean	17.10	12	SYSMIS/.
Minimum	4	Maximum	21		
Name	T2CTRTIO			Frequency	Code and Description
Label	T2: Child/Teacher Ratio			486	valid numeric value
Format	Num	Type	Construct	13	SYSMIS/.
Valid N	486	Mean	8.37		
Minimum	3	Maximum	20		
Name	T2CARTIO			Frequency	Code and Description
Label	T2: Child/Adult Ratio			486	valid numeric value
Format	Num	Type	Construct	13	SYSMIS/.
Valid N	486	Mean	7.43		
Minimum	2.43	Maximum	17		
Name	T2DEPSCO			Frequency	Code and Description
Label	T2: Teacher Depression Score CES-D Short Form			487	valid numeric value
Format	Num	Type	Construct	12	SYSMIS/.
Valid N	487	Mean	4.07		
Minimum	0	Maximum	32		

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2DEPCAT	Frequency	Code and Description
Label	T2:Teacher Depress Score CES-D Shrt Form- Categories	323	1=not depressed
Format	Num	106	2=mildly depressed
Valid N	487	36	3=moderately depressed
Minimum		22	4=severely depressed
		12	.=System Missing

Name	T2MNGSPT	Frequency	Code and Description
Label	T2: Program Management Support	485	valid numeric value
Format	Num	2	-9/.M=Missing
Valid N	485	12	SYSMIS/.
Minimum	1		

Name	T2DASCO2	Frequency	Code and Description
Label	T2:Dev Approp Attit Scale(MPR)-only new sprng rspndnts	49	valid numeric value
Format	Num	450	SYSMIS/.
Valid N	49		
Minimum	4		

Name	T2DISCO2	Frequency	Code and Description
Label	T2:Didactic Scale (MPR)-only new spring respondents	49	valid numeric value
Format	Num	450	SYSMIS/.
Valid N	49		
Minimum	1.17		

Name	T2INSCO2	Frequency	Code and Description
Label	T2:Child-initiated Scale (MPR)-only new sprng rspndnts	49	valid numeric value
Format	Num	450	SYSMIS/.
Valid N	49		
Minimum	3.4		

Name	O2ECERSS	Frequency	Code and Description
Label	O2: ECERS shortened total mean score	408	valid numeric value
Format	Num	91	SYSMIS/.
Valid N	408		
Minimum	1.95		

Name	O2ECTCH	Frequency	Code and Description
Label	O2: ECERS Teaching and Interactions Mean Score	408	valid numeric value
Format	Num	91	SYSMIS/.
Valid N	408		
Minimum	1.36		

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2ECPROV	Frequency	Code and Description
Label	O2: ECERS Provisions for Learning Mean Score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	3.96
Minimum	1.5	Maximum	6.17
Name	O2CLSSCD	Frequency	Code and Description
Label	O2: CLASS concept development score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	2.07
Minimum	1	Maximum	4.25
Name	O2CLSSQF	Frequency	Code and Description
Label	O2: CLASS quality of feedback score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	2.27
Minimum	1	Maximum	5
Name	O2CLSSLM	Frequency	Code and Description
Label	O2: CLASS language modeling score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	2.45
Minimum	1	Maximum	5
Name	O2CLSSPC	Frequency	Code and Description
Label	O2: CLASS positive climate score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	5.32
Minimum	2.33	Maximum	7
Name	O2CLSSNC	Frequency	Code and Description
Label	O2: CLASS negative climate score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	1.24
Minimum	1	Maximum	5.67
Name	O2CLSSTS	Frequency	Code and Description
Label	O2: CLASS teacher sensitivity score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	4.63
Minimum	2.67	Maximum	6.33
Name	O2CLSSSP	Frequency	Code and Description
Label	O2: CLASS regard of student perspectives score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	4.49
Minimum	2	Maximum	6.25

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2CLSSBM	Frequency	Code and Description
Label	O2: CLASS behavior management score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	5.04
Minimum	2.5	Maximum	6.75
Name	O2CLSSPR	Frequency	Code and Description
Label	O2: CLASS productivity score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	4.92
Minimum	2	Maximum	7
Name	O2CLSSLF	Frequency	Code and Description
Label	O2: CLASS instructional learning formats score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	4.01
Minimum	1.75	Maximum	6
Name	O2CLSSIS	Frequency	Code and Description
Label	O2: CLASS instructional support score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	2.26
Minimum	1	Maximum	4.56
Name	O2CLSSSES	Frequency	Code and Description
Label	O2: CLASS emotional support score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	5.30
Minimum	2.5	Maximum	6.38
Name	O2CLSSCO	Frequency	Code and Description
Label	O2: CLASS classroom organization score	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	4.66
Minimum	2.33	Maximum	6.17
Name	O2CSIZE	Frequency	Code and Description
Label	O2: Counts of Children	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	14.19
Minimum	3.33	Maximum	20
Name	O2ADLTS	Frequency	Code and Description
Label	O2: Counts of Adults	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	2.49
Minimum	1	Maximum	6

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2CARTIO	Frequency	Code and Description
Label	O2: Child/Adult Ratio	408	valid numeric value
Format	Num	Type	Construct
Valid N	408	Mean	6.12
Minimum	1.11	Maximum	15
Name	T1_2class	Frequency	Code and Description
Label	T1: 2-classroom Interview status	401	0=one class
Format	Num	Type	Source
Valid N	481	Mean	39 1=class #1 (of 2)
Minimum		Maximum	36 2=class #2 (of 2)
			1 11=cl #1(separate)
			1 12=cl #2(separate)
			3 22=cl #2(missing)
			18 SYSMIS/.
Name	T1_Date	Frequency	Code and Description
Label	T1: Interview completed date	64	September 2009
Format	Num	Type	Source
Valid N	481	Mean	269 October 2009
Minimum		Maximum	148 November 2009
			18 SYSMIS/.
Name	T1A00_1	Frequency	Code and Description
Label	T1: How many children are enrolled in this class	478	valid numeric value
Format	Num	Type	Source
Valid N	478	Mean	3 -9/.M=Missing
Minimum	2	Maximum	16.92
			18 SYSMIS/.
Name	T1A00_1a	Frequency	Code and Description
Label	T1: How many children 3 years old or younger	478	valid numeric value
Format	Num	Type	Source
Valid N	478	Mean	3 -9/.M=Missing
Minimum	0	Maximum	6.52
			18 SYSMIS/.
Name	T1A00_1b	Frequency	Code and Description
Label	T1: How many children 4 years old	478	valid numeric value
Format	Num	Type	Source
Valid N	478	Mean	3 -9/.M=Missing
Minimum	0	Maximum	9.30
			18 SYSMIS/.
Name	T1A00_1c	Frequency	Code and Description
Label	T1: How many children 5 years old or older	478	valid numeric value
Format	Num	Type	Source
Valid N	478	Mean	3 -9/.M=Missing
Minimum	0	Maximum	1.10
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A00_2	Frequency	Code and Description
Label	T1: How many lead teachers are with this class	1	0
Format	Num	Type	Source
Valid N	478	Mean	1.05
Minimum	0	Maximum	2
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A00_3	Frequency	Code and Description
Label	T1: How many assistant teachers	35	0
Format	Num	Type	Source
Valid N	478	Mean	1.07
Minimum	0	Maximum	2
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A00_4	Frequency	Code and Description
Label	T1: How many paid aides	318	0
Format	Num	Type	Source
Valid N	476	Mean	0.39
Minimum	0	Maximum	3
			2 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A00_5	Frequency	Code and Description
Label	T1: How many days a week class meet	477	valid numeric value
Format	Num	Type	Source
Valid N	477	Mean	4.57
Minimum	1	Maximum	5
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A00_6	Frequency	Code and Description
Label	T1: How many hours a week class meet	478	valid numeric value
Format	Num	Type	Source
Valid N	478	Mean	25.77
Minimum	1	Maximum	57
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A01a	Frequency	Code and Description
Label	T1: Teacher-directed whole class	7	1=No time
Format	Num	Type	Source
Valid N	478	Mean	167
Minimum		Maximum	58
			2=Half hour or less
			3=About one hour
			4=About two hours
			39 5=Three hours or more
			3 -9/.M=Missing
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A01b			Frequency	Code and Description
Label	T1: Teacher-directed small group			8	1=No time
Format	Num	Type	Source	308	2=Half hour or less
Valid N	478	Mean		119	3=About one hour
Minimum		Maximum		33	4=About two hours
				10	5=Three hours or more
				3	-9/.M=Missing
				18	SYSMIS/.

Name	T1A01c			Frequency	Code and Description
Label	T1: Teacher-directed individual			21	1=No time
Format	Num	Type	Source	344	2=Half hour or less
Valid N	478	Mean		81	3=About one hour
Minimum		Maximum		20	4=About two hours
				12	5=Three hours or more
				3	-9/.M=Missing
				18	SYSMIS/.

Name	T1A01d			Frequency	Code and Description
Label	T1: Child-selected activities			3	1=No time
Format	Num	Type	Source	71	2=Half hour or less
Valid N	478	Mean		235	3=About one hour
Minimum		Maximum		122	4=About two hours
				47	5=Three hours or more
				3	-9/.M=Missing
				18	SYSMIS/.

Name	T1A02a			Frequency	Code and Description
Label	T1: Freq of learning names of letters			4	1=Never
Format	Num	Type	Source	8	2=Once a month or less
Valid N	477	Mean		9	3=Two or three times a month
Minimum		Maximum		49	4=Once or twice a week
				42	5=Three or four times a week
				365	6=Every day
				1	-8/.D=Don't know
				3	-9/.M=Missing
				18	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A02b	Frequency	Code and Description
Label	T1: Freq of write letters of the alphabet	21	1=Never
Format	Num	Type	Source
Valid N	477	Mean	15 2=Once a month or less
Minimum		Maximum	20 3=Two or three times a month
			93 4=Once or twice a week
			75 5=Three or four times a week
			253 6=Every day
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A02c	Frequency	Code and Description
Label	T1: Freq of discuss new words	2	1=Never
Format	Num	Type	Source
Valid N	478	Mean	8 2=Once a month or less
Minimum		Maximum	13 3=Two or three times a month
			64 4=Once or twice a week
			55 5=Three or four times a week
			336 6=Every day
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A02d	Frequency	Code and Description
Label	T1: Freq of dictate stories to a teacher	14	1=Never
Format	Num	Type	Source
Valid N	478	Mean	31 2=Once a month or less
Minimum		Maximum	33 3=Two or three times a month
			121 4=Once or twice a week
			71 5=Three or four times a week
			208 6=Every day
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A02e	Frequency	Code and Description
Label	T1: Freq of work on phonics	25	1=Never
Format	Num	Type	Source
Valid N	477	Mean	15 2=Once a month or less
Minimum		Maximum	21 3=Two or three times a month
			87 4=Once or twice a week
			40 5=Three or four times a week
			289 6=Every day
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A02f			Frequency	Code and Description
Label	T1: Freq of listen to stories with print			5	2=Once a month or less
Format	Num	Type	Source	3	3=Two or three times a month
Valid N	478	Mean		28	4=Once or twice a week
Minimum		Maximum		23	5=Three or four times a week
				419	6=Every day
				3	-9/.M=Missing
				18	SYSMIS/.

Name	T1A02g			Frequency	Code and Description
Label	T1: Freq of listen to stories, no print			254	1=Never
Format	Num	Type	Source	30	2=Once a month or less
Valid N	478	Mean		17	3=Two or three times a month
Minimum		Maximum		57	4=Once or twice a week
				19	5=Three or four times a week
				101	6=Every day
				3	-9/.M=Missing
				18	SYSMIS/.

Name	T1A02h			Frequency	Code and Description
Label	T1: Freq of retell stories			11	1=Never
Format	Num	Type	Source	19	2=Once a month or less
Valid N	477	Mean		31	3=Two or three times a month
Minimum		Maximum		137	4=Once or twice a week
				70	5=Three or four times a week
				209	6=Every day
				1	-8/.D=Don't know
				3	-9/.M=Missing
				18	SYSMIS/.

Name	T1A02i			Frequency	Code and Description
Label	T1: Freq of learn conventions of print			12	1=Never
Format	Num	Type	Source	15	2=Once a month or less
Valid N	478	Mean		25	3=Two or three times a month
Minimum		Maximum		59	4=Once or twice a week
				43	5=Three or four times a week
				324	6=Every day
				3	-9/.M=Missing
				18	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A02j			Frequency	Code and Description
Label	T1: Freq of write own name			27	1=Never
Format	Num	Type	Source	19	2=Once a month or less
Valid N	477	Mean		16	3=Two or three times a month
Minimum		Maximum		73	4=Once or twice a week
				58	5=Three or four times a week
				284	6=Every day
				1	-8/.D=Don't know
				3	-9/.M=Missing
				18	SYSMIS/.

Name	T1A02k			Frequency	Code and Description
Label	T1: Freq of rhyming words and word families			35	1=Never
Format	Num	Type	Source	33	2=Once a month or less
Valid N	478	Mean		41	3=Two or three times a month
Minimum		Maximum		139	4=Once or twice a week
				79	5=Three or four times a week
				151	6=Every day
				3	-9/.M=Missing
				18	SYSMIS/.

Name	T1A02l			Frequency	Code and Description
Label	T1: Freq of learn about common prepositions			9	1=Never
Format	Num	Type	Source	11	2=Once a month or less
Valid N	478	Mean		35	3=Two or three times a month
Minimum		Maximum		115	4=Once or twice a week
				73	5=Three or four times a week
				235	6=Every day
				3	-9/.M=Missing
				18	SYSMIS/.

Name	T1A03a			Frequency	Code and Description
Label	T1: Freq of count out loud			4	3=Two or three times a month
Format	Num	Type	Source	25	4=Once or twice a week
Valid N	478	Mean		31	5=Three or four times a week
Minimum		Maximum		418	6=Every day
				3	-9/.M=Missing
				18	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A03b	Frequency	Code and Description
Label	T1: Freq of work with geometric manipulatives	1	1=Never
Format	Num	Type	Source
Valid N	478	Mean	4 2=Once a month or less
Minimum		Maximum	11 3=Two or three times a month
			46 4=Once or twice a week
			40 5=Three or four times a week
			376 6=Every day
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03c	Frequency	Code and Description
Label	T1: Freq of work with counting manipulatives	12	1=Never
Format	Num	Type	Source
Valid N	478	Mean	6 2=Once a month or less
Minimum		Maximum	13 3=Two or three times a month
			72 4=Once or twice a week
			66 5=Three or four times a week
			309 6=Every day
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03d	Frequency	Code and Description
Label	T1: Freq of play math-related games	12	1=Never
Format	Num	Type	Source
Valid N	477	Mean	17 2=Once a month or less
Minimum		Maximum	33 3=Two or three times a month
			118 4=Once or twice a week
			85 5=Three or four times a week
			212 6=Every day
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03e	Frequency	Code and Description
Label	T1: Freq of use music to understand math concepts	27	1=Never
Format	Num	Type	Source
Valid N	477	Mean	24 2=Once a month or less
Minimum		Maximum	35 3=Two or three times a month
			86 4=Once or twice a week
			78 5=Three or four times a week
			227 6=Every day
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A03f	Frequency	Code and Description
Label	T1: Freq of use movement/drama to understand math concepts	30	1=Never
Format	Num	Type	Source
Valid N	478	Mean	27 2=Once a month or less
Minimum		Maximum	43 3=Two or three times a month
			114 4=Once or twice a week
			66 5=Three or four times a week
			198 6=Every day
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03g	Frequency	Code and Description
Label	T1: Freq of work with measuring instruments	24	1=Never
Format	Num	Type	Source
Valid N	478	Mean	38 2=Once a month or less
Minimum		Maximum	63 3=Two or three times a month
			102 4=Once or twice a week
			55 5=Three or four times a week
			196 6=Every day
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03h	Frequency	Code and Description
Label	T1: Freq of engage in calendar-related activities	27	1=Never
Format	Num	Type	Source
Valid N	478	Mean	17 2=Once a month or less
Minimum		Maximum	14 3=Two or three times a month
			24 4=Once or twice a week
			19 5=Three or four times a week
			377 6=Every day
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03i	Frequency	Code and Description
Label	T1: Freq of engage in activities related to telling time	79	1=Never
Format	Num	Type	Source
Valid N	477	Mean	36 2=Once a month or less
Minimum		Maximum	25 3=Two or three times a month
			53 4=Once or twice a week
			40 5=Three or four times a week
			244 6=Every day
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A03j	Frequency	Code and Description
Label	T1: Freq of engage in activities with shapes and patterns	3	1=Never
Format	Num	7	2=Once a month or less
Valid N	478	15	3=Two or three times a month
Minimum		67	4=Once or twice a week
		62	5=Three or four times a week
		324	6=Every day
		3	-9/.M=Missing
		18	SYSMIS/.

Name	T1A03_A	Frequency	Code and Description
Label	T1: Do you speak language other than English	252	0=No
Format	Num	229	1=Yes
Valid N	481	18	SYSMIS/.
Minimum			

Name	T1A03_B2	Frequency	Code and Description
Label	T1: Language teacher speak-Spanish	24	0=No
Format	Num	205	2=Spanish
Valid N	229	252	-1/.N=Not Applicable
Minimum		18	SYSMIS/.

Name	T1A03_B9	Frequency	Code and Description
Label	T1: Language teacher speak-Any Other	185	0=No
Format	Num	44	9=Other language
Valid N	229	252	-1/.N=Not Applicable
Minimum		18	SYSMIS/.

Name	T1A03_C2	Frequency	Code and Description
Label	T1: How well understand Spanish	1	1=Not at all
Format	Num	56	2=Not well
Valid N	205	49	3=Well
Minimum		99	4=Very well
		276	-1/.N=Not Applicable
		18	SYSMIS/.

Name	T1A03_C9	Frequency	Code and Description
Label	T1: How well understand Other (most proficient, if > 1)	10	2=Not well
Format	Num	14	3=Well
Valid N	44	20	4=Very well
Minimum		437	-1/.N=Not Applicable
		18	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A03_D2	Frequency	Code and Description
Label	T1: How well speak Spanish	4	1=Not at all
Format	Num	Type	Source
Valid N	205	Mean	69 2=Not well
Minimum		Maximum	44 3=Well
			88 4=Very well
			276 -1/.N=Not Applicable
			18 SYSMIS/.

Name	T1A03_D9	Frequency	Code and Description
Label	T1: How well speak Other (most proficient, if multiple)	12	2=Not well
Format	Num	Type	Source
Valid N	44	Mean	13 3=Well
Minimum		Maximum	19 4=Very well
			437 -1/.N=Not Applicable
			18 SYSMIS/.

Name	T1A03_E	Frequency	Code and Description
Label	T1: How many dual language learners	478	valid numeric value
Format	Num	Type	Source
Valid N	478	Mean	5.17
Minimum	0	Maximum	20
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03_F1	Frequency	Code and Description
Label	T1: Language children speak-English	55	0=No
Format	Num	Type	Source
Valid N	347	Mean	292 1=English
Minimum		Maximum	130 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03_F2	Frequency	Code and Description
Label	T1: Language children speak-Spanish	43	0=No
Format	Num	Type	Source
Valid N	347	Mean	304 2=Spanish
Minimum		Maximum	130 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03_F9	Frequency	Code and Description
Label	T1: Language children speak-Any Other	233	0=No
Format	Num	Type	Source
Valid N	347	Mean	114 9=Other language
Minimum		Maximum	130 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A03_G1	Frequency	Code and Description
Label	T1: Percent children speak-English	291	valid numeric value
Format	Num	Type	Source
Valid N	291	Mean	75.32
Minimum	0	Maximum	100
			186 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03_G2	Frequency	Code and Description
Label	T1: Percent children speak-Spanish	301	valid numeric value
Format	Num	Type	Source
Valid N	301	Mean	38.93
Minimum	0	Maximum	100
			174 -1/.N=Not Applicable
			1 -8/.D=Don't know
			5 -9/.M=Missing
			18 SYSMIS/.

Name	T1A03_G9	Frequency	Code and Description
Label	T1: Percent children speak-Any Other	113	valid numeric value
Format	Num	Type	Source
Valid N	113	Mean	10.06
Minimum	1	Maximum	100
			363 -1/.N=Not Applicable
			5 -9/.M=Missing
			18 SYSMIS/.

Name	T1A04_01	Frequency	Code and Description
Label	T1: Language used for instruction-English	35	0=No
Format	Num	Type	Source
Valid N	478	Mean	
Minimum		Maximum	
			443 1=English
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A04_02	Frequency	Code and Description
Label	T1: Language used for instruction-Spanish	264	0=No
Format	Num	Type	Source
Valid N	478	Mean	
Minimum		Maximum	
			214 2=Spanish
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A04_09	Frequency	Code and Description
Label	T1: Language used for instruction-Any Other	436	0=No
Format	Num	Type	Source
Valid N	478	Mean	
Minimum		Maximum	
			42 9=Other language
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A04A01_1	Frequency	Code and Description
Label	T1: Who uses English for instruction-Lead teacher	9	0=No
Format	Num	Type	Source
Valid N	443	Mean	
Minimum		Maximum	
			434 1=You/lead teacher
			35 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A04A01_2		Frequency	Code and Description
Label	T1: Who uses English for instruction-Assistant teacher		61	0=No
Format	Num	Type	382	2=Assistant teacher
Valid N	443	Mean	35	-1/.N=Not Applicable
Minimum		Maximum	3	-9/.M=Missing
			18	SYSMIS/.

Name	T1A04A01_3		Frequency	Code and Description
Label	T1: Who uses English for instruction-Aide		324	0=No
Format	Num	Type	119	3=Classroom aide
Valid N	443	Mean	35	-1/.N=Not Applicable
Minimum		Maximum	3	-9/.M=Missing
			18	SYSMIS/.

Name	T1A04A01_4		Frequency	Code and Description
Label	T1: Who uses English for instruction-Volunteer		362	0=No
Format	Num	Type	81	4=Volunteer/non staff
Valid N	443	Mean	35	-1/.N=Not Applicable
Minimum		Maximum	3	-9/.M=Missing
			18	SYSMIS/.

Name	T1A04A02_1		Frequency	Code and Description
Label	T1: Who uses Spanish for instruction-Lead teacher		48	0=No
Format	Num	Type	166	1=You/lead teacher
Valid N	214	Mean	264	-1/.N=Not Applicable
Minimum		Maximum	3	-9/.M=Missing
			18	SYSMIS/.

Name	T1A04A02_2		Frequency	Code and Description
Label	T1: Who uses Spanish for instruction-Assistant teacher		77	0=No
Format	Num	Type	137	2=Assistant teacher
Valid N	214	Mean	264	-1/.N=Not Applicable
Minimum		Maximum	3	-9/.M=Missing
			18	SYSMIS/.

Name	T1A04A02_3		Frequency	Code and Description
Label	T1: Who uses Spanish for instruction-Aide		189	0=No
Format	Num	Type	25	3=Classroom aide
Valid N	214	Mean	264	-1/.N=Not Applicable
Minimum		Maximum	3	-9/.M=Missing
			18	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A04A02_4	Frequency	Code and Description
Label	T1: Who uses Spanish for instruction-Volunteer	196	0=No
Format	Num	Type	Source
Valid N	214	Mean	18 4=Volunteer/non staff
Minimum		Maximum	264 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A04A09_1	Frequency	Code and Description
Label	T1: Who uses any Other for instruction-Lead teacher	21	0=No
Format	Num	Type	Source
Valid N	42	Mean	21 1=You/lead teacher
Minimum		Maximum	436 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A04A09_2	Frequency	Code and Description
Label	T1: Who uses any Other for instruction-Assistant teacher	15	0=No
Format	Num	Type	Source
Valid N	42	Mean	27 2=Assistant teacher
Minimum		Maximum	436 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A04A09_3	Frequency	Code and Description
Label	T1: Who uses any Other for instruction-Aide	39	0=No
Format	Num	Type	Source
Valid N	42	Mean	3 3=Classroom aide
Minimum		Maximum	436 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A04A09_4	Frequency	Code and Description
Label	T1: Who uses any Other for instruction-Volunteer	40	0=No
Format	Num	Type	Source
Valid N	42	Mean	2 4=Volunteer/non staff
Minimum		Maximum	436 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A05a	Frequency	Code and Description
Label	T1: Language use most to read to children	455	1=English
Format	Num	Type	Source
Valid N	478	Mean	23 2=Spanish
Minimum		Maximum	3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A05b	Frequency	Code and Description
Label	T1: Any other language use to read to children	303	0=No
Format	Num	Type	Source
Valid N	478	Mean	175 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A05c01	Frequency	Code and Description
Label	T1: Other language to read-English	156	0=No
Format	Num	Type	Source
Valid N	175	Mean	19 1=English
Minimum		Maximum	303 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A05c02	Frequency	Code and Description
Label	T1: Other language to read-Spanish	24	0=No
Format	Num	Type	Source
Valid N	175	Mean	151 2=Spanish
Minimum		Maximum	303 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A05c09	Frequency	Code and Description
Label	T1: Other language to read-Any Other	159	0=No
Format	Num	Type	Source
Valid N	175	Mean	16 9=Other language
Minimum		Maximum	303 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A05d	Frequency	Code and Description
Label	T1: Language use most to speak to group	442	1=English
Format	Num	Type	Source
Valid N	478	Mean	34 2=Spanish
Minimum		Maximum	2 9=Other language
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A05e	Frequency	Code and Description
Label	T1: Any other language use to speak to group	307	0=No
Format	Num	Type	Source
Valid N	478	Mean	171 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A05f01	Frequency	Code and Description
Label	T1: Other language to speak group-English	146	0=No
Format	Num	Type	Source
Valid N	171	Mean	25 1=English
Minimum		Maximum	307 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Name	T1A05f02	Frequency	Code and Description
Label	T1: Other language to speak group-Spanish	34	0=No
Format	Num	Type	Source
Valid N	171	Mean	137 2=Spanish
Minimum		Maximum	307 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A05f09	Frequency	Code and Description
Label	T1: Other language to speak group-Any Other	150	0=No
Format	Num	Type	Source
Valid N	171	Mean	21 9=Other language
Minimum		Maximum	307 -1/.N=Not Applicable
			3 -9/.M=Missing
			18 SYSMIS/.
Name	T1A05g01	Frequency	Code and Description
Label	T1: Language print materials-English	7	0=No
Format	Num	Type	Source
Valid N	481	Mean	474 1=English
Minimum		Maximum	18 SYSMIS/.
Name	T1A05g02	Frequency	Code and Description
Label	T1: Language print materials-Spanish	92	0=No
Format	Num	Type	Source
Valid N	481	Mean	389 2=Spanish
Minimum		Maximum	18 SYSMIS/.
Name	T1A05g09	Frequency	Code and Description
Label	T1: Language print materials-Any Other	420	0=No
Format	Num	Type	Source
Valid N	481	Mean	61 9=Other language
Minimum		Maximum	18 SYSMIS/.
Name	T1A06	Frequency	Code and Description
Label	T1: Specific or combination of curricula used	329	1=Yes, specific curriculum
Format	Num	Type	Source
Valid N	479	Mean	147 2=Yes, combination
Minimum		Maximum	3 3=No
			2 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A07_11	Frequency	Code and Description
Label	T1: Creative curriculum	190	0=No
Format	Num	Type	Source
Valid N	476	Mean	286 11=Creative Curriculum
Minimum		Maximum	3 -1/.N=Not Applicable
			2 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A07_12	Frequency	Code and Description
Label	T1: High Scope	391	0=No
Format	Num	Type	Source
Valid N	476	Mean	85 12=High/Scope
Minimum		Maximum	3 -1/.N=Not Applicable
			2 -8/.D=Don't know
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A07_13	Frequency	Code and Description
Label	T1: High Reach	461	0=No
Format	Num	Type	Source
Valid N	476	Mean	15 13=High Reach
Minimum		Maximum	3 -1/.N=Not Applicable
			2 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A07_14	Frequency	Code and Description
Label	T1: Let's begin with the letter people	475	0=No
Format	Num	Type	Source
Valid N	476	Mean	1 14=Let's Begin with the Letter People
Minimum		Maximum	3 -1/.N=Not Applicable
			2 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A07_15	Frequency	Code and Description
Label	T1: Montessori	467	0=No
Format	Num	Type	Source
Valid N	476	Mean	9 15=Montessori
Minimum		Maximum	3 -1/.N=Not Applicable
			2 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A07_16	Frequency	Code and Description
Label	T1: Bank Street	476	0=No
Format	Num	Type	Source
Valid N	476	Mean	3 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A07_17	Frequency	Code and Description
Label	T1: Child centered classrooms	471	0=No
Format	Num	Type	Source
Valid N	476	Mean	5 17=CreatngChildCntrdClassrms-StepByStep
Minimum		Maximum	3 -1/.N=Not Applicable
			2 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A07_18	Frequency	Code and Description
Label	T1: Scholastic curriculum	441	0=No
Format	Num	Type	Source
Valid N	476	Mean	35 18=Scholastic curriculum
Minimum		Maximum	3 -1/.N=Not Applicable
			2 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A07_19	Frequency	Code and Description
Label	T1: Locally designed curriculum	453	0=No
Format	Num	Type	Source
Valid N	476	Mean	23 19=Locally designed curriculum
Minimum		Maximum	3 -1/.N=Not Applicable
			2 -8/.D=Don't know
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A07_20			Frequency	Code and Description
Label	T1: Curiosity corner			476	0=No
Format	Num	Type	Source	3	-1/.N=Not Applicable
Valid N	476	Mean		2	-8/.D=Don't know
Minimum		Maximum		18	SYSMIS/.
<hr/>					
Name	T1A07_21			Frequency	Code and Description
Label	T1: Other (specify)			328	0=No
Format	Num	Type	Source	148	21=Other (from A7)
Valid N	476	Mean		3	-1/.N=Not Applicable
Minimum		Maximum		2	-8/.D=Don't know
				18	SYSMIS/.
<hr/>					
Name	T1A07_22			Frequency	Code and Description
Label	T1: Other (specify)			446	0=No
Format	Num	Type	Source	30	22=Other
Valid N	476	Mean		3	-1/.N=Not Applicable
Minimum		Maximum		2	-8/.D=Don't know
				18	SYSMIS/.
<hr/>					
Name	T1A08			Frequency	Code and Description
Label	T1: What is your main curriculum?			59	11=Creative Curriculum
Format	Num	Type	Source	9	12=High/Scope
Valid N	129	Mean		4	13=High Reach
Minimum		Maximum		1	14=Let's Begin with the Letter People
				4	18=Scholastic curriculum
				15	19=Locally designed curriculum
				31	21=Other (from A7)
				6	22=Other
				350	-1/.N=Not Applicable
				2	-8/.D=Don't know
				18	SYSMIS/.
<hr/>					
Name	T1A10			Frequency	Code and Description
Label	T1: How many hours of training in past 12 months			458	valid numeric value
Format	Num	Type	Source	3	-1/.N=Not Applicable
Valid N	458	Mean	15.19	20	-8/.D=Don't know
Minimum	0	Maximum	204	18	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A11	Frequency	Code and Description
Label	T1: Who provided the most training?	237	1=Staff from this Head Start program
Format	Num	Type	Source
Valid N	395	Mean	10 2=Staff from another Head Start program
Minimum		Maximum	96 3=Staff or consultant(s) from curriculum developers
			23 4=Faculty from School of Education
			21 5=Head Start regional office T&TA staff
			8 6=Other
			81 -1/.N=Not Applicable
			5 -8/.D=Don't know
			18 SYSMIS/.

Name	T1A18	Frequency	Code and Description
Label	T1: Who makes most decisions?	41	1=Head Start program administrators
Format	Num	Type	Source
Valid N	480	Mean	43 2=Individual center directors/managers
Minimum		Maximum	13 3=Content area specialists/coordinators
			377 4=Individual teachers
			3 5=Parents
			3 6=Someone else
			1 -8/.D=Don't know
			18 SYSMIS/.

Name	T1A19	Frequency	Code and Description
Label	T1: Daily written plan?	1	0=No
Format	Num	Type	Source
Valid N	481	Mean	480 1=Yes
Minimum		Maximum	18 SYSMIS/.

Name	T1A20	Frequency	Code and Description
Label	T1: How much do you use main curriculum?	380	1=A great deal
Format	Num	Type	Source
Valid N	475	Mean	78 2=somewhat
Minimum		Maximum	14 3=a little bit
			1 4=hardly at all
			2 5=not at all
			4 -1/.N=Not Applic
			2 -8/.D=Don't know
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A35	Frequency	Code and Description
Label	T1: How would you rate behavior	6	1=Grp misbehaves very frequently/almost always difficult to handle
Format	Num	Type	Source
Valid N	477	Mean	41
Minimum		Maximum	217
			186
			27
			5=The group behaves exceptionally well
			1 -7/.R=Refused
			3 -9/.M=Missing
			18 SYSMIS/.
Name	T1A35a	Frequency	Code and Description
Label	T1: How well program support teacher manage behavior	16	0=No challenges experienced
Format	Num	Type	Source
Valid N	481	Mean	8
Minimum		Maximum	55
			227
			175
			4=Very well
			18 SYSMIS/.
Name	T1A35d	Frequency	Code and Description
Label	T1: Program use social skills curriculum	83	0=No
Format	Num	Type	Source
Valid N	464	Mean	381
Minimum		Maximum	17
			18 SYSMIS/.
Name	T1A35e	Frequency	Code and Description
Label	T1: Program use consultation mental health prof	36	0=No
Format	Num	Type	Source
Valid N	474	Mean	438
Minimum		Maximum	7
			18 SYSMIS/.
Name	T1A35f	Frequency	Code and Description
Label	T1: Program use CSEFEL materials	112	0=No
Format	Num	Type	Source
Valid N	424	Mean	312
Minimum		Maximum	1
			56
			18 SYSMIS/.
Name	T1A35g	Frequency	Code and Description
Label	T1: Program use meetings for guidance	29	0=No
Format	Num	Type	Source
Valid N	479	Mean	450
Minimum		Maximum	2
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A36a	Frequency	Code and Description
Label	T1: Equipment available-television	97	1=In class
Format	Num	Type	Source
Valid N	481	Mean	280 2=In center
Minimum		Maximum	104 3=Not available
			18 SYSMIS/.
Name	T1A36b	Frequency	Code and Description
Label	T1: Equipment available-computer for children	404	1=In class
Format	Num	Type	Source
Valid N	481	Mean	28 2=In center
Minimum		Maximum	49 3=Not available
			18 SYSMIS/.
Name	T1A36c	Frequency	Code and Description
Label	T1: Equipment available-computer for you	267	1=In class
Format	Num	Type	Source
Valid N	481	Mean	178 2=In center
Minimum		Maximum	36 3=Not available
			18 SYSMIS/.
Name	T1A36d	Frequency	Code and Description
Label	T1: Equipment available-DVD or VCR	117	1=In class
Format	Num	Type	Source
Valid N	478	Mean	260 2=In center
Minimum		Maximum	101 3=Not available
			3 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A46a	Frequency	Code and Description
Label	T1: Family other lang-communicate English	241	0=No
Format	Num	Type	Source
Valid N	476	Mean	235 1=Yes
Minimum		Maximum	5 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A46b	Frequency	Code and Description
Label	T1: Family other lang-informal interpreter	162	0=No
Format	Num	Type	Source
Valid N	472	Mean	310 1=Yes
Minimum		Maximum	9 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A46c	Frequency	Code and Description
Label	T1: Family other lang-gestures	175	0=No
Format	Num	Type	Source
Valid N	472	Mean	297 1=Yes
Minimum		Maximum	9 -8/.D=Don't know
			18 SYSMIS/.
Name	T1A46d	Frequency	Code and Description
Label	T1: Family other lang-translated materials	118	0=No
Format	Num	Type	Source
Valid N	470	Mean	352 1=Yes
Minimum		Maximum	11 -8/.D=Don't know
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A46e			Frequency	Code and Description
Label	T1: Family other lang-other (specify)			443	0=No
Format	Num	Type	Source	38	-8/.D=Don't know
Valid N	443	Mean		18	SYSMIS/.
Minimum		Maximum			
Name	T1B03a			Frequency	Code and Description
Label	T1: I enjoy my present teaching job			15	1=Strongly Disagree
Format	Num	Type	Source	4	2=Disagree
Valid N	481	Mean		5	3=Neither Agree nor Disagree
Minimum		Maximum		134	4=Agree
				323	5=Strongly Agree
				18	SYSMIS/.
Name	T1B03b			Frequency	Code and Description
Label	T1: Make a difference to children			12	1=Strongly Disagree
Format	Num	Type	Source	1	2=Disagree
Valid N	481	Mean		122	4=Agree
Minimum		Maximum		346	5=Strongly Agree
				18	SYSMIS/.
Name	T1B03c			Frequency	Code and Description
Label	T1: Start over, choose teaching			13	1=Strongly Disagree
Format	Num	Type	Source	7	2=Disagree
Valid N	480	Mean		26	3=Neither Agree nor Disagree
Minimum		Maximum		119	4=Agree
				315	5=Strongly Agree
				1	-8/.D=Don't know
				18	SYSMIS/.
Name	T1B05			Frequency	Code and Description
Label	T1: Continue working for HS next year			378	1=Very likely
Format	Num	Type	Source	75	2=Somewhat likely
Valid N	480	Mean		8	3=Somewhat unlikely
Minimum		Maximum		19	4=Very unlikely
				1	-8/.D=Don't know
				18	SYSMIS/.
Name	T1B06a			Frequency	Code and Description
Label	T1: Responsive to individual differences			9	1=Strongly Disagree
Format	Num	Type	Source	1	2=Disagree
Valid N	481	Mean		6	3=Neither Agree nor Disagree
Minimum		Maximum		170	4=Agree
				295	5=Strongly Agree
				18	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1B06b		Frequency	Code and Description
Label	T1: Area taught as separate subject		79	1=Strongly Disagree
Format	Num	Type	Source	193 2=Disagree
Valid N	478	Mean		59 3=Neither Agree nor Disagree
Minimum		Maximum		102 4=Agree
				45 5=Strongly Agree
				3 -8/.D=Don't know
				18 SYSMIS/.

Name	T1B06c		Frequency	Code and Description
Label	T1: Child select own activities		5	1=Strongly Disagree
Format	Num	Type	Source	9 2=Disagree
Valid N	481	Mean		5 3=Neither Agree nor Disagree
Minimum		Maximum		193 4=Agree
				269 5=Strongly Agree
				18 SYSMIS/.

Name	T1B06d		Frequency	Code and Description
Label	T1: Child allowed to cut own shapes		6	1=Strongly Disagree
Format	Num	Type	Source	16 2=Disagree
Valid N	481	Mean		24 3=Neither Agree nor Disagree
Minimum		Maximum		175 4=Agree
				260 5=Strongly Agree
				18 SYSMIS/.

Name	T1B06e		Frequency	Code and Description
Label	T1: Child work silently and alone		195	1=Strongly Disagree
Format	Num	Type	Source	209 2=Disagree
Valid N	481	Mean		33 3=Neither Agree nor Disagree
Minimum		Maximum		28 4=Agree
				16 5=Strongly Agree
				18 SYSMIS/.

Name	T1B06f		Frequency	Code and Description
Label	T1: Learn through active explorations		4	1=Strongly Disagree
Format	Num	Type	Source	3 2=Disagree
Valid N	481	Mean		6 3=Neither Agree nor Disagree
Minimum		Maximum		165 4=Agree
				303 5=Strongly Agree
				18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1B06g		Frequency	Code and Description
Label	T1: Treats for appropriate behavior		89	1=Strongly Disagree
Format	Num	Type	Source	119 2=Disagree
Valid N	481	Mean		104 3=Neither Agree nor Disagree
Minimum		Maximum		122 4=Agree
				47 5=Strongly Agree
				18 SYSMIS/.

Name	T1B06h		Frequency	Code and Description
Label	T1: Punishment encourages behavior		252	1=Strongly Disagree
Format	Num	Type	Source	148 2=Disagree
Valid N	480	Mean		44 3=Neither Agree nor Disagree
Minimum		Maximum		28 4=Agree
				8 5=Strongly Agree
				1 -7/.R=Refused
				18 SYSMIS/.

Name	T1B06i		Frequency	Code and Description
Label	T1: Child involved in rules for group		10	1=Strongly Disagree
Format	Num	Type	Source	8 2=Disagree
Valid N	480	Mean		12 3=Neither Agree nor Disagree
Minimum		Maximum		226 4=Agree
				224 5=Strongly Agree
				1 -8/.D=Don't know
				18 SYSMIS/.

Name	T1B06j		Frequency	Code and Description
Label	T1: Child recognize single letters		35	1=Strongly Disagree
Format	Num	Type	Source	86 2=Disagree
Valid N	480	Mean		70 3=Neither Agree nor Disagree
Minimum		Maximum		210 4=Agree
				79 5=Strongly Agree
				1 -8/.D=Don't know
				18 SYSMIS/.

Name	T1B06k		Frequency	Code and Description
Label	T1: Child to color within lines		114	1=Strongly Disagree
Format	Num	Type	Source	205 2=Disagree
Valid N	480	Mean		66 3=Neither Agree nor Disagree
Minimum		Maximum		68 4=Agree
				27 5=Strongly Agree
				1 -7/.R=Refused
				18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1B06l		Frequency	Code and Description
Label	T1: Child learn to form letters		62	1=Strongly Disagree
Format	Num	Type	Source	199 2=Disagree
Valid N	480	Mean		71 3=Neither Agree nor Disagree
Minimum		Maximum		118 4=Agree
				30 5=Strongly Agree
				1 -7/.R=Refused
				18 SYSMIS/.

Name	T1B06m		Frequency	Code and Description
Label	T1: Child dictate story to teacher		6	1=Strongly Disagree
Format	Num	Type	Source	10 2=Disagree
Valid N	481	Mean		20 3=Neither Agree nor Disagree
Minimum		Maximum		280 4=Agree
				165 5=Strongly Agree
				18 SYSMIS/.

Name	T1B06n		Frequency	Code and Description
Label	T1: Know letter sounds before read		10	1=Strongly Disagree
Format	Num	Type	Source	55 2=Disagree
Valid N	480	Mean		69 3=Neither Agree nor Disagree
Minimum		Maximum		242 4=Agree
				104 5=Strongly Agree
				1 -8/.D=Don't know
				18 SYSMIS/.

Name	T1B06o		Frequency	Code and Description
Label	T1: Form letters before story		133	1=Strongly Disagree
Format	Num	Type	Source	273 2=Disagree
Valid N	480	Mean		28 3=Neither Agree nor Disagree
Minimum		Maximum		29 4=Agree
				17 5=Strongly Agree
				1 -7/.R=Refused
				18 SYSMIS/.

Name	T1C01a		Frequency	Code and Description
Label	T1: Bothered by things that don't usually bother you		251	1=Rarely or never
Format	Num	Type	Source	151 2=Some or a little
Valid N	480	Mean		69 3=Occasionally or moderately
Minimum		Maximum		9 4=Most or all of the time
				1 -7/.R=Refused
				18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1C01b		Frequency	Code and Description
Label	T1: Poor appetite		381	1=Rarely or never
Format	Num	Type	69	2=Some or a little
Valid N	481	Mean	25	3=Occasionally or moderately
Minimum		Maximum	6	4=Most or all of the time
			18	SYSMIS/.

Name	T1C01c		Frequency	Code and Description
Label	T1: Couldn't shake off blues		419	1=Rarely or never
Format	Num	Type	48	2=Some or a little
Valid N	481	Mean	9	3=Occasionally or moderately
Minimum		Maximum	5	4=Most or all of the time
			18	SYSMIS/.

Name	T1C01d		Frequency	Code and Description
Label	T1: Trouble keeping mind on task		307	1=Rarely or never
Format	Num	Type	131	2=Some or a little
Valid N	481	Mean	34	3=Occasionally or moderately
Minimum		Maximum	9	4=Most or all of the time
			18	SYSMIS/.

Name	T1C01e		Frequency	Code and Description
Label	T1: Depressed		434	1=Rarely or never
Format	Num	Type	32	2=Some or a little
Valid N	481	Mean	10	3=Occasionally or moderately
Minimum		Maximum	5	4=Most or all of the time
			18	SYSMIS/.

Name	T1C01f		Frequency	Code and Description
Label	T1: Everything you did was an effort		255	1=Rarely or never
Format	Num	Type	107	2=Some or a little
Valid N	481	Mean	44	3=Occasionally or moderately
Minimum		Maximum	75	4=Most or all of the time
			18	SYSMIS/.

Name	T1C01g		Frequency	Code and Description
Label	T1: Fearful		438	1=Rarely or never
Format	Num	Type	31	2=Some or a little
Valid N	481	Mean	8	3=Occasionally or moderately
Minimum		Maximum	4	4=Most or all of the time
			18	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1C01h			Frequency	Code and Description
Label	T1: Restless sleep			275	1=Rarely or never
Format	Num	Type	Source	131	2=Some or a little
Valid N	481	Mean		51	3=Occasionally or moderately
Minimum		Maximum		24	4=Most or all of the time
				18	SYSMIS/.
Name	T1C01i			Frequency	Code and Description
Label	T1: Talked less than usual			407	1=Rarely or never
Format	Num	Type	Source	50	2=Some or a little
Valid N	481	Mean		20	3=Occasionally or moderately
Minimum		Maximum		4	4=Most or all of the time
				18	SYSMIS/.
Name	T1C01j			Frequency	Code and Description
Label	T1: Lonely			441	1=Rarely or never
Format	Num	Type	Source	29	2=Some or a little
Valid N	481	Mean		6	3=Occasionally or moderately
Minimum		Maximum		5	4=Most or all of the time
				18	SYSMIS/.
Name	T1C01k			Frequency	Code and Description
Label	T1: Sad			402	1=Rarely or never
Format	Num	Type	Source	57	2=Some or a little
Valid N	481	Mean		17	3=Occasionally or moderately
Minimum		Maximum		5	4=Most or all of the time
				18	SYSMIS/.
Name	T1C01l			Frequency	Code and Description
Label	T1: Couldn't get going			329	1=Rarely or never
Format	Num	Type	Source	122	2=Some or a little
Valid N	481	Mean		23	3=Occasionally or moderately
Minimum		Maximum		7	4=Most or all of the time
				18	SYSMIS/.
Name	T1D01			Frequency	Code and Description
Label	T1: How many yrs teaching			480	valid numeric value
Format	Num	Type	Source	1	-7/.R=Refused
Valid N	480	Mean	13.06	18	SYSMIS/.
Minimum	0	Maximum	30		
Name	T1D02			Frequency	Code and Description
Label	T1: Number those yrs teaching HS			481	valid numeric value
Format	Num	Type	Source	18	SYSMIS/.
Valid N	481	Mean	9.01		
Minimum	0	Maximum	30		

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1D02a			Frequency	Code and Description
Label	T1: Year started at this HS			481	valid numeric value
Format	Num	Type	Source	18	SYSMIS/.
Valid N	481	Mean	2001.38		
Minimum	1985	Maximum	2009		
Name	T1D03			Frequency	Code and Description
Label	T1: Any children who attend HS now			450	0=No
Format	Num	Type	Source	30	1=Yes
Valid N	480	Mean		1	-7/.R=Refused
Minimum		Maximum		18	SYSMIS/.
Name	T1D04			Frequency	Code and Description
Label	T1: Any child in past attend HS			277	0=No
Format	Num	Type	Source	173	1=Yes
Valid N	450	Mean		30	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				18	SYSMIS/.
Name	T1D05			Frequency	Code and Description
Label	T1: Highest grade of school completed			1	1=Up to 8th grade
Format	Num	Type	Source	4	3=12th grade but no diploma
Valid N	481	Mean		23	4=High school diploma/equivalent
Minimum		Maximum		2	5=Voc/tech post-HS, no voc/tech diploma
				50	7=Some college but no degree
				166	8=Associate's degree
				174	9=Bachelor's degree
				20	10=Graduate/professional schl, no degree
				40	11=Master's degree (MA, MS)
				1	12=Doctorate degree (PhD, EDD)
				18	SYSMIS/.
Name	T1D06			Frequency	Code and Description
Label	T1: What field is your highest degree			66	1=Child development or developmental psychology
Format	Num	Type	Source	189	2=Early childhood education
Valid N	401	Mean		51	3=Elementary education
Minimum		Maximum		7	4=Special education
				62	5=Other field
				1	6=Curriculum Development
				2	7=Administration
				3	8=Bilingual Education (including ESL)
				2	9=Reading/literacy
				18	10=Psychology, Counseling, or Social Work
				80	-1/.N=Not Applicable
				18	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1D07	Frequency	Code and Description
Label	T1: Field include early childhood education	36	0=No
Format	Num	Type	Source
Valid N	449	Mean	413 1=Yes
Minimum		Maximum	30 -1/.N=Not Applic
			2 -8/.D=Don't know
			18 SYSMIS/.

Name	T1D08	Frequency	Code and Description
Label	T1: Completed courses in ECE since degree	25	0=No
Format	Num	Type	Source
Valid N	38	Mean	13 1=Yes
Minimum		Maximum	443 -1/.N=Not Applic
			18 SYSMIS/.

Name	T1D08a	Frequency	Code and Description
Label	T1: Completed course on DLL	317	0=No
Format	Num	Type	Source
Valid N	444	Mean	127 1=Yes
Minimum		Maximum	30 -1/.N=Not Applic
			7 -8/.D=Don't know
			18 SYSMIS/.

Name	T1D11	Frequency	Code and Description
Label	T1: Do you have a CDA credential	257	0=No
Format	Num	Type	Source
Valid N	477	Mean	220 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			3 -8/.D=Don't know
			18 SYSMIS/.

Name	T1D12	Frequency	Code and Description
Label	T1: Have state-awarded preschool certificate	339	0=No
Format	Num	Type	Source
Valid N	472	Mean	133 1=Yes
Minimum		Maximum	9 -8/.D=Don't know
			18 SYSMIS/.

Name	T1D13	Frequency	Code and Description
Label	T1: Have teaching certificate or license	277	0=No
Format	Num	Type	Source
Valid N	478	Mean	201 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			18 SYSMIS/.

Name	T1D14	Frequency	Code and Description
Label	T1: Enrolled in teacher-related training	302	0=No
Format	Num	Type	Source
Valid N	481	Mean	179 1=Yes
Minimum		Maximum	18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1D15	Frequency	Code and Description
Label	T1: What kind of training enrolled in	17	1=Child Development Associate (CDA) degree program
Format	Num	Type	Source
Valid N	179	Mean	9 2=Teaching certificate
Minimum		Maximum	3 3=Special education teaching degree
			69 4=Bachelor's degree
			29 5=Graduate degree (Master's or Ph.D or Ed.D.)
			27 6=Other
			25 7=Associate's degree
			302 -1/.N=Not Applicable
			18 SYSMIS/.

Name	T1D16a	Frequency	Code and Description
Label	T1: Paid vacation time	127	0=No
Format	Num	Type	Source
Valid N	475	Mean	348 1=Yes
Minimum		Maximum	6 -8/.D=Don't know
			18 SYSMIS/.

Name	T1D16b	Frequency	Code and Description
Label	T1: Paid sick leave	26	0=No
Format	Num	Type	Source
Valid N	479	Mean	453 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			18 SYSMIS/.

Name	T1D16c	Frequency	Code and Description
Label	T1: Paid maternity/paternity leave	125	0=No
Format	Num	Type	Source
Valid N	387	Mean	262 1=Yes
Minimum		Maximum	94 -8/.D=Don't know
			18 SYSMIS/.

Name	T1D16d	Frequency	Code and Description
Label	T1: Unpaid maternity/paternity leave	130	0=No
Format	Num	Type	Source
Valid N	338	Mean	208 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			142 -8/.D=Don't know
			18 SYSMIS/.

Name	T1D16e	Frequency	Code and Description
Label	T1: Paid family leave	146	0=No
Format	Num	Type	Source
Valid N	417	Mean	271 1=Yes
Minimum		Maximum	64 -8/.D=Don't know
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1D16f	Frequency	Code and Description
Label	T1: Paid health insurance	38	0=No
Format	Num	Type	Source
Valid N	476	Mean	53 1=Yes
Minimum		Maximum	18 -8/.D=Don't know 18 SYSMIS/.
Name	T1D16g	Frequency	Code and Description
Label	T1: Paid dental insurance	90	0=No
Format	Num	Type	Source
Valid N	467	Mean	377 1=Yes
Minimum		Maximum	14 -8/.D=Don't know 18 SYSMIS/.
Name	T1D16h	Frequency	Code and Description
Label	T1: Tuition reimbursement	89	0=No
Format	Num	Type	Source
Valid N	446	Mean	357 1=Yes
Minimum		Maximum	35 -8/.D=Don't know 18 SYSMIS/.
Name	T1D16i	Frequency	Code and Description
Label	T1: Retirement plan	53	0=No
Format	Num	Type	Source
Valid N	465	Mean	412 1=Yes
Minimum		Maximum	16 -8/.D=Don't know 18 SYSMIS/.
Name	T1D17	Frequency	Code and Description
Label	T1: Annual salary	438	valid numeric value
Format	Num	Type	Source
Valid N	438	Mean	26798.63
Minimum	2200	Maximum	50000
			16 -7/.R=Refused 27 -8/.D=Don't know 18 SYSMIS/.
Name	T1D18hrs	Frequency	Code and Description
Label	T1: Hours/week does salary cover	479	valid numeric value
Format	Num	Type	Source
Valid N	479	Mean	38.34
Minimum	8	Maximum	50
			1 -7/.R=Refused 1 -8/.D=Don't know 18 SYSMIS/.
Name	T1D18min	Frequency	Code and Description
Label	T1: Minutes/week does salary cover	479	valid numeric value
Format	Num	Type	Source
Valid N	479	Mean	1.90
Minimum	0	Maximum	30
			1 -7/.R=Refused 1 -8/.D=Don't know 18 SYSMIS/.
Name	T1D19	Frequency	Code and Description
Label	T1: What is your gender	3	1=Male
Format	Num	Type	Source
Valid N	481	Mean	478 2=Female
Minimum		Maximum	18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T1D20	Frequency	Code and Description
Label	T1: In what year were you born	476	valid numeric value
Format	Num	Type	Source
Valid N	476	Mean	1968.02
Minimum	1950	Maximum	1986
Name	T1D21	Frequency	Code and Description
Label	T1: Spanish, Hispanic, or Latino origin	375	0=No
Format	Num	Type	Source
Valid N	481	Mean	106
Minimum		Maximum	1=Yes
			18 SYSMIS/.
Name	T1D22	Frequency	Code and Description
Label	T1: Which Latino group	66	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	106	Mean	11
Minimum		Maximum	2=Puerto Rican
			29 4=Some other Spanish/Hispanic/Latino group
			375 -1/.N=Not Applicable
			18 SYSMIS/.
Name	T1D23_11	Frequency	Code and Description
Label	T1: White	230	0=No
Format	Num	Type	Source
Valid N	479	Mean	249
Minimum		Maximum	11=White
			2 -7/.R=Refused
			18 SYSMIS/.
Name	T1D23_12	Frequency	Code and Description
Label	T1: Black, African American	322	0=No
Format	Num	Type	Source
Valid N	479	Mean	157
Minimum		Maximum	12=Black or African American
			2 -7/.R=Refused
			18 SYSMIS/.
Name	T1D23_13	Frequency	Code and Description
Label	T1: American Indian, Alaska Native	469	0=No
Format	Num	Type	Source
Valid N	479	Mean	10
Minimum		Maximum	13=American Indian or Alaska Native
			2 -7/.R=Refused
			18 SYSMIS/.
Name	T1D23_20	Frequency	Code and Description
Label	T1: Teacher Asian or Pacific Islander	467	0=No
Format	Num	Type	Source
Valid N	479	Mean	12
Minimum		Maximum	20=Asian or Pacific Islander
			2 -7/.R=Refused
			18 SYSMIS/.
Name	T1D23_25	Frequency	Code and Description
Label	T1: Teacher Another race	413	0=No
Format	Num	Type	Source
Valid N	479	Mean	66
Minimum		Maximum	25=Another race
			2 -7/.R=Refused
			18 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2_2class	Frequency	Code and Description
Label	T2: 2-classroom Interview status	407	0=one class
Format	Num	Type	Source
Valid N	487	Mean	40 1=class #1 (of 2)
Minimum		Maximum	40 2=class #2 (of 2)
			12 SYSMIS/.
Name	T2_Date	Frequency	Code and Description
Label	T2: Interview completed date	157	March 2010
Format	Num	Type	Source
Valid N	487	Mean	241 April 2010
Minimum		Maximum	89 May 2010
			12 SYSMIS/.
Name	T2_S01	Frequency	Code and Description
Label	T2: Interviewed last fall?	10	0=No
Format	Num	Type	Source
Valid N	436	Mean	426 1=Yes
Minimum		Maximum	46 -1/.N=Not Applic
			5 -9/.M=Missing
			12 SYSMIS/.
Name	T2_S01b	Frequency	Code and Description
Label	T2: When did you become the teacher of this class	10	valid numeric value
Format	Num	Type	Source
Valid N	10	Mean	472 -1/.N=Not Applicable
Minimum	11946	Maximum	17594.50
			5 -9/.M=Missing
			12 SYSMIS/.
Name	T2_S01c	Frequency	Code and Description
Label	T2: Not teaching class when last interview	2	0=Incorrect-same teacher as at first interview
Format	Num	Type	Source
Valid N	53	Mean	51 1=Correct-did not teach class at first interview
Minimum		Maximum	426 -1/.N=Not Applicable
			8 -9/.M=Missing
			12 SYSMIS/.
Name	T2_S01d	Frequency	Code and Description
Label	T2: Confirm have name correct	10	0=No
Format	Num	Type	Source
Valid N	51	Mean	41 1=Yes
Minimum		Maximum	428 -1/.N=Not Applic
			8 -9/.M=Missing
			12 SYSMIS/.
Name	T2_S02	Frequency	Code and Description
Label	T2: When did you become the teacher of this class	43	valid numeric value
Format	Num	Type	Source
Valid N	43	Mean	437 -1/.N=Not Applicable
Minimum	2006	Maximum	2009.37
			7 -9/.M=Missing
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2_S03	Frequency	Code and Description
Label	T2: Teach in HS before teaching this class	16	0=No
Format	Num	Type	Source
Valid N	51	Mean	35 1=Yes
Minimum		Maximum	428 -1/.N=Not Applic
			8 -9/.M=Missing
			12 SYSMIS/.

Name	T2_S04	Frequency	Code and Description
Label	T2: Where were you teaching before this class	10	1=in the same classroom as an assistant teacher
Format	Num	Type	Source
Valid N	35	Mean	12 2=in a different classroom at the same Head Start center
Minimum		Maximum	12 3=at a different Head Start center operated by the same program
			1 5=somewhere else
			444 -1/.N=Not Applicable
			8 -9/.M=Missing
			12 SYSMIS/.

Name	T2_S05	Frequency	Code and Description
Label	T2: Your position before this class	17	1=Lead teacher
Format	Num	Type	Source
Valid N	35	Mean	17 2=Assitant teacher/teacher aide
Minimum		Maximum	1 7=Something else
			444 -1/.N=Not Applicable
			8 -9/.M=Missing
			12 SYSMIS/.

Name	T2_S06	Frequency	Code and Description
Label	T2: Where were you working before this class	8	1=at an early childhood education or child care center
Format	Num	Type	Source
Valid N	16	Mean	1 2=at a family-based child care (family day care)
Minimum		Maximum	1 4=in a kindergarten classroom
			2 5=in an elementary school classroom
			1 6=in a non-education setting
			2 7=not working full-time
			1 8=somewhere else
			463 -1/.N=Not Applicable
			8 -9/.M=Missing
			12 SYSMIS/.

Name	T2_S07	Frequency	Code and Description
Label	T2: Your position at previous center or class	7	1=Lead teacher
Format	Num	Type	Source
Valid N	11	Mean	2 2=Assitant teacher/teacher aide
Minimum		Maximum	2 3=Part-time substitute teacher
			468 -1/.N=Not Applicable
			8 -9/.M=Missing
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A00_1	Frequency	Code and Description
Label	T2: How many children are enrolled in this class	486	valid numeric value
Format	Num	Type	Source
Valid N	486	Mean	17.10
Minimum	4	Maximum	21
Name	T2A00_1a	Frequency	Code and Description
Label	T2: How many children 3 years old or younger	486	valid numeric value
Format	Num	Type	Source
Valid N	486	Mean	3.72
Minimum	0	Maximum	17
Name	T2A00_1b	Frequency	Code and Description
Label	T2: How many children 4 years old	486	valid numeric value
Format	Num	Type	Source
Valid N	486	Mean	8.02
Minimum	0	Maximum	20
Name	T2A00_1c	Frequency	Code and Description
Label	T2: How many children 5 years old or older	486	valid numeric value
Format	Num	Type	Source
Valid N	486	Mean	5.36
Minimum	0	Maximum	19
Name	T2A00_2	Frequency	Code and Description
Label	T2: How many lead teachers are with this class	2	0
Format	Num	Type	Source
Valid N	487	Mean	1.05
Minimum	0	Maximum	2
Name	T2A00_3	Frequency	Code and Description
Label	T2: How many assistant teachers	38	0
Format	Num	Type	Source
Valid N	487	Mean	1.07
Minimum	0	Maximum	2
Name	T2A00_4	Frequency	Code and Description
Label	T2: How many paid aides	342	0
Format	Num	Type	Source
Valid N	486	Mean	0.34
Minimum	0	Maximum	3
			3 3 or more
			1 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A00_5	Frequency	Code and Description
Label	T2: How many days a week class meet	486	valid numeric value
Format	Num	Type	Source
Valid N	486	Mean	4.54
Minimum	1	Maximum	5
			1 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A00_6	Frequency	Code and Description
Label	T2: How many hours a week class meet	486	valid numeric value
Format	Num	Type	Source
Valid N	486	Mean	26.34
Minimum	2	Maximum	60
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A01a	Frequency	Code and Description
Label	T2: Teacher-directed whole class	5	1=No time
Format	Num	Type	Source
Valid N	485	Mean	215
Minimum		Maximum	174
			3=About one hour
			64
			4=About two hours
			27
			5=Three hours or more
			2 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A01b	Frequency	Code and Description
Label	T2: Teacher-directed small group	10	1=No time
Format	Num	Type	Source
Valid N	484	Mean	310
Minimum		Maximum	131
			3=About one hour
			24
			4=About two hours
			9
			5=Three hours or more
			3 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A01c	Frequency	Code and Description
Label	T2: Teacher-directed individual	20	1=No time
Format	Num	Type	Source
Valid N	487	Mean	347
Minimum		Maximum	89
			3=About one hour
			18
			4=About two hours
			13
			5=Three hours or more
			12 SYSMIS/.

Name	T2A01d	Frequency	Code and Description
Label	T2: Child-selected activities	2	1=No time
Format	Num	Type	Source
Valid N	487	Mean	71
Minimum		Maximum	207
			3=About one hour
			136
			4=About two hours
			71
			5=Three hours or more
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A02a	Frequency	Code and Description
Label	T2: Freq of learning names of letters	3	2=Once a month or less
Format	Num	Type	Source
Valid N	487	Mean	15 3=Two or three times a month
Minimum		Maximum	43 4=Once or twice a week
			52 5=Three or four times a week
			374 6=Every day
			12 SYSMIS/.

Name	T2A02b	Frequency	Code and Description
Label	T2: Freq of write letters of the alphabet	2	1=Never
Format	Num	Type	Source
Valid N	487	Mean	7 2=Once a month or less
Minimum		Maximum	19 3=Two or three times a month
			80 4=Once or twice a week
			88 5=Three or four times a week
			291 6=Every day
			12 SYSMIS/.

Name	T2A02c	Frequency	Code and Description
Label	T2: Freq of discuss new words	1	1=Never
Format	Num	Type	Source
Valid N	487	Mean	3 2=Once a month or less
Minimum		Maximum	11 3=Two or three times a month
			63 4=Once or twice a week
			62 5=Three or four times a week
			347 6=Every day
			12 SYSMIS/.

Name	T2A02d	Frequency	Code and Description
Label	T2: Freq of dictate stories to a teacher	6	1=Never
Format	Num	Type	Source
Valid N	487	Mean	29 2=Once a month or less
Minimum		Maximum	36 3=Two or three times a month
			126 4=Once or twice a week
			87 5=Three or four times a week
			203 6=Every day
			12 SYSMIS/.

Name	T2A02e	Frequency	Code and Description
Label	T2: Freq of work on phonics	19	1=Never
Format	Num	Type	Source
Valid N	487	Mean	9 2=Once a month or less
Minimum		Maximum	20 3=Two or three times a month
			73 4=Once or twice a week
			63 5=Three or four times a week
			303 6=Every day
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A02f			Frequency	Code and Description
Label	T2: Freq of listen to stories with print			1	1=Never
Format	Num	Type	Source	3	2=Once a month or less
Valid N	487	Mean		6	3=Two or three times a month
Minimum		Maximum		32	4=Once or twice a week
				32	5=Three or four times a week
				413	6=Every day
				12	SYSMIS/.

Name	T2A02g			Frequency	Code and Description
Label	T2: Freq of listen to stories, no print			233	1=Never
Format	Num	Type	Source	35	2=Once a month or less
Valid N	487	Mean		22	3=Two or three times a month
Minimum		Maximum		52	4=Once or twice a week
				32	5=Three or four times a week
				113	6=Every day
				12	SYSMIS/.

Name	T2A02h			Frequency	Code and Description
Label	T2: Freq of retell stories			2	1=Never
Format	Num	Type	Source	18	2=Once a month or less
Valid N	486	Mean		30	3=Two or three times a month
Minimum		Maximum		128	4=Once or twice a week
				111	5=Three or four times a week
				197	6=Every day
				1	-8/.D=Don't know
				12	SYSMIS/.

Name	T2A02i			Frequency	Code and Description
Label	T2: Freq of learn conventions of print			3	1=Never
Format	Num	Type	Source	7	2=Once a month or less
Valid N	487	Mean		16	3=Two or three times a month
Minimum		Maximum		67	4=Once or twice a week
				60	5=Three or four times a week
				334	6=Every day
				12	SYSMIS/.

Name	T2A02j			Frequency	Code and Description
Label	T2: Freq of write own name			3	1=Never
Format	Num	Type	Source	5	2=Once a month or less
Valid N	487	Mean		10	3=Two or three times a month
Minimum		Maximum		47	4=Once or twice a week
				52	5=Three or four times a week
				370	6=Every day
				12	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A02k	Frequency	Code and Description
Label	T2: Freq of rhyming words and word families	5	1=Never
Format	Num	Type	Source
Valid N	487	Mean	23 2=Once a month or less
Minimum		Maximum	40 3=Two or three times a month
			131 4=Once or twice a week
			119 5=Three or four times a week
			169 6=Every day
			12 SYSMIS/.

Name	T2A02l	Frequency	Code and Description
Label	T2: Freq of learn about common prepositions	2	1=Never
Format	Num	Type	Source
Valid N	487	Mean	14 2=Once a month or less
Minimum		Maximum	35 3=Two or three times a month
			109 4=Once or twice a week
			86 5=Three or four times a week
			241 6=Every day
			12 SYSMIS/.

Name	T2A03a	Frequency	Code and Description
Label	T2: Freq of count out loud	1	1=Never
Format	Num	Type	Source
Valid N	487	Mean	6 3=Two or three times a month
Minimum		Maximum	21 4=Once or twice a week
			25 5=Three or four times a week
			434 6=Every day
			12 SYSMIS/.

Name	T2A03b	Frequency	Code and Description
Label	T2: Freq of work with geometric manipulatives	3	1=Never
Format	Num	Type	Source
Valid N	487	Mean	3 2=Once a month or less
Minimum		Maximum	12 3=Two or three times a month
			54 4=Once or twice a week
			72 5=Three or four times a week
			343 6=Every day
			12 SYSMIS/.

Name	T2A03c	Frequency	Code and Description
Label	T2: Freq of work with counting manipulatives	8	1=Never
Format	Num	Type	Source
Valid N	487	Mean	4 2=Once a month or less
Minimum		Maximum	20 3=Two or three times a month
			69 4=Once or twice a week
			91 5=Three or four times a week
			295 6=Every day
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A03d			Frequency	Code and Description
Label	T2: Freq of play math-related games			2	1=Never
Format	Num	Type	Source	7	2=Once a month or less
Valid N	487	Mean		36	3=Two or three times a month
Minimum		Maximum		112	4=Once or twice a week
				96	5=Three or four times a week
				234	6=Every day
					12 SYSMIS/.

Name	T2A03e			Frequency	Code and Description
Label	T2: Freq of use music to understand math concepts			13	1=Never
Format	Num	Type	Source	12	2=Once a month or less
Valid N	487	Mean		51	3=Two or three times a month
Minimum		Maximum		114	4=Once or twice a week
				100	5=Three or four times a week
				197	6=Every day
					12 SYSMIS/.

Name	T2A03f			Frequency	Code and Description
Label	T2: Freq of use movement/drama to understand math concepts			19	1=Never
Format	Num	Type	Source	25	2=Once a month or less
Valid N	486	Mean		48	3=Two or three times a month
Minimum		Maximum		125	4=Once or twice a week
				93	5=Three or four times a week
				176	6=Every day
					1 -8/.D=Don't know
					12 SYSMIS/.

Name	T2A03g			Frequency	Code and Description
Label	T2: Freq of work with measuring instruments			2	1=Never
Format	Num	Type	Source	36	2=Once a month or less
Valid N	487	Mean		68	3=Two or three times a month
Minimum		Maximum		121	4=Once or twice a week
				65	5=Three or four times a week
				195	6=Every day
					12 SYSMIS/.

Name	T2A03h			Frequency	Code and Description
Label	T2: Freq of engage in calendar-related activities			17	1=Never
Format	Num	Type	Source	13	2=Once a month or less
Valid N	487	Mean		17	3=Two or three times a month
Minimum		Maximum		32	4=Once or twice a week
				27	5=Three or four times a week
				381	6=Every day
					12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A03i	Frequency	Code and Description
Label	T2: Freq of engage in activities related to telling time	33	1=Never
Format	Num	Type	Source
Valid N	486	Mean	55 2=Once a month or less
Minimum		Maximum	28 3=Two or three times a month
			80 4=Once or twice a week
			50 5=Three or four times a week
			240 6=Every day
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A03j	Frequency	Code and Description
Label	T2: Freq of engage in activities with shapes and patterns	2	2=Once a month or less
Format	Num	Type	Source
Valid N	487	Mean	17 3=Two or three times a month
Minimum		Maximum	61 4=Once or twice a week
			85 5=Three or four times a week
			322 6=Every day
			12 SYSMIS/.

Name	T2A03_A	Frequency	Code and Description
Label	T2: Do you speak language other than English	27	0=No
Format	Num	Type	Source
Valid N	53	Mean	26 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2A03_B2	Frequency	Code and Description
Label	T2: Language teacher speak-Spanish	2	0=No
Format	Num	Type	Source
Valid N	26	Mean	24 2=Spanish
Minimum		Maximum	454 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2A03_B9	Frequency	Code and Description
Label	T2: Language teacher speak-Any Other	22	0=No
Format	Num	Type	Source
Valid N	26	Mean	4 9=Other language
Minimum		Maximum	454 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2A03_C2	Frequency	Code and Description
Label	T2: How well understand Spanish	5	2=Not well
Format	Num	Type	Source
Valid N	24	Mean	8 3=Well
Minimum		Maximum	11 4=Very well
			463 -1/.N=Not Applicable
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A03_C9	Frequency	Code and Description
Label	T2: How well understand Other (most proficient, if > 1)	1	3=Well
Format	Num	Type	Source
Valid N	4	Mean	3 4=Very well
Minimum		Maximum	483 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A03_D2	Frequency	Code and Description
Label	T2: How well speak Spanish	7	2=Not well
Format	Num	Type	Source
Valid N	24	Mean	6 3=Well
Minimum		Maximum	11 4=Very well
			463 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A03_D9	Frequency	Code and Description
Label	T2: How well speak Other (most proficient, if multiple)	1	3=Well
Format	Num	Type	Source
Valid N	4	Mean	3 4=Very well
Minimum		Maximum	483 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A03_E	Frequency	Code and Description
Label	T2: How many dual language learners	486	valid numeric value
Format	Num	Type	Source
Valid N	486	Mean	5.38
Minimum	0	Maximum	20
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A03_F1	Frequency	Code and Description
Label	T2: Language children speak-English	27	0=No
Format	Num	Type	Source
Valid N	359	Mean	332 1=English
Minimum		Maximum	127 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A03_F2	Frequency	Code and Description
Label	T2: Language children speak-Spanish	47	0=No
Format	Num	Type	Source
Valid N	359	Mean	312 2=Spanish
Minimum		Maximum	127 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A03_F9	Frequency	Code and Description
Label	T2: Language children speak-Any Other	241	0=No
Format	Num	Type	Source
Valid N	359	Mean	118 9=Other language
Minimum		Maximum	127 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A03_G1	Frequency	Code and Description
Label	T2: Percent children speak-English	331	valid numeric value
Format	Num	Type	Source
Valid N	331	Mean	81.98
Minimum	0	Maximum	100
			154 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A03_G2	Frequency	Code and Description
Label	T2: Percent children speak-Spanish	311	valid numeric value
Format	Num	Type	Source
Valid N	311	Mean	40.76
Minimum	0	Maximum	100
			174 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A03_G9	Frequency	Code and Description
Label	T2: Percent children speak-Any Other	116	valid numeric value
Format	Num	Type	Source
Valid N	116	Mean	11.02
Minimum	1	Maximum	100
			368 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			12 SYSMIS/.

Name	T2A04_01	Frequency	Code and Description
Label	T2: Language used for instruction-English	14	0=No
Format	Num	Type	Source
Valid N	486	Mean	
Minimum		Maximum	
			472 1=English
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A04_02	Frequency	Code and Description
Label	T2: Language used for instruction-Spanish	267	0=No
Format	Num	Type	Source
Valid N	486	Mean	
Minimum		Maximum	
			219 2=Spanish
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A04_09	Frequency	Code and Description
Label	T2: Language used for instruction-Any Other	449	0=No
Format	Num	Type	Source
Valid N	486	Mean	
Minimum		Maximum	
			37 9=Other language
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A04A01_1	Frequency	Code and Description
Label	T2: Who uses English for instruction-Lead teacher	7	0=No
Format	Num	Type	Source
Valid N	472	Mean	
Minimum		Maximum	
			465 1=You/lead teacher
			15 -1/.N=Not Applicable
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A04A01_2	Frequency	Code and Description
Label	T2: Who uses English for instruction-Assistant teacher	51	0=No
Format	Num	Type	Source
Valid N	472	Mean	421 2=Assistant teacher
Minimum		Maximum	15 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A04A01_3	Frequency	Code and Description
Label	T2: Who uses English for instruction-Aide	360	0=No
Format	Num	Type	Source
Valid N	472	Mean	112 3=Classroom aide
Minimum		Maximum	15 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A04A01_4	Frequency	Code and Description
Label	T2: Who uses English for instruction-Volunteer	407	0=No
Format	Num	Type	Source
Valid N	472	Mean	65 4=Volunteer/non staff
Minimum		Maximum	15 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A04A02_1	Frequency	Code and Description
Label	T2: Who uses Spanish for instruction-Lead teacher	54	0=No
Format	Num	Type	Source
Valid N	217	Mean	163 1=You/lead teacher
Minimum		Maximum	268 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A04A02_2	Frequency	Code and Description
Label	T2: Who uses Spanish for instruction-Assistant teacher	82	0=No
Format	Num	Type	Source
Valid N	217	Mean	135 2=Assistant teacher
Minimum		Maximum	268 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A04A02_3	Frequency	Code and Description
Label	T2: Who uses Spanish for instruction-Aide	191	0=No
Format	Num	Type	Source
Valid N	217	Mean	26 3=Classroom aide
Minimum		Maximum	268 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A04A02_4	Frequency	Code and Description
Label	T2: Who uses Spanish for instruction-Volunteer	203	0=No
Format	Num	Type	Source
Valid N	217	Mean	14 4=Volunteer/non staff
Minimum		Maximum	268 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A04A09_1	Frequency	Code and Description
Label	T2: Who uses any Other for instruction-Lead teacher	20	0=No
Format	Num	Type	Source
Valid N	37	Mean	450 -1/.N=Not Applicable
Minimum		Maximum	12 SYSMIS/.
Name	T2A04A09_2	Frequency	Code and Description
Label	T2: Who uses any Other for instruction-Assistant teacher	12	0=No
Format	Num	Type	Source
Valid N	37	Mean	450 -1/.N=Not Applicable
Minimum		Maximum	12 SYSMIS/.
Name	T2A04A09_3	Frequency	Code and Description
Label	T2: Who uses any Other for instruction-Aide	29	0=No
Format	Num	Type	Source
Valid N	37	Mean	450 -1/.N=Not Applicable
Minimum		Maximum	12 SYSMIS/.
Name	T2A04A09_4	Frequency	Code and Description
Label	T2: Who uses any Other for instruction-Volunteer	31	0=No
Format	Num	Type	Source
Valid N	37	Mean	450 -1/.N=Not Applicable
Minimum		Maximum	12 SYSMIS/.
Name	T2A05a	Frequency	Code and Description
Label	T2: Language use most to read to children	464	1=English
Format	Num	Type	Source
Valid N	487	Mean	23 2=Spanish
Minimum		Maximum	12 SYSMIS/.
Name	T2A05b	Frequency	Code and Description
Label	T2: Any other language use to read to children	311	0=No
Format	Num	Type	Source
Valid N	487	Mean	176 1=Yes
Minimum		Maximum	12 SYSMIS/.
Name	T2A05c01	Frequency	Code and Description
Label	T2: Other language to read-English	159	0=No
Format	Num	Type	Source
Valid N	176	Mean	17 1=English
Minimum		Maximum	311 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A05c02	Frequency	Code and Description
Label	T2: Other language to read-Spanish	21	0=No
Format	Num	Type	Source
Valid N	176	Mean	155 2=Spanish
Minimum		Maximum	311 -1/.N=Not Applicable
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A05c09	Frequency	Code and Description
Label	T2: Other language to read-Any Other	168	0=No
Format	Num	Type	Source
Valid N	176	Mean	8 9=Other language
Minimum		Maximum	311 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A05d	Frequency	Code and Description
Label	T2: Language use most to speak to group	454	1=English
Format	Num	Type	Source
Valid N	487	Mean	31 2=Spanish
Minimum		Maximum	2 9=Other language
			12 SYSMIS/.
Name	T2A05e	Frequency	Code and Description
Label	T2: Any other language use to speak to group	327	0=No
Format	Num	Type	Source
Valid N	487	Mean	160 1=Yes
Minimum		Maximum	12 SYSMIS/.
Name	T2A05f01	Frequency	Code and Description
Label	T2: Other language to speak group-English	142	0=No
Format	Num	Type	Source
Valid N	160	Mean	18 1=English
Minimum		Maximum	327 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A05f02	Frequency	Code and Description
Label	T2: Other language to speak group-Spanish	28	0=No
Format	Num	Type	Source
Valid N	160	Mean	132 2=Spanish
Minimum		Maximum	327 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A05f09	Frequency	Code and Description
Label	T2: Other language to speak group-Any Other	138	0=No
Format	Num	Type	Source
Valid N	160	Mean	22 9=Other language
Minimum		Maximum	327 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A05g01	Frequency	Code and Description
Label	T2: Language print materials-English	5	0=No
Format	Num	Type	Source
Valid N	487	Mean	482 1=English
Minimum		Maximum	12 SYSMIS/.
Name	T2A05g02	Frequency	Code and Description
Label	T2: Language print materials-Spanish	48	0=No
Format	Num	Type	Source
Valid N	487	Mean	439 2=Spanish
Minimum		Maximum	12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A05g09	Frequency	Code and Description
Label	T2: Language print materials-Any Other	398	0=No
Format	Num	Type	Source
Valid N	487	Mean	89 9=Other language
Minimum		Maximum	12 SYSMIS/.
Name	T2A06	Frequency	Code and Description
Label	T2: Specific or combination of curricula used	340	1=Yes, specific curriculum
Format	Num	Type	Source
Valid N	487	Mean	146 2=Yes, combination
Minimum		Maximum	1 3=No
			12 SYSMIS/.
Name	T2A07_11	Frequency	Code and Description
Label	T2: Creative curriculum	201	0=No
Format	Num	Type	Source
Valid N	486	Mean	285 11=Creative Curriculum
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A07_12	Frequency	Code and Description
Label	T2: High Scope	397	0=No
Format	Num	Type	Source
Valid N	486	Mean	89 12=High/Scope
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A07_13	Frequency	Code and Description
Label	T2: High Reach	471	0=No
Format	Num	Type	Source
Valid N	486	Mean	15 13=High Reach
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A07_14	Frequency	Code and Description
Label	T2: Let's begin with the letter people	479	0=No
Format	Num	Type	Source
Valid N	486	Mean	7 14=Let's Begin with the Letter People
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A07_15	Frequency	Code and Description
Label	T2: Montessori	478	0=No
Format	Num	Type	Source
Valid N	486	Mean	8 15=Montessori
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.
Name	T2A07_16	Frequency	Code and Description
Label	T2: Bank Street	485	0=No
Format	Num	Type	Source
Valid N	486	Mean	1 16=Bank Street
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A07_17	Frequency	Code and Description
Label	T2: Child centered classrooms	478	0=No
Format	Num	Type	Source
Valid N	486	Mean	8 17=CreatngChildCntrdClassrms-StepByStep
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A07_18	Frequency	Code and Description
Label	T2: Scholastic curriculum	450	0=No
Format	Num	Type	Source
Valid N	486	Mean	36 18=Scholastic curriculum
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A07_19	Frequency	Code and Description
Label	T2: Locally designed curriculum	470	0=No
Format	Num	Type	Source
Valid N	486	Mean	16 19=Locally designed curriculum
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A07_20	Frequency	Code and Description
Label	T2: Curiosity corner	486	0=No
Format	Num	Type	Source
Valid N	486	Mean	1 -1/.N=Not Applicable
Minimum		Maximum	12 SYSMIS/.

Name	T2A07_21	Frequency	Code and Description
Label	T2: Other (specify)	355	0=No
Format	Num	Type	Source
Valid N	486	Mean	131 21=Other (from A7)
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A07_22	Frequency	Code and Description
Label	T2: Other (specify)	462	0=No
Format	Num	Type	Source
Valid N	486	Mean	24 22=Other
Minimum		Maximum	1 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A08	Frequency	Code and Description
Label	T2: What is your main curriculum?	59	11=Creative Curriculum
Format	Num	Type	Source
Valid N	115	Mean	12 12=High/Scope
Minimum		Maximum	4 13=High Reach
			1 14=Let's Begin with the Letter People
			3 15=Montessori
			6 19=Locally designed curriculum
			22 21=Other (from A7)
			8 22=Other
			372 -1/.N=Not Applicable
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A10	Frequency	Code and Description
Label	T2: How many hours of training in past 12 months	473	valid numeric value
Format	Num	Type	Source
Valid N	473	Mean	12.61
Minimum	0	Maximum	120
Name	T2A11	Frequency	Code and Description
Label	T2: Who provided the most training?	243	1=Staff from this Head Start program
Format	Num	Type	Source
Valid N	399	Mean	14
Minimum		Maximum	89
			3=Staff or consultant(s) from curriculum developers
			26
			4=Faculty from School of Education
			19
			5=Head Start regional office T&TA staff
			8
			6=Other
			86
			-1/.N=Not Applicable
			2
			-8/.D=Don't know
			12
			SYSMIS/.
Name	T2A13_01	Frequency	Code and Description
Label	T2: Support received - help understanding curriculum	128	0=No
Format	Num	Type	Source
Valid N	485	Mean	357
Minimum		Maximum	1
			-1/.N=Not Applicable
			1
			-8/.D=Don't know
			12
			SYSMIS/.
Name	T2A13_02	Frequency	Code and Description
Label	T2: Support received - opportunities to observe curriculum	273	0=No
Format	Num	Type	Source
Valid N	485	Mean	212
Minimum		Maximum	1
			-1/.N=Not Applicable
			1
			-8/.D=Don't know
			12
			SYSMIS/.
Name	T2A13_03	Frequency	Code and Description
Label	T2: Support received - refresher training on curriculum	174	0=No
Format	Num	Type	Source
Valid N	485	Mean	311
Minimum		Maximum	1
			-1/.N=Not Applicable
			1
			-8/.D=Don't know
			12
			SYSMIS/.
Name	T2A13_04	Frequency	Code and Description
Label	T2: Support received - help implementing curriculum	194	0=No
Format	Num	Type	Source
Valid N	485	Mean	291
Minimum		Maximum	1
			-1/.N=Not Applicable
			1
			-8/.D=Don't know
			12
			SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A13_05		Frequency	Code and Description
Label	T2: Support received - help planning curriculum-based activities		159	0=No
Format	Num	Type	Source	326 5=Help planning curriculum-based activities
Valid N	485	Mean		1 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know
				12 SYSMIS/.
Name	T2A13_06		Frequency	Code and Description
Label	T2: Support received - help individualizing curriculum		171	0=No
Format	Num	Type	Source	314 6=Help individualizing the curriculum for children
Valid N	485	Mean		1 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know
				12 SYSMIS/.
Name	T2A13_07		Frequency	Code and Description
Label	T2: Support received - help identifying additional resources		223	0=No
Format	Num	Type	Source	262 7=Help w/ add'l resrces to expand scope of curriculum/actvties
Valid N	485	Mean		1 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know
				12 SYSMIS/.
Name	T2A13_08		Frequency	Code and Description
Label	T2: Support received - feedback		230	0=No
Format	Num	Type	Source	255 8=Feedback on implementing the curriculum
Valid N	485	Mean		1 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know
				12 SYSMIS/.
Name	T2A13_09		Frequency	Code and Description
Label	T2: Support received - other (specify)		482	0=No
Format	Num	Type	Source	3 9=Other
Valid N	485	Mean		1 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know
				12 SYSMIS/.
Name	T2A13_10		Frequency	Code and Description
Label	T2: No support		472	0=No
Format	Num	Type	Source	13 10=No support
Valid N	485	Mean		1 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know
				12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A14_1	Frequency	Code and Description
Label	T2: Mentor or master teacher	383	0=No
Format	Num	Type	Source
Valid N	485	Mean	102 1=Mentor or master teacher
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A14_2	Frequency	Code and Description
Label	T2: Other HS teacher in program	322	0=No
Format	Num	Type	Source
Valid N	485	Mean	163 2=Other HS teachers in program
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A14_3	Frequency	Code and Description
Label	T2: Supervisor/ed coordinator	136	0=No
Format	Num	Type	Source
Valid N	485	Mean	349 3=Supervisor/education coordinator
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A14_4	Frequency	Code and Description
Label	T2: Staff from other HS program	427	0=No
Format	Num	Type	Source
Valid N	485	Mean	58 4=Staff from another HS program
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A14_5	Frequency	Code and Description
Label	T2: Staff from curriculum developer	366	0=No
Format	Num	Type	Source
Valid N	485	Mean	119 5=Staff or consultant(s) from curriculum developers
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A14_6	Frequency	Code and Description
Label	T2: Faculty from school of education	440	0=No
Format	Num	Type	Source
Valid N	485	Mean	45 6=Faculty from school of education
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A14_7	Frequency	Code and Description
Label	T2: HS state TA provider	431	0=No
Format	Num	Type	Source
Valid N	485	Mean	54 7=HS state training and technical assistance provider
Minimum		Maximum	1 -1/.N=Not Applicable 1 -8/.D=Don't know 12 SYSMIS/.
Name	T2A14_8	Frequency	Code and Description
Label	T2: Other (specify)	468	0=No
Format	Num	Type	Source
Valid N	485	Mean	17 8=Other
Minimum		Maximum	1 -1/.N=Not Applicable 1 -8/.D=Don't know 12 SYSMIS/.
Name	T2A14_9	Frequency	Code and Description
Label	T2: No support	479	0=No
Format	Num	Type	Source
Valid N	485	Mean	6 9=No support
Minimum		Maximum	1 -1/.N=Not Applicable 1 -8/.D=Don't know 12 SYSMIS/.
Name	T2A15_01	Frequency	Code and Description
Label	T2: Clear guidance on how to plan lessons	198	0=No
Format	Num	Type	Source
Valid N	484	Mean	286 1=Provides clear guidance on how to plan lessons/units
Minimum		Maximum	1 -1/.N=Not Applicable 2 -8/.D=Don't know 12 SYSMIS/.
Name	T2A15_02	Frequency	Code and Description
Label	T2: Has adequate learning materials	217	0=No
Format	Num	Type	Source
Valid N	484	Mean	267 2=Adequate learning materials/resrces/examples of activities
Minimum		Maximum	1 -1/.N=Not Applicable 2 -8/.D=Don't know 12 SYSMIS/.
Name	T2A15_03	Frequency	Code and Description
Label	T2: Is easy to use and adapt	194	0=No
Format	Num	Type	Source
Valid N	484	Mean	290 3=Is easy to use and adapt
Minimum		Maximum	1 -1/.N=Not Applicable 2 -8/.D=Don't know 12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A15_04	Frequency	Code and Description
Label	T2: Multiple domains of learning	127	0=No
Format	Num	Type	Source
Valid N	484	Mean	357 4=Addresses multiple domains of learning
Minimum		Maximum	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A15_05	Frequency	Code and Description
Label	T2: Early literacy/numeracy	192	0=No
Format	Num	Type	Source
Valid N	484	Mean	292 5=Addresses early literacy and/or numeracy
Minimum		Maximum	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A15_06	Frequency	Code and Description
Label	T2: Involves parents as partners	234	0=No
Format	Num	Type	Source
Valid N	484	Mean	250 6=Involves parents as partners in children's learning
Minimum		Maximum	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A15_07	Frequency	Code and Description
Label	T2: Room for teacher creativity	211	0=No
Format	Num	Type	Source
Valid N	484	Mean	273 7=Provides room for teacher creativity
Minimum		Maximum	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A15_08	Frequency	Code and Description
Label	T2: Culturally sensitive	267	0=No
Format	Num	Type	Source
Valid N	484	Mean	217 8=Is culturally sensitive
Minimum		Maximum	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A15_09	Frequency	Code and Description
Label	T2: Developmentally appropriate	180	0=No
Format	Num	Type	Source
Valid N	484	Mean	304 9=Is developmentally-appropriate
Minimum		Maximum	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A15_10	Frequency	Code and Description
Label	T2: Individual child reports for parents	252	0=No
Format	Num	Type	Source
Valid N	484	Mean	232 10=Provides individual rpts on child assessment for parents
Minimum		Maximum	1 -1/.N=Not Applicable 2 -8/.D=Don't know 12 SYSMIS/.
Name	T2A15_11	Frequency	Code and Description
Label	T2: Guidance from child assessment	254	0=No
Format	Num	Type	Source
Valid N	484	Mean	230 11=Guidance from child assmnt to plan learning activities
Minimum		Maximum	1 -1/.N=Not Applicable 2 -8/.D=Don't know 12 SYSMIS/.
Name	T2A15_12	Frequency	Code and Description
Label	T2: Other (specify)	459	0=No
Format	Num	Type	Source
Valid N	482	Mean	23 12=Other
Minimum		Maximum	3 -1/.N=Not Applicable 2 -8/.D=Don't know 12 SYSMIS/.
Name	T2A15_13	Frequency	Code and Description
Label	T2: Child directed or child-initiated activities	241	0=No
Format	Num	Type	Source
Valid N	484	Mean	243 13=Is child-directed or has child-initiated activities
Minimum		Maximum	1 -1/.N=Not Applicable 2 -8/.D=Don't know 12 SYSMIS/.
Name	T2A15_14	Frequency	Code and Description
Label	T2: Guidance support language dev DLL	315	0=No
Format	Num	Type	Source
Valid N	484	Mean	169 14=Guidance for supporting lang. development of DLL children
Minimum		Maximum	1 -1/.N=Not Applicable 2 -8/.D=Don't know 12 SYSMIS/.
Name	T2A16_01	Frequency	Code and Description
Label	T2: No clear guidance on how to plan lessons	442	0=No
Format	Num	Type	Source
Valid N	483	Mean	41 1=Does not provide clear guidance on how to plan lessons/units
Minimum		Maximum	1 -1/.N=Not Applicable 1 -7/.R=Refused 2 -8/.D=Don't know 12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A16_02	Frequency	Code and Description
Label	T2: Doesn't have adequate learning materials	426	0=No
Format	Num	Type	Source
Valid N	483	Mean	57 2=Inadequate learning materials/resources/examples of activities
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A16_03	Frequency	Code and Description
Label	T2: Not easy to use & adapt	468	0=No
Format	Num	Type	Source
Valid N	483	Mean	15 3=Not easy to use and adapt
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A16_04	Frequency	Code and Description
Label	T2: Doesn't address multiple domains of learning	479	0=No
Format	Num	Type	Source
Valid N	483	Mean	4 4=Does not address multiple domains of learning
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A16_05	Frequency	Code and Description
Label	T2: Not enough info on early literacy/numeracy	446	0=No
Format	Num	Type	Source
Valid N	483	Mean	37 5=Not enough information on early literacy and/or numeracy
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A16_06	Frequency	Code and Description
Label	T2: Doesn't involve parents as partners	453	0=No
Format	Num	Type	Source
Valid N	483	Mean	30 6=Does not involve parents as partners in children's learning
Minimum		Maximum	1 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A16_07			Frequency	Code and Description
Label	T2: No room for teacher creativity			464	0=No
Format	Num	Type	Source	19	7=Does not provide room for teacher creativity
Valid N	483	Mean		1	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				12	SYSMIS/.
Name	T2A16_08			Frequency	Code and Description
Label	T2: Not culturally sensitive			455	0=No
Format	Num	Type	Source	28	8=Not culturally sensitive
Valid N	483	Mean		1	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				12	SYSMIS/.
Name	T2A16_09			Frequency	Code and Description
Label	T2: Not developmentally appropriate			462	0=No
Format	Num	Type	Source	21	9=Not developmentally-appropriate
Valid N	483	Mean		1	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				12	SYSMIS/.
Name	T2A16_10			Frequency	Code and Description
Label	T2: No individual child reports for parents			467	0=No
Format	Num	Type	Source	16	10=No individual reports on child assessment for parents
Valid N	483	Mean		1	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				12	SYSMIS/.
Name	T2A16_11			Frequency	Code and Description
Label	T2: No guidance from child assessment			469	0=No
Format	Num	Type	Source	14	11=No guidance from child assmnt to plan learning activities
Valid N	483	Mean		1	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				12	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A16_12			Frequency	Code and Description
Label	T2: Other (specify)			421	0=No
Format	Num	Type	Source	62	12=Other
Valid N	483	Mean		1	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				12	SYSMIS/.

Name	T2A16_13			Frequency	Code and Description
Label	T2: No guidance support lang dev DLL			246	0=No
Format	Num	Type	Source	237	13=No guidance for supporting lang. development of DLL children
Valid N	483	Mean		1	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				12	SYSMIS/.

Name	T2A16_14			Frequency	Code and Description
Label	T2: No weaknesses			445	0=No
Format	Num	Type	Source	38	14=No weakness identified
Valid N	483	Mean		1	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				12	SYSMIS/.

Name	T2A18			Frequency	Code and Description
Label	T2: Who makes most decisions?			31	1=Head Start program administrators
Format	Num	Type	Source	28	2=Individual center directors/managers
Valid N	486	Mean		10	3=Content area specialists/coordinators
Minimum		Maximum		415	4=Individual teachers
				2	6=Someone else
				1	-8/.D=Don't know
				12	SYSMIS/.

Name	T2A19			Frequency	Code and Description
Label	T2: Daily written plan?			1	0=No
Format	Num	Type	Source	486	1=Yes
Valid N	487	Mean		12	SYSMIS/.
Minimum		Maximum			

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A20			Frequency	Code and Description
Label	T2: How much do you use main curriculum?			372	1=A great deal
Format	Num	Type	Source	82	2=somewhat
Valid N	485	Mean		22	3=a little bit
Minimum		Maximum		5	4=hardly at all
				4	5=not at all
				2	-1/.N=Not Applic
				12	SYSMIS/.
Name	T2A21			Frequency	Code and Description
Label	T2: What is main assessment tool			179	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
Format	Num	Type	Source	39	2=High/Scope Child Observation Record (COR)
Valid N	484	Mean		35	3=Galileo
Minimum		Maximum		20	4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
				34	5=Desired Results Developmental Profile (DRDP)
				28	6=Work Sampling System for Head Start
				41	7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
				14	9=Brigance Preschool Screen for three and four year old children
				31	10=Assessment designed for this program
				63	12=Other
				3	-8/.D=Don't know
				12	SYSMIS/.
Name	T2A22			Frequency	Code and Description
Label	T2: What methods do you use for these assessments?			137	1=Ratings based on classroom observation or work sampling
Format	Num	Type	Source	16	2=Testing with standardized tests or assessment instruments
Valid N	484	Mean		330	3=Both observation-based ratings and direct assessment
Minimum		Maximum		1	4=Other
				3	-8/.D=Don't know
				12	SYSMIS/.
Name	T2A23_1			Frequency	Code and Description
Label	T2: Identify developmental level			74	0=No
Format	Num	Type	Source	410	1=To identify child's developmental level
Valid N	484	Mean		3	-8/.D=Don't know
Minimum		Maximum		12	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A23_2	Frequency	Code and Description
Label	T2: Individualize activities for child	54	0=No
Format	Num	Type	Source
Valid N	484	Mean	430 2=To individualize activities for child
Minimum		Maximum	3 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A23_3	Frequency	Code and Description
Label	T2: Determine if child needs special services	158	0=No
Format	Num	Type	Source
Valid N	484	Mean	326 3=To determine if child needs referral for special services
Minimum		Maximum	3 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A23_4	Frequency	Code and Description
Label	T2: Determine strenghts/weaknesses	96	0=No
Format	Num	Type	Source
Valid N	484	Mean	388 4=To determine child's strengths and weaknesses
Minimum		Maximum	3 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A23_5	Frequency	Code and Description
Label	T2: Identify activities to do at home	209	0=No
Format	Num	Type	Source
Valid N	484	Mean	275 5=To identify activities for parents to do with the child at home
Minimum		Maximum	3 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A23_6	Frequency	Code and Description
Label	T2: Other-specify	478	0=No
Format	Num	Type	Source
Valid N	484	Mean	6 6=Other
Minimum		Maximum	3 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A26	Frequency	Code and Description
Label	T2: Mentor in classroom	127	0=No
Format	Num	Type	Source
Valid N	487	Mean	360 1=Yes
Minimum		Maximum	12 SYSMIS/.
Name	T2A26a	Frequency	Code and Description
Label	T2: Mentor relationship formal or informal	254	1=Formal
Format	Num	Type	Source
Valid N	358	Mean	104 2=Informal
Minimum		Maximum	127 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A27	Frequency	Code and Description
Label	T2: Who is the mentor	22	1=Another teacher
Format	Num	Type	Source
Valid N	360	Mean	179 2=Education coordinator, specialist
Minimum		Maximum	93 3=Center/program director
			34 4=Someone from outside the program
			32 5=Other
			127 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2A28	Frequency	Code and Description
Label	T2: Concentrated visit length	139	0=No concentrated visit-less than a day
Format	Num	Type	Source
Valid N	359	Mean	18 1=lasted an entire week
Minimum		Maximum	2 2=lasted an entire month
			200 3=visit was for a day or two at a time
			127 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A29	Frequency	Code and Description
Label	T2: How often mentor comes to class	152	1=Once a week
Format	Num	Type	Source
Valid N	359	Mean	47 2=Once every two weeks
Minimum		Maximum	104 3=Once a month
			56 4=Less than once a month
			127 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A30	Frequency	Code and Description
Label	T2: Observed your mentor	277	0=No
Format	Num	Type	Source
Valid N	360	Mean	83 1=Yes
Minimum		Maximum	127 -1/.N=Not Applic
			12 SYSMIS/.

Name	T2A31	Frequency	Code and Description
Label	T2: Acted mentor for other teachers	285	0=No
Format	Num	Type	Source
Valid N	487	Mean	202 1=Yes
Minimum		Maximum	12 SYSMIS/.

Name	T2A32	Frequency	Code and Description
Label	T2: Participated in training/TA sessions	342	0=No
Format	Num	Type	Source
Valid N	464	Mean	122 1=Yes
Minimum		Maximum	23 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A32a			Frequency	Code and Description
Label	T2: Number trainings less than one day			483	valid numeric value
Format	Num	Type	Source	4	-8/.D=Don't know
Valid N	483	Mean	4.70	12	SYSMIS/.
Minimum	0	Maximum	50		
Name	T2A32b			Frequency	Code and Description
Label	T2: Number trainings one day			484	valid numeric value
Format	Num	Type	Source	3	-8/.D=Don't know
Valid N	484	Mean	3.65	12	SYSMIS/.
Minimum	0	Maximum	25		
Name	T2A32c			Frequency	Code and Description
Label	T2: Number trainings more than one day			485	valid numeric value
Format	Num	Type	Source	1	-7/.R=Refused
Valid N	485	Mean	1.08	1	-8/.D=Don't know
Minimum	0	Maximum	23	12	SYSMIS/.
Name	T2A33			Frequency	Code and Description
Label	T2: How many children are absent			58	1=None
Format	Num	Type	Source	332	2=One or two
Valid N	487	Mean		89	3=Three or four
Minimum		Maximum		6	4=Five or six
				2	5=Seven or more
				12	SYSMIS/.
Name	T2A34			Frequency	Code and Description
Label	T2: Number children consistently absent			213	1=None
Format	Num	Type	Source	235	2=One or two
Valid N	487	Mean		35	3=Three or four
Minimum		Maximum		4	4=Five or more
				12	SYSMIS/.
Name	T2A35			Frequency	Code and Description
Label	T2: How would you rate behavior			8	1=Grp misbehaves very frequently/almost always difficult to handle
Format	Num	Type	Source	37	2=The group misbehaves frequently and is often difficult to handle
Valid N	486	Mean		233	3=The group misbehaves occasionally
Minimum		Maximum		176	4=The group behaves well
				32	5=The group behaves exceptionally well
				1	-8/.D=Don't know
				12	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A35a	Frequency	Code and Description
Label	T2: How well program support teacher manage behavior	16	0=No challenges experienced
Format	Num	Type	Source
Valid N	486	Mean	24 1=Not at all
Minimum		Maximum	89 2=Not well
			214 3=Well
			143 4=Very well
			1 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A35b	Frequency	Code and Description
Label	T2: How many children seek advice to address behavior	485	valid numeric value
Format	Num	Type	Source
Valid N	485	Mean	1.78
Minimum	0	Maximum	10
			2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A35c1	Frequency	Code and Description
Label	T2: Advice available from-Other teachers	376	0=No
Format	Num	Type	Source
Valid N	485	Mean	109 1=Other teachers
Minimum		Maximum	2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A35c2	Frequency	Code and Description
Label	T2: Advice available from-Ed Coord/Specialist	248	0=No
Format	Num	Type	Source
Valid N	485	Mean	237 2=Education coordinator, specialist
Minimum		Maximum	2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A35c3	Frequency	Code and Description
Label	T2: Advice available from-Center/Program Director	291	0=No
Format	Num	Type	Source
Valid N	485	Mean	194 3=Center/program director
Minimum		Maximum	2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A35c4	Frequency	Code and Description
Label	T2: Advice available from-Mental health prof	172	0=No
Format	Num	Type	Source
Valid N	485	Mean	313 4=Mental health professional
Minimum		Maximum	2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A35c5	Frequency	Code and Description
Label	T2: Advice available from-Other (specify)	433	0=No
Format	Num	Type	Source
Valid N	484	Mean	51 5=Other
Minimum		Maximum	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A35d			Frequency	Code and Description
Label	T2: Program use social skills curriculum			119	0=No
Format	Num	Type	Source	357	1=Yes
Valid N	476	Mean		11	-8/.D=Don't know
Minimum		Maximum		12	SYSMIS/.
Name	T2A35e			Frequency	Code and Description
Label	T2: Program use consultation mental health prof			43	0=No
Format	Num	Type	Source	437	1=Yes
Valid N	480	Mean		7	-8/.D=Don't know
Minimum		Maximum		12	SYSMIS/.
Name	T2A35f			Frequency	Code and Description
Label	T2: Program use CSEFEL materials			229	0=No
Format	Num	Type	Source	217	1=Yes
Valid N	446	Mean		1	-7/.R=Refused
Minimum		Maximum		40	-8/.D=Don't know
				12	SYSMIS/.
Name	T2A35g			Frequency	Code and Description
Label	T2: Program use meetings for guidance			44	0=No
Format	Num	Type	Source	441	1=Yes
Valid N	485	Mean		2	-8/.D=Don't know
Minimum		Maximum		12	SYSMIS/.
Name	T2A36a			Frequency	Code and Description
Label	T2: Equipment available-television			8	2=In center
Format	Num	Type	Source	472	-1/.N=Not Applic
Valid N	8	Mean		7	-9/.M=Missing
Minimum		Maximum		12	SYSMIS/.
Name	T2A36b			Frequency	Code and Description
Label	T2: Equipment available-computer for children			6	1=In class
Format	Num	Type	Source	2	3=Not available
Valid N	8	Mean		472	-1/.N=Not Applic
Minimum		Maximum		7	-9/.M=Missing
				12	SYSMIS/.
Name	T2A36c			Frequency	Code and Description
Label	T2: Equipment available-computer for you			2	1=In class
Format	Num	Type	Source	5	2=In center
Valid N	8	Mean		1	3=Not available
Minimum		Maximum		472	-1/.N=Not Applic
				7	-9/.M=Missing
				12	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A36d	Frequency	Code and Description
Label	T2: Equipment available-DVD or VCR	3	1=In class
Format	Num	Type	Source
Valid N	8	Mean	5 2=In center
Minimum		Maximum	472 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.
Name	T2A38a	Frequency	Code and Description
Label	T2: Minutes/day spent outside	486	valid numeric value
Format	Num	Type	Source
Valid N	486	Mean	40.14
Minimum	0	Maximum	135
			1 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A40	Frequency	Code and Description
Label	T2: How many times drank 100% fruit juice	4	1=four or more times a day
Format	Num	Type	Source
Valid N	478	Mean	28 2=two to three times a day
Minimum		Maximum	98 3=once a day
			49 4=almost every day
			194 5=1 to 3 times during the past 7 days
			105 6=they did not drink these beverages
			9 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A42_1	Frequency	Code and Description
Label	T2: Document concern on special form	135	0=No
Format	Num	Type	Source
Valid N	486	Mean	351 1=Document concern on a special report form
Minimum		Maximum	1 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A42_2	Frequency	Code and Description
Label	T2: Notify your program director	124	0=No
Format	Num	Type	Source
Valid N	486	Mean	362 2=Notify your program director/disabilities coordinator/education coordinator
Minimum		Maximum	1 -8/.D=Don't know
			12 SYSMIS/.
Name	T2A42_3	Frequency	Code and Description
Label	T2: Local specialist to observe	213	0=No
Format	Num	Type	Source
Valid N	486	Mean	273 3=Arrange for a local specialist to observe and evaluate
Minimum		Maximum	1 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A42_4	Frequency	Code and Description
Label	T2: Conference with parents	186	0=No
Format	Num	Type	Source
Valid N	486	Mean	300 4=Arrange a conference with parents to share the information and concerns
Minimum		Maximum	1 -8/.D=Don't know 12 SYSMIS/.
Name	T2A42_5	Frequency	Code and Description
Label	T2: Help develop an IEP or similar plan	269	0=No
Format	Num	Type	Source
Valid N	486	Mean	217 5=Participate in developing an individual education plan (IEP) or similar plan
Minimum		Maximum	1 -8/.D=Don't know 12 SYSMIS/.
Name	T2A42_6	Frequency	Code and Description
Label	T2: Monitor/record the child's progress/activities	261	0=No
Format	Num	Type	Source
Valid N	486	Mean	225 6=Monitor and record the child's progress and activities
Minimum		Maximum	1 -8/.D=Don't know 12 SYSMIS/.
Name	T2A42_7	Frequency	Code and Description
Label	T2: Other (specify)	482	0=No
Format	Num	Type	Source
Valid N	486	Mean	4 7=Other
Minimum		Maximum	1 -8/.D=Don't know 12 SYSMIS/.
Name	T2A42_8	Frequency	Code and Description
Label	T2: No children with special needs	431	0=No
Format	Num	Type	Source
Valid N	486	Mean	55 8=No children with special needs in class
Minimum		Maximum	1 -8/.D=Don't know 12 SYSMIS/.
Name	T2A43	Frequency	Code and Description
Label	T2: Spec ed. Specialist feedback	42	1=Written report describing child's specific needs
Format	Num	Type	Source
Valid N	485	Mean	36 2=Oral advice only
Minimum		Maximum	344 3=Both written reports and oral advice 1 4=Other (Specify) 10 5=Never received feedback 52 6=No children with special needs in class 2 -8/.D=Don't know 12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A44		Frequency	Code and Description
Label	T2: How often meet with parents child special needs		14	0=Never
Format	Num	Type	77	1=No children with special needs in class
Valid N	483	Mean	34	2=Once every 6 months or more
Minimum		Maximum	132	3=Once every 2 to 6 months
			86	4=Once a month
			140	5=More than once a month
			2	-7/.R=Refused
			2	-8/.D=Don't know
			12	SYSMIS/.

Name	T2A44a		Frequency	Code and Description
Label	T2: How often meet with parents child no special needs		30	1=Once every 6 months or more
Format	Num	Type	243	2=Once every 2 to 6 months
Valid N	484	Mean	63	3=Once a month
Minimum		Maximum	148	4=More than once a month
			2	-7/.R=Refused
			1	-8/.D=Don't know
			12	SYSMIS/.

Name	T2A46b		Frequency	Code and Description
Label	T2: Family other lang- interpreter		155	0=No
Format	Num	Type	316	1=Yes
Valid N	471	Mean	2	-7/.R=Refused
Minimum		Maximum	14	-8/.D=Don't know
			12	SYSMIS/.

Name	T2A46c		Frequency	Code and Description
Label	T2: Family other lang-gestures		202	0=No
Format	Num	Type	270	1=Yes
Valid N	472	Mean	2	-7/.R=Refused
Minimum		Maximum	13	-8/.D=Don't know
			12	SYSMIS/.

Name	T2A46d		Frequency	Code and Description
Label	T2: Family other lang-translated materials		147	0=No
Format	Num	Type	326	1=Yes
Valid N	473	Mean	2	-7/.R=Refused
Minimum		Maximum	12	-8/.D=Don't know
			12	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A46a	Frequency	Code and Description
Label	T2: Family other lang-communicate English	275	0=No
Format	Num	Type	Source
Valid N	484	Mean	209 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			2 -8/.D=Don't know
			12 SYSMIS/.

Name	T2A46e	Frequency	Code and Description
Label	T2: Family other lang-other (specify)	436	0=No
Format	Num	Type	Source
Valid N	458	Mean	22 1=Yes
Minimum		Maximum	22 -1/.N=Not Applic
			2 -7/.R=Refused
			5 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B02	Frequency	Code and Description
Label	T2: Number of home visits	480	valid numeric value
Format	Num	Type	Source
Valid N	480	Mean	2.37
Minimum	0	Maximum	12
			7 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B03a	Frequency	Code and Description
Label	T2: I enjoy my present teaching job	11	1=Strongly Disagree
Format	Num	Type	Source
Valid N	487	Mean	6 2=Disagree
Minimum		Maximum	10 3=Neither Agree nor Disagree
			170 4=Agree
			290 5=Strongly Agree
			12 SYSMIS/.

Name	T2B03b	Frequency	Code and Description
Label	T2: Make a difference to children	8	1=Strongly Disagree
Format	Num	Type	Source
Valid N	486	Mean	129 4=Agree
Minimum		Maximum	349 5=Strongly Agree
			1 -7/.R=Refused
			12 SYSMIS/.

Name	T2B03c	Frequency	Code and Description
Label	T2: Start over, choose teaching	13	1=Strongly Disagree
Format	Num	Type	Source
Valid N	487	Mean	11 2=Disagree
Minimum		Maximum	34 3=Neither Agree nor Disagree
			127 4=Agree
			302 5=Strongly Agree
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B04a		Frequency	Code and Description
Label	T2: Teachers feel good about jobs		20	1=Strongly Disagree
Format	Num	Type	50	2=Disagree
Valid N	487	Mean	89	3=Neither Agree nor Disagree
Minimum		Maximum	228	4=Agree
			100	5=Strongly Agree
			12	SYMIS/.

Name	T2B04b		Frequency	Code and Description
Label	T2: Promotes teamwork among teachers		12	1=Strongly Disagree
Format	Num	Type	26	2=Disagree
Valid N	486	Mean	45	3=Neither Agree nor Disagree
Minimum		Maximum	267	4=Agree
			136	5=Strongly Agree
			1	-8/.D=Don't know
			12	SYMIS/.

Name	T2B04c		Frequency	Code and Description
Label	T2: Teachers feel part of team		11	1=Strongly Disagree
Format	Num	Type	41	2=Disagree
Valid N	486	Mean	74	3=Neither Agree nor Disagree
Minimum		Maximum	240	4=Agree
			120	5=Strongly Agree
			1	-8/.D=Don't know
			12	SYMIS/.

Name	T2B04d		Frequency	Code and Description
Label	T2: Teachers don't feel isolated		14	1=Strongly Disagree
Format	Num	Type	57	2=Disagree
Valid N	486	Mean	98	3=Neither Agree nor Disagree
Minimum		Maximum	220	4=Agree
			97	5=Strongly Agree
			1	-8/.D=Don't know
			12	SYMIS/.

Name	T2B04e		Frequency	Code and Description
Label	T2: Assistance to teachers		14	1=Strongly Disagree
Format	Num	Type	90	2=Disagree
Valid N	484	Mean	77	3=Neither Agree nor Disagree
Minimum		Maximum	220	4=Agree
			83	5=Strongly Agree
			3	-8/.D=Don't know
			12	SYMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B04f			Frequency	Code and Description
Label	T2: Orientation to new teachers			14	1=Strongly Disagree
Format	Num	Type	Source	53	2=Disagree
Valid N	482	Mean		44	3=Neither Agree nor Disagree
Minimum		Maximum		247	4=Agree
				124	5=Strongly Agree
					5 -8/.D=Don't know
					12 SYSMIS/.

Name	T2B04g			Frequency	Code and Description
Label	T2: Helps new teachers adjust			19	1=Strongly Disagree
Format	Num	Type	Source	78	2=Disagree
Valid N	484	Mean		85	3=Neither Agree nor Disagree
Minimum		Maximum		218	4=Agree
				84	5=Strongly Agree
					3 -8/.D=Don't know
					12 SYSMIS/.

Name	T2B04h			Frequency	Code and Description
Label	T2: Knows what teachers deal with			32	1=Strongly Disagree
Format	Num	Type	Source	82	2=Disagree
Valid N	486	Mean		87	3=Neither Agree nor Disagree
Minimum		Maximum		206	4=Agree
				79	5=Strongly Agree
					1 -8/.D=Don't know
					12 SYSMIS/.

Name	T2B04i			Frequency	Code and Description
Label	T2: Timely delivery of materials			16	1=Strongly Disagree
Format	Num	Type	Source	75	2=Disagree
Valid N	485	Mean		55	3=Neither Agree nor Disagree
Minimum		Maximum		244	4=Agree
				95	5=Strongly Agree
					2 -8/.D=Don't know
					12 SYSMIS/.

Name	T2B04j			Frequency	Code and Description
Label	T2: Teachers identify strengths/weaknesses			8	1=Strongly Disagree
Format	Num	Type	Source	29	2=Disagree
Valid N	487	Mean		64	3=Neither Agree nor Disagree
Minimum		Maximum		298	4=Agree
				88	5=Strongly Agree
					12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B04k	Frequency	Code and Description
Label	T2: Atmosphere free from gossip	32	1=Strongly Disagree
Format	Num	Type	Source
Valid N	487	Mean	75 2=Disagree
Minimum		Maximum	109 3=Neither Agree nor Disagree
			203 4=Agree
			68 5=Strongly Agree
			12 SYSMIS/.

Name	T2B04l	Frequency	Code and Description
Label	T2: Freedom for teachers	12	1=Strongly Disagree
Format	Num	Type	Source
Valid N	486	Mean	31 2=Disagree
Minimum		Maximum	48 3=Neither Agree nor Disagree
			248 4=Agree
			147 5=Strongly Agree
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04m	Frequency	Code and Description
Label	T2: Clear guidelines for ordering materials	11	1=Strongly Disagree
Format	Num	Type	Source
Valid N	486	Mean	56 2=Disagree
Minimum		Maximum	61 3=Neither Agree nor Disagree
			241 4=Agree
			117 5=Strongly Agree
			1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04n	Frequency	Code and Description
Label	T2: Promote cooperation btw staff and parents	5	1=Strongly Disagree
Format	Num	Type	Source
Valid N	487	Mean	8 2=Disagree
Minimum		Maximum	13 3=Neither Agree nor Disagree
			254 4=Agree
			207 5=Strongly Agree
			12 SYSMIS/.

Name	T2B04o	Frequency	Code and Description
Label	T2: Ensures parents don't feel isolated	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	487	Mean	6 2=Disagree
Minimum		Maximum	23 3=Neither Agree nor Disagree
			251 4=Agree
			205 5=Strongly Agree
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B04p	Frequency	Code and Description
Label	T2: Encourage parent supplement learning	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	487	Mean	2 2=Disagree
Minimum		Maximum	14 3=Neither Agree nor Disagree
			237 4=Agree
			232 5=Strongly Agree
			12 SYSMIS/.
Name	T2B04q	Frequency	Code and Description
Label	T2: Supports staff in engaging parents	3	1=Strongly Disagree
Format	Num	Type	Source
Valid N	487	Mean	4 2=Disagree
Minimum		Maximum	25 3=Neither Agree nor Disagree
			270 4=Agree
			185 5=Strongly Agree
			12 SYSMIS/.
Name	T2B04r01	Frequency	Code and Description
Label	T2: Parent's need for child care interferes	152	0=No
Format	Num	Type	Source
Valid N	485	Mean	333 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2B04r02	Frequency	Code and Description
Label	T2: Parent's work schedule interferes	58	0=No
Format	Num	Type	Source
Valid N	485	Mean	427 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2B04r03	Frequency	Code and Description
Label	T2: Parent's school/ training interferes	97	0=No
Format	Num	Type	Source
Valid N	483	Mean	386 1=Yes
Minimum		Maximum	4 -8/.D=Don't know
			12 SYSMIS/.
Name	T2B04r04	Frequency	Code and Description
Label	T2: Parent needs transportation	166	0=No
Format	Num	Type	Source
Valid N	485	Mean	319 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			12 SYSMIS/.
Name	T2B04r05	Frequency	Code and Description
Label	T2: Parent doesn't know others at HS	351	0=No
Format	Num	Type	Source
Valid N	482	Mean	131 1=Yes
Minimum		Maximum	5 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B04r06	Frequency	Code and Description
Label	T2: Parent feels uncomfortable at HS	380	0=No
Format	Num	Type	Source
Valid N	478	Mean	98 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			8 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04r07	Frequency	Code and Description
Label	T2: Parent has health prob that interferes	304	0=No
Format	Num	Type	Source
Valid N	477	Mean	173 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			9 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04r08	Frequency	Code and Description
Label	T2: Teachers uncomfortable w/parents	395	0=No
Format	Num	Type	Source
Valid N	478	Mean	83 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			8 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04r09	Frequency	Code and Description
Label	T2: No opportunity to participate	465	0=No
Format	Num	Type	Source
Valid N	486	Mean	21 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04r10	Frequency	Code and Description
Label	T2: Parent had bad exp w/ HS in the past	412	0=No
Format	Num	Type	Source
Valid N	466	Mean	54 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			20 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04r11	Frequency	Code and Description
Label	T2: Uncomfortable w/language differences	313	0=No
Format	Num	Type	Source
Valid N	484	Mean	171 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			2 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04r12	Frequency	Code and Description
Label	T2: Parent concerned for safety getting to HS	464	0=No
Format	Num	Type	Source
Valid N	482	Mean	18 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			4 -8/.D=Don't know
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B04r13	Frequency	Code and Description
Label	T2: Parent need more support from spouse	244	0=No
Format	Num	Type	Source
Valid N	452	Mean	208 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			34 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04r14	Frequency	Code and Description
Label	T2: Opportunities HS provides are not of interest	313	0=No
Format	Num	Type	Source
Valid N	471	Mean	158 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			14 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B04r15	Frequency	Code and Description
Label	T2: Other interference w/participating	436	0=No
Format	Num	Type	Source
Valid N	481	Mean	45 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			5 -8/.D=Don't know
			12 SYSMIS/.

Name	T2B05	Frequency	Code and Description
Label	T2: Continue working for HS next year	402	1=Very likely
Format	Num	Type	Source
Valid N	487	Mean	52 2=Somewhat likely
Minimum		Maximum	13 3=Somewhat unlikely
			20 4=Very unlikely
			12 SYSMIS/.

Name	T2B06a	Frequency	Code and Description
Label	T2: Responsive to individual differences	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	52	Mean	25 4=Agree
Minimum		Maximum	25 5=Strongly Agree
			427 -1/.N=Not Applicable
			1 -8/.D=Don't know
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2B06b	Frequency	Code and Description
Label	T2: Area taught as separate subject	5	1=Strongly Disagree
Format	Num	Type	Source
Valid N	53	Mean	21 2=Disagree
Minimum		Maximum	7 3=Neither Agree nor Disagree
			15 4=Agree
			5 5=Strongly Agree
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B06c			Frequency	Code and Description
Label	T2: Child select own activities			2	3=Neither Agree nor Disagree
Format	Num	Type	Source	27	4=Agree
Valid N	53	Mean		24	5=Strongly Agree
Minimum		Maximum		427	-1/.N=Not Applicable
				7	-9/.M=Missing
				12	SYSMIS/.

Name	T2B06d			Frequency	Code and Description
Label	T2: Child allowed to cut own shapes			1	1=Strongly Disagree
Format	Num	Type	Source	2	2=Disagree
Valid N	53	Mean		4	3=Neither Agree nor Disagree
Minimum		Maximum		25	4=Agree
				21	5=Strongly Agree
				427	-1/.N=Not Applicable
				7	-9/.M=Missing
				12	SYSMIS/.

Name	T2B06e			Frequency	Code and Description
Label	T2: Child work silently and alone			12	1=Strongly Disagree
Format	Num	Type	Source	28	2=Disagree
Valid N	53	Mean		6	3=Neither Agree nor Disagree
Minimum		Maximum		7	4=Agree
				427	-1/.N=Not Applicable
				7	-9/.M=Missing
				12	SYSMIS/.

Name	T2B06f			Frequency	Code and Description
Label	T2: Learn through active explorations			1	2=Disagree
Format	Num	Type	Source	25	4=Agree
Valid N	53	Mean		27	5=Strongly Agree
Minimum		Maximum		427	-1/.N=Not Applicable
				7	-9/.M=Missing
				12	SYSMIS/.

Name	T2B06g			Frequency	Code and Description
Label	T2: Treats for appropriate behavior			6	1=Strongly Disagree
Format	Num	Type	Source	10	2=Disagree
Valid N	53	Mean		12	3=Neither Agree nor Disagree
Minimum		Maximum		22	4=Agree
				3	5=Strongly Agree
				427	-1/.N=Not Applicable
				7	-9/.M=Missing
				12	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B06h			Frequency	Code and Description
Label	T2: Punishment encourages behavior			23	1=Strongly Disagree
Format	Num	Type	Source	21	2=Disagree
Valid N	53	Mean		5	3=Neither Agree nor Disagree
Minimum		Maximum		4	4=Agree
				427	-1/.N=Not Applicable
				7	-9/.M=Missing
				12	SYSMIS/.
Name	T2B06i			Frequency	Code and Description
Label	T2: Child involved in rules for group			1	2=Disagree
Format	Num	Type	Source	1	3=Neither Agree nor Disagree
Valid N	53	Mean		27	4=Agree
Minimum		Maximum		24	5=Strongly Agree
				427	-1/.N=Not Applicable
				7	-9/.M=Missing
				12	SYSMIS/.
Name	T2B06j			Frequency	Code and Description
Label	T2: Child recognize single letters			1	1=Strongly Disagree
Format	Num	Type	Source	12	2=Disagree
Valid N	53	Mean		8	3=Neither Agree nor Disagree
Minimum		Maximum		23	4=Agree
				9	5=Strongly Agree
				427	-1/.N=Not Applicable
				7	-9/.M=Missing
				12	SYSMIS/.
Name	T2B06k			Frequency	Code and Description
Label	T2: Child to color within lines			7	1=Strongly Disagree
Format	Num	Type	Source	22	2=Disagree
Valid N	53	Mean		8	3=Neither Agree nor Disagree
Minimum		Maximum		12	4=Agree
				4	5=Strongly Agree
				427	-1/.N=Not Applicable
				7	-9/.M=Missing
				12	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B06l	Frequency	Code and Description
Label	T2: Child learn to form letters	7	1=Strongly Disagree
Format	Num	Type	Source
Valid N	53	Mean	26 2=Disagree
Minimum		Maximum	5 3=Neither Agree nor Disagree
			11 4=Agree
			4 5=Strongly Agree
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2B06m	Frequency	Code and Description
Label	T2: Child dictate story to teacher	2	2=Disagree
Format	Num	Type	Source
Valid N	53	Mean	5 3=Neither Agree nor Disagree
Minimum		Maximum	30 4=Agree
			16 5=Strongly Agree
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2B06n	Frequency	Code and Description
Label	T2: Know letter sounds before read	1	1=Strongly Disagree
Format	Num	Type	Source
Valid N	53	Mean	5 2=Disagree
Minimum		Maximum	10 3=Neither Agree nor Disagree
			27 4=Agree
			10 5=Strongly Agree
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2B06o	Frequency	Code and Description
Label	T2: Form letters before story	11	1=Strongly Disagree
Format	Num	Type	Source
Valid N	53	Mean	29 2=Disagree
Minimum		Maximum	4 3=Neither Agree nor Disagree
			8 4=Agree
			1 5=Strongly Agree
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2B07	Frequency	Code and Description
Label	T2: Received degree since last interview	391	0=No
Format	Num	Type	Source
Valid N	434	Mean	43 1=Yes
Minimum		Maximum	53 -1/.N=Not Applic
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B08	Frequency	Code and Description
Label	T2: What type of degree	4	1=Child Development Associate (CDA) degree program
Format	Num	Type	Source
Valid N	42	Mean	5 2=Teaching certificate
Minimum		Maximum	7 4=Bachelor's degree
			5 5=Graduate degree (Master's or Ph.D or Ed.D.)
			11 6=Other
			10 7=Associate's degree
			445 -1/.N=Not Applicable
			12 SYSMIS/.

Name	T2C01a	Frequency	Code and Description
Label	T2: Bothered by things that don't usually bother you	288	1=Rarely or never
Format	Num	Type	Source
Valid N	487	Mean	123 2=Some or a little
Minimum		Maximum	64 3=Occasionally or moderately
			12 4=Most or all of the time
			12 SYSMIS/.

Name	T2C01b	Frequency	Code and Description
Label	T2: Poor appetite	395	1=Rarely or never
Format	Num	Type	Source
Valid N	487	Mean	63 2=Some or a little
Minimum		Maximum	24 3=Occasionally or moderately
			5 4=Most or all of the time
			12 SYSMIS/.

Name	T2C01c	Frequency	Code and Description
Label	T2: Couldn't shake off blues	412	1=Rarely or never
Format	Num	Type	Source
Valid N	487	Mean	48 2=Some or a little
Minimum		Maximum	20 3=Occasionally or moderately
			7 4=Most or all of the time
			12 SYSMIS/.

Name	T2C01d	Frequency	Code and Description
Label	T2: Trouble keeping mind on task	320	1=Rarely or never
Format	Num	Type	Source
Valid N	487	Mean	130 2=Some or a little
Minimum		Maximum	28 3=Occasionally or moderately
			9 4=Most or all of the time
			12 SYSMIS/.

Name	T2C01e	Frequency	Code and Description
Label	T2: Depressed	431	1=Rarely or never
Format	Num	Type	Source
Valid N	487	Mean	39 2=Some or a little
Minimum		Maximum	17 3=Occasionally or moderately
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2C01f			Frequency	Code and Description
Label	T2: Everything you did was an effort			291	1=Rarely or never
Format	Num	Type	Source	80	2=Some or a little
Valid N	486	Mean		45	3=Occasionally or moderately
Minimum		Maximum		70	4=Most or all of the time
				1	-8/.D=Don't know
				12	SYSMIS/.
Name	T2C01g			Frequency	Code and Description
Label	T2: Fearful			454	1=Rarely or never
Format	Num	Type	Source	21	2=Some or a little
Valid N	487	Mean		8	3=Occasionally or moderately
Minimum		Maximum		4	4=Most or all of the time
				12	SYSMIS/.
Name	T2C01h			Frequency	Code and Description
Label	T2: Restless sleep			292	1=Rarely or never
Format	Num	Type	Source	127	2=Some or a little
Valid N	487	Mean		47	3=Occasionally or moderately
Minimum		Maximum		21	4=Most or all of the time
				12	SYSMIS/.
Name	T2C01i			Frequency	Code and Description
Label	T2: Talked less than usual			414	1=Rarely or never
Format	Num	Type	Source	51	2=Some or a little
Valid N	487	Mean		17	3=Occasionally or moderately
Minimum		Maximum		5	4=Most or all of the time
				12	SYSMIS/.
Name	T2C01j			Frequency	Code and Description
Label	T2: Lonely			444	1=Rarely or never
Format	Num	Type	Source	30	2=Some or a little
Valid N	487	Mean		8	3=Occasionally or moderately
Minimum		Maximum		5	4=Most or all of the time
				12	SYSMIS/.
Name	T2C01k			Frequency	Code and Description
Label	T2: Sad			407	1=Rarely or never
Format	Num	Type	Source	61	2=Some or a little
Valid N	487	Mean		16	3=Occasionally or moderately
Minimum		Maximum		3	4=Most or all of the time
				12	SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2C01I	Frequency	Code and Description
Label	T2: Couldn't get going	336	1=Rarely or never
Format	Num	Type	Source
Valid N	487	Mean	109 2=Some or a little
Minimum		Maximum	36 3=Occasionally or moderately
			6 4=Most or all of the time
			12 SYSMIS/.

Name	T2D01	Frequency	Code and Description
Label	T2: How many yrs teaching	53	valid numeric value
Format	Num	Type	Source
Valid N	53	Mean	11.68
Minimum	1	Maximum	30
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D02	Frequency	Code and Description
Label	T2: Number those yrs teaching HS	53	valid numeric value
Format	Num	Type	Source
Valid N	53	Mean	6.02
Minimum	0	Maximum	25
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D02a	Frequency	Code and Description
Label	T2: Year started at this HS	53	valid numeric value
Format	Num	Type	Source
Valid N	53	Mean	2005.25
Minimum	1985	Maximum	2010
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D03	Frequency	Code and Description
Label	T2: Any children who attend HS now	50	0=No
Format	Num	Type	Source
Valid N	53	Mean	3 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D04	Frequency	Code and Description
Label	T2: Any child in past attend HS	35	0=No
Format	Num	Type	Source
Valid N	50	Mean	15 1=Yes
Minimum		Maximum	430 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2D05	Frequency	Code and Description
Label	T2: Highest grade of school completed	5	4=High school diploma/equivalent
Format	Num	Type	Source
Valid N	53	Mean	1 6=Voc/tech diploma after high school
Minimum		Maximum	7 7=Some college but no degree
			16 8=Associate's degree
			20 9=Bachelor's degree
			4 11=Master's degree (MA, MS)
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D06	Frequency	Code and Description
Label	T2: What field is your highest degree	12	1=Child development or developmental psychology
Format	Num	Type	Source
Valid N	40	Mean	16 2=Early childhood education
Minimum		Maximum	3 3=Elementary education
			3 5=Other field
			2 7=Administration
			1 8=Bilingual Education (including ESL)
			3 10=Psychology, Counseling, or Social Work
			440 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D07	Frequency	Code and Description
Label	T2: Field include early childhood education	3	0=No
Format	Num	Type	Source
Valid N	47	Mean	44 1=Yes
Minimum		Maximum	433 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D08	Frequency	Code and Description
Label	T2: Completed courses in ECE since degree	2	0=No
Format	Num	Type	Source
Valid N	3	Mean	1 1=Yes
Minimum		Maximum	477 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D08a	Frequency	Code and Description
Label	T2: Completed course on DLL	30	0=No
Format	Num	Type	Source
Valid N	47	Mean	17 1=Yes
Minimum		Maximum	433 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2D11	Frequency	Code and Description
Label	T2: Do you have a CDA credential	27	0=No
Format	Num	Type	Source
Valid N	53	Mean	26 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.
Name	T2D12	Frequency	Code and Description
Label	T2: Have state-awarded preschool certificate	41	0=No
Format	Num	Type	Source
Valid N	53	Mean	12 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.
Name	T2D13	Frequency	Code and Description
Label	T2: Have teaching certificate or license	38	0=No
Format	Num	Type	Source
Valid N	53	Mean	15 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.
Name	T2D14	Frequency	Code and Description
Label	T2: Enrolled in teacher-related training	38	0=No
Format	Num	Type	Source
Valid N	53	Mean	15 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			7 -9/.M=Missing
			12 SYSMIS/.
Name	T2D15	Frequency	Code and Description
Label	T2: What kind of training enrolled in	7	1=Child Development Associate (CDA) degree program
Format	Num	Type	Source
Valid N	15	Mean	1 2=Teaching certificate
Minimum		Maximum	6 4=Bachelor's degree
			1 5=Graduate degree (Master's or Ph.D or Ed.D.)
			465 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.
Name	T2D16a	Frequency	Code and Description
Label	T2: Paid vacation time	11	0=No
Format	Num	Type	Source
Valid N	51	Mean	40 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			2 -8/.D=Don't know
			7 -9/.M=Missing
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2D16b	Frequency	Code and Description
Label	T2: Paid sick leave	4	0=No
Format	Num	Type	Source
Valid N	53	Mean	427 -1/.N=Not Applic
Minimum		Maximum	7 -9/.M=Missing 12 SYSMIS/.

Name	T2D16c	Frequency	Code and Description
Label	T2: Paid maternity/paternity leave	12	0=No
Format	Num	Type	Source
Valid N	40	Mean	427 -1/.N=Not Applic
Minimum		Maximum	13 -8/.D=Don't know 7 -9/.M=Missing 12 SYSMIS/.

Name	T2D16d	Frequency	Code and Description
Label	T2: Unpaid maternity/paternity leave	15	0=No
Format	Num	Type	Source
Valid N	37	Mean	427 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused 15 -8/.D=Don't know 7 -9/.M=Missing 12 SYSMIS/.

Name	T2D16e	Frequency	Code and Description
Label	T2: Paid family leave	14	0=No
Format	Num	Type	Source
Valid N	42	Mean	427 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused 10 -8/.D=Don't know 7 -9/.M=Missing 12 SYSMIS/.

Name	T2D16f	Frequency	Code and Description
Label	T2: Paid health insurance	5	0=No
Format	Num	Type	Source
Valid N	53	Mean	427 -1/.N=Not Applic
Minimum		Maximum	7 -9/.M=Missing 12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2D16g	Frequency	Code and Description
Label	T2: Paid dental insurance	12	0=No
Format	Num	Type	Source
Valid N	51	Mean	39 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			2 -8/.D=Don't know
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D16h	Frequency	Code and Description
Label	T2: Tuition reimbursement	11	0=No
Format	Num	Type	Source
Valid N	47	Mean	36 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D16i	Frequency	Code and Description
Label	T2: Retirement plan	2	0=No
Format	Num	Type	Source
Valid N	48	Mean	46 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic
			5 -8/.D=Don't know
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D17	Frequency	Code and Description
Label	T2: Annual salary	41	valid numeric value
Format	Num	Type	Source
Valid N	41	Mean	22500.00
Minimum	5000	Maximum	38000
			427 -1/.N=Not Applicable
			3 -7/.R=Refused
			9 -8/.D=Don't know
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D18hrs	Frequency	Code and Description
Label	T2: Hours/week does salary cover	53	valid numeric value
Format	Num	Type	Source
Valid N	53	Mean	37.79
Minimum	25	Maximum	40
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Name	T2D18min	Frequency	Code and Description
Label	T2: Minutes/week does salary cover	53	valid numeric value
Format	Num	Type	Source
Valid N	53	Mean	1.70
Minimum	0	Maximum	30
			427 -1/.N=Not Applicable
			7 -9/.M=Missing
			12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2D19	Frequency	Code and Description
Label	T2: What is your gender	53	2=Female
Format	Num	Type	Source
Valid N	53	Mean	427 -1/.N=Not Applicable
Minimum		Maximum	7 -9/.M=Missing 12 SYSMIS/.
Name	T2D20	Frequency	Code and Description
Label	T2: In what year were you born	52	valid numeric value
Format	Num	Type	Source
Valid N	52	Mean	1967.63
Minimum	1950	Maximum	1986
			427 -1/.N=Not Applicable 1 -7/.R=Refused 7 -9/.M=Missing 12 SYSMIS/.
Name	T2D21	Frequency	Code and Description
Label	T2: Spanish, Hispanic, or Latino origin	41	0=No
Format	Num	Type	Source
Valid N	53	Mean	12 1=Yes
Minimum		Maximum	427 -1/.N=Not Applic 7 -9/.M=Missing 12 SYSMIS/.
Name	T2D22	Frequency	Code and Description
Label	T2: Which Latino group	7	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	12	Mean	1 2=Puerto Rican
Minimum		Maximum	4 4=Some other Spanish/Hispanic/Latino group
			468 -1/.N=Not Applicable 7 -9/.M=Missing 12 SYSMIS/.
Name	T2D23_11	Frequency	Code and Description
Label	T2: White	21	0=No
Format	Num	Type	Source
Valid N	53	Mean	32 11=White
Minimum		Maximum	427 -1/.N=Not Applicable 7 -9/.M=Missing 12 SYSMIS/.
Name	T2D23_12	Frequency	Code and Description
Label	T2: Black, African American	36	0=No
Format	Num	Type	Source
Valid N	53	Mean	17 12=Black or African American
Minimum		Maximum	427 -1/.N=Not Applicable 7 -9/.M=Missing 12 SYSMIS/.
Name	T2D23_13	Frequency	Code and Description
Label	T2: American Indian, Alaska Native	53	0=No
Format	Num	Type	Source
Valid N	53	Mean	427 -1/.N=Not Applicable
Minimum		Maximum	7 -9/.M=Missing 12 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	T2D23_20			Frequency	Code and Description
Label	T2: Teacher Asian or Pacific Islander			51	0=No
Format	Num	Type	Source	2	20=Asian or Pacific Islander
Valid N	53	Mean		427	-1/.N=Not Applicable
Minimum		Maximum		7	-9/.M=Missing
				12	SYSMIS/.
Name	T2D23_25			Frequency	Code and Description
Label	T2: Teacher Another race			51	0=No
Format	Num	Type	Source	2	25=Another race
Valid N	53	Mean		427	-1/.N=Not Applicable
Minimum		Maximum		7	-9/.M=Missing
				12	SYSMIS/.
Name	O2_Direct			Frequency	Code and Description
Label	O2: Class observed directly (vs teacher's other class)			38	0=Teacher's other class observed
Format	Num	Type	Source	370	1=Class observed directly
Valid N	408	Mean		91	SYSMIS/.
Minimum		Maximum			
Name	O2_Date			Frequency	Code and Description
Label	O2: Observation completed date			146	March 2010
Format	Num	Type	Source	199	April 2010
Valid N	408	Mean		63	May 2010
Minimum		Maximum		91	SYSMIS/.
Name	O2A_a			Frequency	Code and Description
Label	O2: a. Reading area with books?			4	0=No
Format	Num	Type	Source	404	1=Yes
Valid N	408	Mean		91	SYSMIS/.
Minimum		Maximum			
Name	O2A_b			Frequency	Code and Description
Label	O2: b. Listening center?			191	0=No
Format	Num	Type	Source	217	1=Yes
Valid N	408	Mean		91	SYSMIS/.
Minimum		Maximum			
Name	O2A_c			Frequency	Code and Description
Label	O2: c. Writing center or area?			24	0=No
Format	Num	Type	Source	384	1=Yes
Valid N	408	Mean		91	SYSMIS/.
Minimum		Maximum			

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2A_d	Frequency	Code and Description
Label	O2: d. Math area with manipulatives?	56	0=No
Format	Num	Type	Source
Valid N	408	Mean	352 1=Yes
Minimum		Maximum	91 SYSMIS/.
Name	O2A_e	Frequency	Code and Description
Label	O2: e. Computer area?	57	0=No
Format	Num	Type	Source
Valid N	408	Mean	351 1=Yes
Minimum		Maximum	91 SYSMIS/.
Name	O2A_f	Frequency	Code and Description
Label	O2: f. Science or nature area with manipulatives?	37	0=No
Format	Num	Type	Source
Valid N	408	Mean	371 1=Yes
Minimum		Maximum	91 SYSMIS/.
Name	O2A_g	Frequency	Code and Description
Label	O2: g. Dramatic play area or corner?	3	0=No
Format	Num	Type	Source
Valid N	408	Mean	405 1=Yes
Minimum		Maximum	91 SYSMIS/.
Name	O2A_h	Frequency	Code and Description
Label	O2: h. Art area?	1	0=No
Format	Num	Type	Source
Valid N	408	Mean	407 1=Yes
Minimum		Maximum	91 SYSMIS/.
Name	O2A_i	Frequency	Code and Description
Label	O2: i. Private area for 1 or 1 children to be alone?	54	0=No
Format	Num	Type	Source
Valid N	408	Mean	354 1=Yes
Minimum		Maximum	91 SYSMIS/.
Name	O2B1_Per	Frequency	Code and Description
Label	O2: CLASS #1: Observation Period	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	1.00
Minimum	1	Maximum	1
Name	O2B1_C_1	Frequency	Code and Description
Label	O2: CLASS #1: Content: Literature/Language Arts	197	0=No
Format	Num	Type	Source
Valid N	408	Mean	211 1=Literature/Language Arts
Minimum		Maximum	91 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2B1_C_2			Frequency	Code and Description
Label	O2: CLASS #1: Content: Math			327	0=No
Format	Num	Type	Source	81	2=Math
Valid N	408	Mean		91	91 SYSMIS/.
Minimum		Maximum			
Name	O2B1_C_3			Frequency	Code and Description
Label	O2: CLASS #1: Content: Social studies			393	0=No
Format	Num	Type	Source	15	3=Social studies
Valid N	408	Mean		91	91 SYSMIS/.
Minimum		Maximum			
Name	O2B1_C_4			Frequency	Code and Description
Label	O2: CLASS #1: Content: Art			365	0=No
Format	Num	Type	Source	43	4=Art
Valid N	408	Mean		91	91 SYSMIS/.
Minimum		Maximum			
Name	O2B1_C_5			Frequency	Code and Description
Label	O2: CLASS #1: Content: Other			142	0=No
Format	Num	Type	Source	266	5=Other
Valid N	408	Mean		91	91 SYSMIS/.
Minimum		Maximum			
Name	O2B1_S_1			Frequency	Code and Description
Label	O2: CLASS #1: Structure: Whole group			104	0=No
Format	Num	Type	Source	304	1=Whole group
Valid N	408	Mean		91	91 SYSMIS/.
Minimum		Maximum			
Name	O2B1_S_2			Frequency	Code and Description
Label	O2: CLASS #1: Structure: Small group			339	0=No
Format	Num	Type	Source	69	2=Small group
Valid N	408	Mean		91	91 SYSMIS/.
Minimum		Maximum			
Name	O2B1_S_3			Frequency	Code and Description
Label	O2: CLASS #1: Structure: Individual time			379	0=No
Format	Num	Type	Source	29	3=Individual time
Valid N	408	Mean		91	91 SYSMIS/.
Minimum		Maximum			
Name	O2B1_S_4			Frequency	Code and Description
Label	O2: CLASS #1: Structure: Routine			287	0=No
Format	Num	Type	Source	121	4=Routine
Valid N	408	Mean		91	91 SYSMIS/.
Minimum		Maximum			

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2B1_S_5	Frequency	Code and Description
Label	O2: CLASS #1: Structure: Meals/snacks	235	0=No
Format	Num	Type	Source
Valid N	408	Mean	173 5=Meals / Snacks
Minimum		Maximum	91 SYSMIS/.
Name	O2B1_S_6	Frequency	Code and Description
Label	O2: CLASS #1: Structure: Free/center	325	0=No
Format	Num	Type	Source
Valid N	408	Mean	83 6=Free / Centers
Minimum		Maximum	91 SYSMIS/.
Name	O2B1_B1	Frequency	Code and Description
Label	O2: CLASS #1: Number of paid staff	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	2.24
Minimum	1	Maximum	5
Name	O2B1_B2	Frequency	Code and Description
Label	O2: CLASS #1: Number of adult volunteers	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	0.21
Minimum	0	Maximum	4
Name	O2B1_B3	Frequency	Code and Description
Label	O2: CLASS #1: Number of children	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	13.33
Minimum	1	Maximum	23
Name	O2B2_Per	Frequency	Code and Description
Label	O2: CLASS #2: Observation Period	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	2.00
Minimum	2	Maximum	2
Name	O2B2_C_1	Frequency	Code and Description
Label	O2: CLASS #2: Content: Literature/Language Arts	178	0=No
Format	Num	Type	Source
Valid N	408	Mean	230 1=Literature/Language Arts
Minimum		Maximum	91 SYSMIS/.
Name	O2B2_C_2	Frequency	Code and Description
Label	O2: CLASS #2: Content: Math	306	0=No
Format	Num	Type	Source
Valid N	408	Mean	102 2=Math
Minimum		Maximum	91 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2B2_C_3	Frequency	Code and Description
Label	O2: CLASS #2: Content: Social studies	387	0=No
Format	Num	Type	Source
Valid N	408	Mean	21 3=Social studies
Minimum		Maximum	91 SYSMIS/.

Name	O2B2_C_4	Frequency	Code and Description
Label	O2: CLASS #2: Content: Art	286	0=No
Format	Num	Type	Source
Valid N	408	Mean	122 4=Art
Minimum		Maximum	91 SYSMIS/.

Name	O2B2_C_5	Frequency	Code and Description
Label	O2: CLASS #2: Content: Other	186	0=No
Format	Num	Type	Source
Valid N	408	Mean	222 5=Other
Minimum		Maximum	91 SYSMIS/.

Name	O2B2_S_1	Frequency	Code and Description
Label	O2: CLASS #2: Structure: Whole group	148	0=No
Format	Num	Type	Source
Valid N	408	Mean	260 1=Whole group
Minimum		Maximum	91 SYSMIS/.

Name	O2B2_S_2	Frequency	Code and Description
Label	O2: CLASS #2: Structure: Small group	280	0=No
Format	Num	Type	Source
Valid N	408	Mean	128 2=Small group
Minimum		Maximum	91 SYSMIS/.

Name	O2B2_S_3	Frequency	Code and Description
Label	O2: CLASS #2: Structure: Individual time	363	0=No
Format	Num	Type	Source
Valid N	408	Mean	45 3=Individual time
Minimum		Maximum	91 SYSMIS/.

Name	O2B2_S_4	Frequency	Code and Description
Label	O2: CLASS #2: Structure: Routine	319	0=No
Format	Num	Type	Source
Valid N	408	Mean	89 4=Routine
Minimum		Maximum	91 SYSMIS/.

Name	O2B2_S_5	Frequency	Code and Description
Label	O2: CLASS #2: Structure: Meals/snacks	354	0=No
Format	Num	Type	Source
Valid N	408	Mean	54 5=Meals / Snacks
Minimum		Maximum	91 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2B2_S_6	Frequency	Code and Description
Label	O2: CLASS #2: Structure: Free/center	249	0=No
Format	Num	Type	Source
Valid N	408	Mean	159 6=Free / Centers
Minimum		Maximum	91 SYSMIS/.
Name	O2B2_B1	Frequency	Code and Description
Label	O2: CLASS #2: Number of paid staff	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	2.34
Minimum	1	Maximum	7
Name	O2B2_B2	Frequency	Code and Description
Label	O2: CLASS #2: Number of adult volunteers	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	0.19
Minimum	0	Maximum	3
Name	O2B2_B3	Frequency	Code and Description
Label	O2: CLASS #2: Number of children	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	14.32
Minimum	1	Maximum	22
Name	O2B3_Per	Frequency	Code and Description
Label	O2: CLASS #3: Observation Period	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	3.00
Minimum	3	Maximum	3
Name	O2B3_C_1	Frequency	Code and Description
Label	O2: CLASS #3: Content: Literature/Language Arts	168	0=No
Format	Num	Type	Source
Valid N	408	Mean	240 1=Literature/Language Arts
Minimum		Maximum	91 SYSMIS/.
Name	O2B3_C_2	Frequency	Code and Description
Label	O2: CLASS #3: Content: Math	317	0=No
Format	Num	Type	Source
Valid N	408	Mean	91 2=Math
Minimum		Maximum	91 SYSMIS/.
Name	O2B3_C_3	Frequency	Code and Description
Label	O2: CLASS #3: Content: Social studies	390	0=No
Format	Num	Type	Source
Valid N	408	Mean	18 3=Social studies
Minimum		Maximum	91 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2B3_C_4	Frequency	Code and Description
Label	O2: CLASS #3: Content: Art	259	0=No
Format	Num	Type	Source
Valid N	408	Mean	149 4=Art
Minimum		Maximum	91 SYSMIS/.

Name	O2B3_C_5	Frequency	Code and Description
Label	O2: CLASS #3: Content: Other	175	0=No
Format	Num	Type	Source
Valid N	408	Mean	233 5=Other
Minimum		Maximum	91 SYSMIS/.

Name	O2B3_S_1	Frequency	Code and Description
Label	O2: CLASS #3: Structure: Whole group	174	0=No
Format	Num	Type	Source
Valid N	408	Mean	234 1=Whole group
Minimum		Maximum	91 SYSMIS/.

Name	O2B3_S_2	Frequency	Code and Description
Label	O2: CLASS #3: Structure: Small group	260	0=No
Format	Num	Type	Source
Valid N	408	Mean	148 2=Small group
Minimum		Maximum	91 SYSMIS/.

Name	O2B3_S_3	Frequency	Code and Description
Label	O2: CLASS #3: Structure: Individual time	340	0=No
Format	Num	Type	Source
Valid N	408	Mean	68 3=Individual time
Minimum		Maximum	91 SYSMIS/.

Name	O2B3_S_4	Frequency	Code and Description
Label	O2: CLASS #3: Structure: Routine	326	0=No
Format	Num	Type	Source
Valid N	408	Mean	82 4=Routine
Minimum		Maximum	91 SYSMIS/.

Name	O2B3_S_5	Frequency	Code and Description
Label	O2: CLASS #3: Structure: Meals/snacks	364	0=No
Format	Num	Type	Source
Valid N	408	Mean	44 5=Meals / Snacks
Minimum		Maximum	91 SYSMIS/.

Name	O2B3_S_6	Frequency	Code and Description
Label	O2: CLASS #3: Structure: Free/center	205	0=No
Format	Num	Type	Source
Valid N	408	Mean	203 6=Free / Centers
Minimum		Maximum	91 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2B3_B1	Frequency	Code and Description
Label	O2: CLASS #3: Number of paid staff	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	2.34
Minimum	1	Maximum	6
Name	O2B3_B2	Frequency	Code and Description
Label	O2: CLASS #3: Number of adult volunteers	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	0.15
Minimum	0	Maximum	3
Name	O2B3_B3	Frequency	Code and Description
Label	O2: CLASS #3: Number of children	408	valid numeric value
Format	Num	Type	Source
Valid N	408	Mean	14.59
Minimum	1	Maximum	20
Name	O2B4_Per	Frequency	Code and Description
Label	O2: CLASS #4: Observation Period	264	valid numeric value
Format	Num	Type	Source
Valid N	264	Mean	4.00
Minimum	4	Maximum	4
Name	O2B4_C_1	Frequency	Code and Description
Label	O2: CLASS #4: Content: Literature/Language Arts	121	0=No
Format	Num	Type	Source
Valid N	264	Mean	143 1=Literature/Language Arts
Minimum		Maximum	144 -1/.N=Not Applicable
			91 SYSMIS/.
Name	O2B4_C_2	Frequency	Code and Description
Label	O2: CLASS #4: Content: Math	218	0=No
Format	Num	Type	Source
Valid N	264	Mean	46 2=Math
Minimum		Maximum	144 -1/.N=Not Applicable
			91 SYSMIS/.
Name	O2B4_C_3	Frequency	Code and Description
Label	O2: CLASS #4: Content: Social studies	254	0=No
Format	Num	Type	Source
Valid N	264	Mean	10 3=Social studies
Minimum		Maximum	144 -1/.N=Not Applicable
			91 SYSMIS/.
Name	O2B4_C_4	Frequency	Code and Description
Label	O2: CLASS #4: Content: Art	203	0=No
Format	Num	Type	Source
Valid N	264	Mean	61 4=Art
Minimum		Maximum	144 -1/.N=Not Applicable
			91 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2B4_C_5	Frequency	Code and Description
Label	O2: CLASS #4: Content: Other	99	0=No
Format	Num	Type	Source
Valid N	264	Mean	165 5=Other
Minimum		Maximum	144 -1/.N=Not Applicable
			91 SYSMIS/.
Name	O2B4_S_1	Frequency	Code and Description
Label	O2: CLASS #4: Structure: Whole group	99	0=No
Format	Num	Type	Source
Valid N	264	Mean	165 1=Whole group
Minimum		Maximum	144 -1/.N=Not Applic
			91 SYSMIS/.
Name	O2B4_S_2	Frequency	Code and Description
Label	O2: CLASS #4: Structure: Small group	201	0=No
Format	Num	Type	Source
Valid N	264	Mean	63 2=Small group
Minimum		Maximum	144 -1/.N=Not Applic
			91 SYSMIS/.
Name	O2B4_S_3	Frequency	Code and Description
Label	O2: CLASS #4: Structure:Individual time	240	0=No
Format	Num	Type	Source
Valid N	264	Mean	24 3=Individual time
Minimum		Maximum	144 -1/.N=Not Applic
			91 SYSMIS/.
Name	O2B4_S_4	Frequency	Code and Description
Label	O2: CLASS #4: Structure: Routine	194	0=No
Format	Num	Type	Source
Valid N	264	Mean	70 4=Routine
Minimum		Maximum	144 -1/.N=Not Applic
			91 SYSMIS/.
Name	O2B4_S_5	Frequency	Code and Description
Label	O2: CLASS #4: Structure: Meals/snacks	180	0=No
Format	Num	Type	Source
Valid N	264	Mean	84 5=Meals / Snacks
Minimum		Maximum	144 -1/.N=Not Applic
			91 SYSMIS/.
Name	O2B4_S_6	Frequency	Code and Description
Label	O2: CLASS #4: Structure: Free/center	187	0=No
Format	Num	Type	Source
Valid N	264	Mean	77 6=Free / Centers
Minimum		Maximum	144 -1/.N=Not Applic
			91 SYSMIS/.
Name	O2B4_B1	Frequency	Code and Description
Label	O2: CLASS #4: Number of paid staff	264	valid numeric value
Format	Num	Type	Source
Valid N	264	Mean	2.30
Minimum	1	Maximum	5
			144 -1/.N=Not Applicable
			91 SYSMIS/.

Codebook for Classroom/Teacher-Level PUF, continued

Name	O2B4_B2	Frequency	Code and Description
Label	O2: CLASS #4: Number of adult volunteers	264	valid numeric value
Format	Num	Type	Source
Valid N	264	Mean	0.16
Minimum	0	Maximum	2
		144	-1/.N=Not Applicable
		91	SYSMIS/.

Name	O2B4_B3	Frequency	Code and Description
Label	O2: CLASS #4: Number of children	264	valid numeric value
Format	Num	Type	Source
Valid N	264	Mean	14.89
Minimum	4	Maximum	21
		144	-1/.N=Not Applicable
		91	SYSMIS/.

APPENDIX F
CODEBOOK FOR CHILD

Appendix F

Codebook for Child-Level PUF

Name	ChildID	Frequency	Code and Description
Label	FACES 2009 Child ID	3349	valid numeric value
Format	Num	Type	Sample Info
Valid N	3349	Mean	
Minimum		Maximum	
Name	CLS1_ID	Frequency	Code and Description
Label	Fall 2009 Classroom ID	3349	valid numeric value
Format	Num	Type	Sample Info
Valid N	3349	Mean	
Minimum		Maximum	
Name	CLS2_ID	Frequency	Code and Description
Label	Spring 2010 Classroom ID	3020	valid numeric value
Format	Num	Type	Sample Info
Valid N	3020	Mean	329 SYSMIS/.
Minimum		Maximum	
Name	CLS3_ID	Frequency	Code and Description
Label	Spring 2011 Classroom ID	2246	valid numeric value
Format	Num	Type	Sample Info
Valid N	2246	Mean	1103 SYSMIS/.
Minimum		Maximum	
Name	T1_ID	Frequency	Code and Description
Label	Fall 2009 Teacher ID	3349	valid numeric value
Format	Num	Type	Sample Info
Valid N	3349	Mean	
Minimum		Maximum	
Name	T2_ID	Frequency	Code and Description
Label	Spring 2010 Teacher ID	3020	valid numeric value
Format	Num	Type	Sample Info
Valid N	3020	Mean	329 SYSMIS/.
Minimum		Maximum	
Name	T3_ID	Frequency	Code and Description
Label	Spring 2011 Teacher ID	1181	valid numeric value
Format	Num	Type	Sample Info
Valid N	1181	Mean	2168 SYSMIS/.
Minimum		Maximum	
Name	C1_ID	Frequency	Code and Description
Label	Fall 2009 Center ID	3349	valid numeric value
Format	Num	Type	Sample Info
Valid N	3349	Mean	
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	C2_ID	Frequency	Code and Description
Label	Spring 2010 Center ID	3348	valid numeric value
Format	Num	Type	Sample Info
Valid N	3348	Mean	1
Minimum		Maximum	SYSMIS/.
Name	C3_ID	Frequency	Code and Description
Label	Spring 2011 Center ID	2650	valid numeric value
Format	Num	Type	Sample Info
Valid N	2650	Mean	699
Minimum		Maximum	SYSMIS/.
Name	D1_ID	Frequency	Code and Description
Label	Fall 2009 Program ID	3349	valid numeric value
Format	Num	Type	Sample Info
Valid N	3349	Mean	
Minimum		Maximum	
Name	P1RCAGE	Frequency	Code and Description
Label	P1: Child Age	3226	valid numeric value
Format	Num	Type	Construct
Valid N	3226	Mean	45.77
Minimum	32	Maximum	60
Name	P1FCAGE	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1CAGE Flag	3227	valid numeric value
Format	Num	Type	Construct
Valid N	3227	Mean	0.03
Minimum	0	Maximum	1
Name	CHGENDER	Frequency	Code and Description
Label	Child Gender	1608	0=Female
Format	Num	Type	Construct
Valid N	3227	Mean	1619
Minimum		Maximum	122
			.=System Missing
Name	CRACE	Frequency	Code and Description
Label	Child Race/Ethnicity	664	1=White, Non-Hispanic
Format	Num	Type	Construct
Valid N	3221	Mean	1025
Minimum		Maximum	1275
			3=Hispanic/Latino
			20
			4=American Indian or Alaska Native
			56
			5=Asian or Pacific Islander
			175
			6=Multi-Racial/Bi-Racial,Non-Hispanic
			6
			7=Other Race
			125
			.=System Missing
			3
			-9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	MURACE	Frequency	Code and Description
Label	P1: Mother's Race/Ethnicity	791	1=White, Non-Hispanic
Format	Num	Type	Construct
Valid N	3224	Mean	1209
Minimum		Maximum	24
			62
			94
			25
			123
			2

Name	FRACE	Frequency	Code and Description
Label	P1: Father's Race/Ethnicity	678	1=White, Non-Hispanic
Format	Num	Type	Construct
Valid N	3165	Mean	1193
Minimum		Maximum	22
			55
			70
			44
			146
			38

Name	CHGNDR_F	Frequency	Code and Description
Label	Revised Fall 2009 CGENDER Flag	3120	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	122
Minimum		Maximum	

Name	CRACE_F	Frequency	Code and Description
Label	Revised Fall 2009 CRACE Flag	3122	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	122
Minimum		Maximum	

Name	MURACE_F	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1MRACE Flag	3121	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	122
Minimum		Maximum	

Name	FRACE_F	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1FRACE Flag	3144	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	122
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	A1_DATA	Frequency	Code and Description
Label	Has Fall 2009 Child Assessment data	198	0=No
Format	Num	Type	Sample Info
Valid N	3349	Mean	8 0.5=Partial/for other class
Minimum		Maximum	3143 1=Yes

Name	A2_DATA	Frequency	Code and Description
Label	Has Spring 2010 Child Assessment data	141	0=No
Format	Num	Type	Sample Info
Valid N	3020	Mean	3 0.5=Partial/for other class
Minimum		Maximum	2876 1=Yes
			329 -1/.N=Not Applic

Name	A3_DATA	Frequency	Code and Description
Label	Has Spring 2011 Child Assessment data	260	0=No
Format	Num	Type	Sample Info
Valid N	2401	Mean	2141 1=Yes
Minimum		Maximum	948 -1/.N=Not Applic

Name	A4_DATA	Frequency	Code and Description
Label	Spring 2012: Has Child Assessment data	169	0=No
Format	Num	Type	Sample Info
Valid N	1104	Mean	1 0.5=Partial/for other class
Minimum		Maximum	934 1=Yes
			2245 -1/.N=Not Applic

Name	R1_DATA	Frequency	Code and Description
Label	Has Fall 2009 Teacher Child Report data	97	0=No
Format	Num	Type	Sample Info
Valid N	3349	Mean	2 0.5=Partial/for other class
Minimum		Maximum	3250 1=Yes

Name	R2_DATA	Frequency	Code and Description
Label	Has Spring 2010 Teacher Child Report data	114	0=No
Format	Num	Type	Sample Info
Valid N	3020	Mean	20 0.5=Partial/for other class
Minimum		Maximum	2886 1=Yes
			329 -1/.N=Not Applic

Name	R3_DATA	Frequency	Code and Description
Label	Has Spring 2011 HS Teacher Child Report data	56	0=No
Format	Num	Type	Sample Info
Valid N	1181	Mean	1125 1=Yes
Minimum		Maximum	2168 -1/.N=Not Applic

Name	KR3_DATA	Frequency	Code and Description
Label	Has Spring 2011 K Teacher Child Report data	388	0=No
Format	Num	Type	Sample Info
Valid N	1220	Mean	832 1=Yes
Minimum		Maximum	2129 -1/.N=Not Applic

Codebook for Child-Level PUF, continued

Name	KR4_DATA	Frequency	Code and Description
Label	Spring 2012: Has K Teacher Child Report data	212	0=No
Format	Num	Type	Sample Info
Valid N	1104	Mean	892 1=Yes
Minimum		Maximum	2245 -1/.N=Not Applic
Name	P1_DATA	Frequency	Code and Description
Label	Has Fall 2009 Parent Interview data	229	0=No
Format	Num	Type	Sample Info
Valid N	3349	Mean	25 0.5=Partial/for other class
Minimum		Maximum	3095 1=Yes
Name	P2_DATA	Frequency	Code and Description
Label	Has Spring 2010 Parent Interview data	419	0=No
Format	Num	Type	Sample Info
Valid N	3020	Mean	33 0.5=Partial/for other class
Minimum		Maximum	2568 1=Yes
Name	P3_DATA	Frequency	Code and Description
Label	Has Spring 2011 Parent Interview data	485	0=No
Format	Num	Type	Sample Info
Valid N	2401	Mean	1916 1=Yes
Minimum		Maximum	948 -1/.N=Not Applic
Name	P4_DATA	Frequency	Code and Description
Label	Spring 2012: Has Parent Interview data	208	0=No
Format	Num	Type	Sample Info
Valid N	1104	Mean	5 0.5=Partial/for other class
Minimum		Maximum	891 1=Yes
Name	T1_DATA	Frequency	Code and Description
Label	Has Fall 2009 Classroom/Teacher data	37	0=No
Format	Num	Type	Sample Info
Valid N	3349	Mean	11 0.5=Partial/for other class
Minimum		Maximum	3301 1=Yes
Name	T2_DATA	Frequency	Code and Description
Label	Has Spring 2010 Classroom/Teacher data	24	0=No
Format	Num	Type	Sample Info
Valid N	3020	Mean	2996 1=Yes
Minimum		Maximum	329 -1/.N=Not Applic
Name	T3_DATA	Frequency	Code and Description
Label	Has Spring 2011 Classroom/Teacher data	27	0=No
Format	Num	Type	Sample Info
Valid N	1181	Mean	3 0.5=Partial/for other class
Minimum		Maximum	1151 1=Yes
			2168 -1/.N=Not Applic

Codebook for Child-Level PUF, continued

Name	O2_DATA	Frequency	Code and Description
Label	Has Spring 2010 Classroom Observatn data (0.5=other class)	297	0=No
Format	Num	Type	Sample Info
Valid N	3020	Mean	250 0.5=Partial/for other class
Minimum		Maximum	2473 1=Yes
			329 -1/.N=Not Applic

Name	O3_DATA	Frequency	Code and Description
Label	Has Spring 2011 Classroom Observatn data (0.5=other class)	115	0=No
Format	Num	Type	Sample Info
Valid N	1181	Mean	100 0.5=Partial/for other class
Minimum		Maximum	966 1=Yes
			2168 -1/.N=Not Applic

Name	K3_DATA	Frequency	Code and Description
Label	Has Spring 2011 Kindergarten Teacher data	380	0=No
Format	Num	Type	Sample Info
Valid N	1220	Mean	840 1=Yes
Minimum		Maximum	2129 -1/.N=Not Applic

Name	K4_DATA	Frequency	Code and Description
Label	Spring 2012: Has Kindergarten Teacher data	194	0=No
Format	Num	Type	Sample Info
Valid N	1104	Mean	11 0.5=Partial/for other class
Minimum		Maximum	899 1=Yes
			2245 -1/.N=Not Applic

Name	STRAT	Frequency	Code and Description
Label	Fall 2009 First-Stage Stratum	3349	valid numeric value
Format	Num	Type	Sample Info
Valid N	3349	Mean	
Minimum		Maximum	

Name	PSU	Frequency	Code and Description
Label	Fall 2009 Primary Sampling Unit	3349	valid numeric value
Format	Num	Type	Sample Info
Valid N	3349	Mean	
Minimum		Maximum	

Name	CNST1WT	Frequency	Code and Description
Label	FALL 2009 Child Weight Adjusted for Parental Consent	3349	valid numeric value
Format	Num	Type	Weight
Valid N	3349	Mean	145.58
Minimum	33.65	Maximum	653.95

Name	PRA1WT	Frequency	Code and Description
Label	FALL 2009 Parent + Teacher Child Rept + Child Assmt	3349	valid numeric value
Format	Num	Type	Weight
Valid N	3349	Mean	145.58
Minimum	0	Maximum	832.99

Codebook for Child-Level PUF, continued

Name	P1_RA1WT	Frequency	Code and Description
Label	FALL 2009 Parent + Teacher Child Rept/Child Assmt	3349	valid numeric value
Format	Num	Type	Weight
Valid N	3349	Mean	145.58
Minimum	0	Maximum	694.82
Name	CNST2WT	Frequency	Code and Description
Label	SPRING 2010 Child Weight Adjusted for Participation	3020	valid numeric value
Format	Num	Type	Weight
Valid N	3020	Mean	147.13
Minimum	33.65	Maximum	653.95
Name	PRA2WT	Frequency	Code and Description
Label	SPRING 2010 Parent + Teacher Child Rept + Child Assmt	2398	valid numeric value
Format	Num	Type	Weight
Valid N	2398	Mean	185.29
Minimum	42.2	Maximum	775.05
Name	P21RA2WT	Frequency	Code and Description
Label	F09/S10 Parent + S10 TCR/Child Assessment	2920	valid numeric value
Format	Num	Type	Weight
Valid N	2920	Mean	152.17
Minimum	38.61	Maximum	697.55
Name	PRAOC2WT	Frequency	Code and Description
Label	SPRING 2010 Parent + TCR + Child Assmt + Class Obs	1989	valid numeric value
Format	Num	Type	Weight
Valid N	1989	Mean	215.70
Minimum	41.35	Maximum	907.32
Name	P12WT	Frequency	Code and Description
Label	F09+S10 Parent Interview	2494	valid numeric value
Format	Num	Type	Weight
Valid N	2494	Mean	178.16
Minimum	41.94	Maximum	775.05
Name	PRA12WT	Frequency	Code and Description
Label	F09/S10 Parent Intvw + F09+S10 TCR/Child Assmt	2905	valid numeric value
Format	Num	Type	Weight
Valid N	2905	Mean	152.95
Minimum	39.14	Maximum	697.55

Codebook for Child-Level PUF, continued

Name	PRA12OCW	Frequency	Code and Description
Label	F09/S10 Parent+Tchr + F09+S10 TCR/ChildAssmt + Class Obs	2381	valid numeric value
Format	Num	Type	Weight
Valid N	2381	Mean	180.18
Minimum	39.17	Maximum	781.59

Name	CNST2SWT	Frequency	Code and Description
Label	S11 Child Wt Adjusted for Participation - Synthetic	3020	valid numeric value
Format	Num	Type	Weight
Valid N	3020	Mean	147.13
Minimum	33.65	Maximum	653.95

Name	P21RA2SW	Frequency	Code and Description
Label	S11 Parent + S11 TCR/Child Assessment - Synthetic	2920	valid numeric value
Format	Num	Type	Weight
Valid N	2920	Mean	152.17
Minimum	38.61	Maximum	697.55

Name	CNST2SWX	Frequency	Code and Description
Label	S12 Child Wt Adjusted for Participation - Synthetic	1190	valid numeric value
Format	Num	Type	Weight
Valid N	1190	Mean	157.46
Minimum	35.33	Maximum	692.77

Name	P21RA2SX	Frequency	Code and Description
Label	S12 Parent + S12 TCR/Child Assessment - Synthetic	1164	valid numeric value
Format	Num	Type	Weight
Valid N	1164	Mean	160.98
Minimum	35.33	Maximum	692.77

Name	CNST3WT	Frequency	Code and Description
Label	SPRING 2011 Child Weight Adjusted for Participation	2401	valid numeric value
Format	Num	Type	Weight
Valid N	2401	Mean	156.25
Minimum	35.33	Maximum	692.77

Name	PRA3WT	Frequency	Code and Description
Label	SPRING 2011 Parent + Teacher Child Rept + Child Assmt	1540	valid numeric value
Format	Num	Type	Weight
Valid N	1540	Mean	243.61
Minimum	45.57	Maximum	1228.16

Name	P31RA3WT	Frequency	Code and Description
Label	F09/S10/S11 Parent + S11 TCR/Child Assessment	2239	valid numeric value
Format	Num	Type	Weight
Valid N	2239	Mean	167.56
Minimum	35.33	Maximum	692.77

Codebook for Child-Level PUF, continued

Name	PRAOC3WT	Frequency	Code and Description
Label	SPRING 2011 Parent + TCR + Child Assmt + Class Obs	738	valid numeric value
Format	Num	Type	Weight
Valid N	738	Mean	244.95
Minimum	48.26	Maximum	1131
2611 SYSMIS/.			

Name	P13WT	Frequency	Code and Description
Label	F09+S10+S11 Parent Interview	1712	valid numeric value
Format	Num	Type	Weight
Valid N	1712	Mean	219.13
Minimum	47.02	Maximum	920.96
1637 SYSMIS/.			

Name	PRA13WT	Frequency	Code and Description
Label	F09/S10/S11 Parent Intvw + F09+S10+S11 TCR/Child Assmt	2195	valid numeric value
Format	Num	Type	Weight
Valid N	2195	Mean	170.91
Minimum	35.33	Maximum	692.77
1154 SYSMIS/.			

Name	PRA13OCW	Frequency	Code and Description
Label	F09/S10/S11Par + Y1+S11Tch + F09+S10+S11TCR/ChA + S10+S11Obs	785	valid numeric value
Format	Num	Type	Weight
Valid N	785	Mean	230.28
Minimum	48.24	Maximum	1616.27
2564 SYSMIS/.			

Name	CNST4WT	Frequency	Code and Description
Label	SPRING 2012 Child Weight Adjusted for Participation	1104	valid numeric value
Format	Num	Type	Weight
Valid N	1104	Mean	163.26
Minimum	35.33	Maximum	692.77
2245 SYSMIS/.			

Name	PRA4WT	Frequency	Code and Description
Label	SPRING 2012 Parent + Teacher Child Rept + Child Assmt	678	valid numeric value
Format	Num	Type	Weight
Valid N	678	Mean	265.83
Minimum	48.42	Maximum	1050.71
2671 SYSMIS/.			

Name	P41RA4WT	Frequency	Code and Description
Label	F09/S10/S11/S12 Parent + S12 TCR/Child Assessment	1047	valid numeric value
Format	Num	Type	Weight
Valid N	1047	Mean	172.14
Minimum	37.06	Maximum	736.06
2302 SYSMIS/.			

Codebook for Child-Level PUF, continued

Name	P14WT	Frequency	Code and Description
Label	F09+S10+S11+S12 Parent Interview	743	valid numeric value
Format	Num	Type	Weight
Valid N	743	Mean	242.58
Minimum	48.53	Maximum	1008.1

Name	PRA14WT	Frequency	Code and Description
Label	F09/S10/S11/12 Parent + F09+S10+S11+S12 TCR/Chld Assmt	1005	valid numeric value
Format	Num	Type	Weight
Valid N	1005	Mean	179.34
Minimum	37.06	Maximum	835.99

Name	PRA14OCW	Frequency	Code and Description
Label	F09/S10/S11/S12Par + F09+S10+S11+S12TCR/ChA + S10+S11Obs+Tch	580	valid numeric value
Format	Num	Type	Weight
Valid N	580	Mean	293.66
Minimum	47.91	Maximum	1776.85

Name	PKBASEWT	Frequency	Code and Description
Label	PREK Child Weight Adjusted for Participation	2405	valid numeric value
Format	Num	Type	Weight
Valid N	2405	Mean	154.82
Minimum	35.33	Maximum	692.77

Name	PRA5WT	Frequency	Code and Description
Label	PREK Parent + Teacher Child Rept + Child Assessment	1881	valid numeric value
Format	Num	Type	Weight
Valid N	1881	Mean	197.95
Minimum	44.4	Maximum	899.2

Name	PRAO5WT	Frequency	Code and Description
Label	PREK Parent + TCR + Child Assmt + Class Obs	1554	valid numeric value
Format	Num	Type	Weight
Valid N	1554	Mean	235.23
Minimum	44.48	Maximum	1195.4

Name	P51RA5WT	Frequency	Code and Description
Label	PREK F09/S10/(S11) Parent + PREK TCR/Child Assessment	2331	valid numeric value
Format	Num	Type	Weight
Valid N	2331	Mean	159.74
Minimum	35.33	Maximum	703.21

Name	P15WT	Frequency	Code and Description
Label	PREK F09+S10+(S11) Parent Interview	1864	valid numeric value
Format	Num	Type	Weight
Valid N	1864	Mean	199.76
Minimum	44.22	Maximum	943.38

Codebook for Child-Level PUF, continued

Name	PRA15WT	Frequency	Code and Description
Label	PREK F09/S10/(S11) Par + F09+S10+(S11) TCR/Child Asst	2317	valid numeric value
Format	Num	Type	Weight
Valid N	2317	Mean	160.70
Minimum	35.33	Maximum	692.77

Name	PRA15OCW	Frequency	Code and Description
Label	PREK F09/S10/(S11)Par + F09+S10+(S11)TCR/ChA + PK Obs+Tch	1897	valid numeric value
Format	Num	Type	Weight
Valid N	1897	Mean	192.70
Minimum	39.51	Maximum	928.98

Name	KBASEWT	Frequency	Code and Description
Label	K Child Weight Adjusted for Participation	2324	valid numeric value
Format	Num	Type	Weight
Valid N	2324	Mean	159.39
Minimum	35.33	Maximum	692.77

Name	PRA6WT	Frequency	Code and Description
Label	K Parent + Teacher Child Rept + Child Assessment	1315	valid numeric value
Format	Num	Type	Weight
Valid N	1315	Mean	281.68
Minimum	48.42	Maximum	1420.99

Name	P61RA6WT	Frequency	Code and Description
Label	K F09/S10/S11/(S12) Parent + K TCR/Child Assessment	2129	valid numeric value
Format	Num	Type	Weight
Valid N	2129	Mean	173.99
Minimum	35.82	Maximum	736.06

Name	P16WT	Frequency	Code and Description
Label	K F09+S10+S11+(S12) Parent Interview	1582	valid numeric value
Format	Num	Type	Weight
Valid N	1582	Mean	234.14
Minimum	48.53	Maximum	1008.1

Name	PRA16WT	Frequency	Code and Description
Label	K F09/S10/S11/(S12) Par + F09+S10+S11+(S12) TCR/Ch Asst	2057	valid numeric value
Format	Num	Type	Weight
Valid N	2057	Mean	180.08
Minimum	37.06	Maximum	835.99

Codebook for Child-Level PUF, continued

Name	PRA16WTA	Frequency	Code and Description
Label	K F09/S10/S11/(S12)Par+F09+S10+S11+(S12)TCR/ Ch+ KTCR+Ch	1461	valid numeric value
Format	Num	Type	Weight
Valid N	1461	Mean	253.53
Minimum	48.42	Maximum	1166.62
Name	PRA16OCW	Frequency	Code and Description
Label	K F09/S10/S11/(S12)Par + F09+S10+S11+(S12)TCR/ChA + PK+K Obs+Tch	1367	valid numeric value
Format	Num	Type	Weight
Valid N	1367	Mean	266.00
Minimum	51.47	Maximum	2044.53
Name	WESTATWT	Frequency	Code and Description
Label	K F09/S10 Parent+Child Assessment + K Child Assessment	1870	valid numeric value
Format	Num	Type	Weight
Valid N	1870	Mean	198.08
Minimum	41.85	Maximum	778.78
Name	Cohort	Frequency	Code and Description
Label	Child's cohort (3- or 4-year-old cohort)	1954	3
Format	Num	Type	Sample Info
Valid N	3349	Mean	1395
Minimum		Maximum	4
Name	PKyear	Frequency	Code and Description
Label	PRE-KINDERGARTEN YEAR	1242	2010
Format	Num	Type	Sample Info
Valid N	2405	Mean	1163
Minimum		Maximum	2011
Name	S11_grade	Frequency	Code and Description
Label	Spring 2011: Grade (HS or K)	1163	HS
Format	Char	Type	Sample Info
Valid N		Mean	1220
Minimum		Maximum	K
Name	KGyear	Frequency	Code and Description
Label	KINDERGARTEN YEAR	1220	2011
Format	Num	Type	Sample Info
Valid N	2324	Mean	1104
Minimum		Maximum	2012
Name	A1WJLWW	Frequency	Code and Description
Label	A1:WJ Letter Word W Ability Score	2428	valid numeric value
Format	Num	Type	Construct
Valid N	2428	Mean	307.99
Minimum	276	Maximum	480
			545 -1/.N=Not Applicable
			16 -9/.M=Missing
			360 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A1WJLWS	Frequency	Code and Description
Label	A1:WJ Letter Word Standard Score	2428	valid numeric value
Format	Num	Type	Construct
Valid N	2428	Mean	95.92
Minimum	66	Maximum	186
			545 -1/.N=Not Applicable
			16 -9/.M=Missing
			360 SYSMIS/.
Name	A1WJSW	Frequency	Code and Description
Label	A1:WJ Spelling W Score	2464	valid numeric value
Format	Num	Type	Construct
Valid N	2464	Mean	346.35
Minimum	287	Maximum	432
			545 -1/.N=Not Applicable
			9 -9/.M=Missing
			331 SYSMIS/.
Name	A1WJSS	Frequency	Code and Description
Label	A1:WJ Spelling Standard Score	2464	valid numeric value
Format	Num	Type	Construct
Valid N	2464	Mean	94.94
Minimum	48	Maximum	140
			545 -1/.N=Not Applicable
			9 -9/.M=Missing
			331 SYSMIS/.
Name	A1WJAPW	Frequency	Code and Description
Label	A1:WJ Applied Problems W Score	2222	valid numeric value
Format	Num	Type	Construct
Valid N	2222	Mean	375.48
Minimum	332	Maximum	453
			545 -1/.N=Not Applicable
			14 -9/.M=Missing
			568 SYSMIS/.
Name	A1WJAPS	Frequency	Code and Description
Label	A1:WJ Applied Problems Standard Score	2222	valid numeric value
Format	Num	Type	Construct
Valid N	2222	Mean	89.26
Minimum	45	Maximum	130
			545 -1/.N=Not Applicable
			14 -9/.M=Missing
			568 SYSMIS/.
Name	A1WJLWR	Frequency	Code and Description
Label	A1:WJ Letter Word Raw Score	2589	valid numeric value
Format	Num	Type	Construct
Valid N	2589	Mean	3.91
Minimum	0	Maximum	44
			545 -1/.N=Not Applicable
			16 -9/.M=Missing
			199 SYSMIS/.
Name	A1WJAPR	Frequency	Code and Description
Label	A1:WJ Applied Problems Raw Score	2591	valid numeric value
Format	Num	Type	Construct
Valid N	2591	Mean	5.45
Minimum	0	Maximum	23
			545 -1/.N=Not Applicable
			14 -9/.M=Missing
			199 SYSMIS/.
Name	A1WJSR	Frequency	Code and Description
Label	A1:WJ Spelling Raw Score	2596	valid numeric value
Format	Num	Type	Construct
Valid N	2596	Mean	4.61
Minimum	0	Maximum	15
			545 -1/.N=Not Applicable
			9 -9/.M=Missing
			199 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A1WMLWS	Frequency	Code and Description
Label	A1:WM Letter Word Standard Score	274	valid numeric value
Format	Num	Type	Construct
Valid N	274	Mean	81.68
Minimum	66	Maximum	117
		2638	-1/.N=Not Applicable
		3	-9/.M=Missing
		434	SYSMIS/.
Name	A1WMLWW	Frequency	Code and Description
Label	A1:WM Letter Word W Ability Score	477	valid numeric value
Format	Num	Type	Construct
Valid N	477	Mean	282.62
Minimum	264	Maximum	340
		2638	-1/.N=Not Applicable
		3	-9/.M=Missing
		231	SYSMIS/.
Name	A1WMSS	Frequency	Code and Description
Label	A1:WM Spelling Standard Score	443	valid numeric value
Format	Num	Type	Construct
Valid N	443	Mean	90.15
Minimum	56	Maximum	118
		2638	-1/.N=Not Applicable
		5	-9/.M=Missing
		263	SYSMIS/.
Name	A1WMSW	Frequency	Code and Description
Label	A1:WM Spelling W Score	476	valid numeric value
Format	Num	Type	Construct
Valid N	476	Mean	330.78
Minimum	277	Maximum	389
		2638	-1/.N=Not Applicable
		5	-9/.M=Missing
		230	SYSMIS/.
Name	A1WMAPS	Frequency	Code and Description
Label	A1:WM Applied Problems Standard Score	381	valid numeric value
Format	Num	Type	Construct
Valid N	381	Mean	83.13
Minimum	31	Maximum	124
		2638	-1/.N=Not Applicable
		10	-9/.M=Missing
		320	SYSMIS/.
Name	A1WMAPW	Frequency	Code and Description
Label	A1:WM Applied Problems W Score	473	valid numeric value
Format	Num	Type	Construct
Valid N	473	Mean	355.38
Minimum	318	Maximum	415
		2638	-1/.N=Not Applicable
		10	-9/.M=Missing
		228	SYSMIS/.
Name	A1WMLWR	Frequency	Code and Description
Label	A1:WM Letter Word Raw Score	510	valid numeric value
Format	Num	Type	Construct
Valid N	510	Mean	1.50
Minimum	0	Maximum	11
		2638	-1/.N=Not Applicable
		3	-9/.M=Missing
		198	SYSMIS/.
Name	A1WMAPR	Frequency	Code and Description
Label	A1:WM Applied Problems Raw Score	503	valid numeric value
Format	Num	Type	Construct
Valid N	503	Mean	3.64
Minimum	0	Maximum	14
		2638	-1/.N=Not Applicable
		10	-9/.M=Missing
		198	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A1WMSR	Frequency	Code and Description
Label	A1:WM Spelling Raw Score	508	valid numeric value
Format	Num	Type	Construct
Valid N	508	Mean	3.46
Minimum	0	Maximum	11
		2638	-1/.N=Not Applicable
		5	-9/.M=Missing
		198	SYSMIS/.
Name	A1PPVTNB	Frequency	Code and Description
Label	A1:No basal in PPVT-4	2833	0=No
Format	Num	Type	Construct
Valid N	3087	Mean	254
Minimum		Maximum	1=Yes
		262	.=System Missing
Name	A1PPVT4R	Frequency	Code and Description
Label	A1:PPVT-4 Raw Score	3016	valid numeric value
Format	Num	Type	Construct
Valid N	3016	Mean	38.54
Minimum	0	Maximum	117
		59	-9/.M=Missing
		274	SYSMIS/.
Name	A1CAGE	Frequency	Code and Description
Label	A1:Child Age at Assessment	3150	valid numeric value
Format	Num	Type	Construct
Valid N	3150	Mean	47.46
Minimum	27	Maximum	75
		199	SYSMIS/.
Name	A1PPVT4S	Frequency	Code and Description
Label	A1:PPVT- 4 Standard Score	3015	valid numeric value
Format	Num	Type	Construct
Valid N	3015	Mean	81.04
Minimum	20	Maximum	146
		60	-9/.M=Missing
		274	SYSMIS/.
Name	A1PPVT4W	Frequency	Code and Description
Label	A1:PPVT- 4 W (GSV)	3016	valid numeric value
Format	Num	Type	Construct
Valid N	3016	Mean	93.06
Minimum	12	Maximum	151
		59	-9/.M=Missing
		274	SYSMIS/.
Name	A1TVIPPE	Frequency	Code and Description
Label	A1:No Basal in TVIP (Programming Error)	865	0=No
Format	Num	Type	Construct
Valid N	890	Mean	25
Minimum		Maximum	1=Yes
		203	.=System Missing
		2256	-1/.N=Not Applicable
Name	A1TVIPR	Frequency	Code and Description
Label	A1:TVIP Raw Score	861	valid numeric value
Format	Num	Type	Construct
Valid N	861	Mean	11.08
Minimum	0	Maximum	49
		2256	-1/.N=Not Applicable
		29	-9/.M=Missing
		203	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A1TVIPS	Frequency	Code and Description
Label	A1:TVIP Standard Score	837	valid numeric value
Format	Num	Type	Construct
Valid N	837	Mean	84.26
Minimum	55	Maximum	134
		2256	-1/.N=Not Applicable
		31	-9/.M=Missing
		225	SYSMIS/.
Name	A1PTTOT	Frequency	Code and Description
Label	A1:Total Score for Pencil Tapping	1463	valid numeric value
Format	Num	Type	Construct
Valid N	1463	Mean	6.20
Minimum	0	Maximum	16
		1886	SYSMIS/.
Name	A1PTPCT	Frequency	Code and Description
Label	A1:Percentage Score for Pencil Tapping	1463	valid numeric value
Format	Num	Type	Construct
Valid N	1463	Mean	38.76
Minimum	0	Maximum	100
		1886	SYSMIS/.
Name	A1SOC	Frequency	Code and Description
Label	A1:Assessor reported sociability	3142	valid numeric value
Format	Num	Type	Construct
Valid N	3142	Mean	11.19
Minimum	0	Maximum	15
		8	-9/.M=Missing
		199	SYSMIS/.
Name	A1ACT	Frequency	Code and Description
Label	A1:Assessor reported activity level	3143	valid numeric value
Format	Num	Type	Construct
Valid N	3143	Mean	7.49
Minimum	0	Maximum	12
		7	-9/.M=Missing
		199	SYSMIS/.
Name	A1ATT	Frequency	Code and Description
Label	A1:Assessor reported attention level	3142	valid numeric value
Format	Num	Type	Construct
Valid N	3142	Mean	18.46
Minimum	0	Maximum	30
		8	-9/.M=Missing
		199	SYSMIS/.
Name	A1ORG	Frequency	Code and Description
Label	A1:Assessor reported organization/impulse control	3141	valid numeric value
Format	Num	Type	Construct
Valid N	3141	Mean	14.67
Minimum	0	Maximum	24
		9	-9/.M=Missing
		199	SYSMIS/.
Name	A1CSR	Frequency	Code and Description
Label	A1:Letter Examiner Cognitive Social Raw Score	3141	valid numeric value
Format	Num	Type	Construct
Valid N	3141	Mean	51.82
Minimum	0	Maximum	81
		9	-9/.M=Missing
		199	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A1CSIS	Frequency	Code and Description
Label	A1:Interpolated Leiter Examiner Cognit/Soc Stndrd Scr	3066	0=No 84 1=Yes
Format	Num	Type	Construct
Valid N	3150	Mean	199 . =System Missing
Minimum		Maximum	

Name	A1CSS	Frequency	Code and Description
Label	A1:Letter Examiner Cognitive Social Standard Score	3141	valid numeric value 9 -9/.M=Missing
Format	Num	Type	Construct
Valid N	3141	Mean	87.52 199 SYSMIS/.
Minimum	40	Maximum	126

Name	A1ECMIRT	Frequency	Code and Description
Label	A1:IRT Subtest Score, ECLS-B math items only	3055	valid numeric value
Format	Num	Type	Construct
Valid N	3055	Mean	7.31 294 SYSMIS/.
Minimum	3	Maximum	21.9

Name	A1MATIRT	Frequency	Code and Description
Label	A1:IRT Score, WJ Appld Probs & ECLS-B Math	3055	valid numeric value
Format	Num	Type	Construct
Valid N	3055	Mean	13.20 294 SYSMIS/.
Minimum	3.55	Maximum	41.72

Name	A1ECNSPR	Frequency	Code and Description
Label	A1:Profncy Prob 1-ECLS-B Math Num & Shape	3055	valid numeric value
Format	Num	Type	Construct
Valid N	3055	Mean	0.22 294 SYSMIS/.
Minimum	0	Maximum	1

Name	A1ECP1WT	Frequency	Code and Description
Label	A1:ECLS-B Math T Sc w/fall 09 par+ wgts	3055	valid numeric value
Format	Num	Type	Construct
Valid N	3055	Mean	49.76 294 SYSMIS/.
Minimum	27.42	Maximum	90.19

Name	A1ECMATH	Frequency	Code and Description
Label	A1:ECLS-B Math Theta (ability estimate)	2833	valid negative number
Format	Num	Type	Construct
Valid N	3055	Mean	222 valid numeric value 294 SYSMIS/.
Minimum		Maximum	

Name	A1ECMCNT	Frequency	Code and Description
Label	A1:ECLS-B Math Highest Number counted of 20	2970	valid numeric value
Format	Num	Type	Construct
Valid N	2970	Mean	7.89 6 -7/.R=Refused 1 -8/.D=Don't know
Minimum	1	Maximum	20 372 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A1SIMON	Frequency	Code and Description
Label	A1:Simon Says Score	3150	valid numeric value
Format	Num	Type	Construct
Valid N	3150	Mean	5.24
Minimum	0	Maximum	10
Name	A1LNGSCR	Frequency	Code and Description
Label	A1:Passed Language Screener	614	0=No
Format	Num	Type	Construct
Valid N	3150	Mean	199
Minimum		Maximum	199
Name	A1ARTSHO	Frequency	Code and Description
Label	A1:Art Show Score	3150	valid numeric value
Format	Num	Type	Construct
Valid N	3150	Mean	6.43
Minimum	0	Maximum	10
Name	A1SCREEN	Frequency	Code and Description
Label	A1:Language Screener Score	3150	valid numeric value
Format	Num	Type	Construct
Valid N	3150	Mean	11.67
Minimum	0	Maximum	20
Name	A1EOWPTR	Frequency	Code and Description
Label	A1: EOWPVT Raw Score	3133	valid numeric value
Format	Num	Type	Construct
Valid N	3133	Mean	26.54
Minimum	0	Maximum	70
Name	A1EOWSBS	Frequency	Code and Description
Label	A1: EOWPVT Standard Score (Bilingual norms)	451	valid numeric value
Format	Num	Type	Construct
Valid N	451	Mean	92.72
Minimum	45	Maximum	155
Name	A1EOWPTS	Frequency	Code and Description
Label	A1: EOWPVT Standard Score (English norms)	3076	valid numeric value
Format	Num	Type	Construct
Valid N	3076	Mean	78.43
Minimum	45	Maximum	133
Name	A1HEIGHT	Frequency	Code and Description
Label	A1: Child Height Composite	3065	valid numeric value
Format	Num	Type	Construct
Valid N	3065	Mean	40.29
Minimum	32.09	Maximum	47.64

Codebook for Child-Level PUF, continued

Name	A1WEIGHT	Frequency	Code and Description
Label	A1: Child Weight Composite	3062	valid numeric value
Format	Num	Type	Construct
Valid N	3062	Mean	38.34
Minimum	22.27	Maximum	72.53
Name	A1BMI	Frequency	Code and Description
Label	A1: Child BMI Composite	3062	valid numeric value
Format	Num	Type	Construct
Valid N	3062	Mean	16.52
Minimum	11.56	Maximum	24.78
Name	A1BMICAT	Frequency	Code and Description
Label	A1: Child BMI Categories	98	1=Underweight
Format	Num	Type	Construct
Valid N	3062	Mean	1923 2=Normal weight
Minimum		Maximum	534 3=Overweight
			507 4=Obese
			205 .=System Missing
			82 -9/.M=Not Ascertained
Name	A1LNGERR	Frequency	Code and Description
Label	A1: Child Assessed in Wrong Language	3129	0=No
Format	Num	Type	Construct
Valid N	3151	Mean	22 1=Yes
Minimum		Maximum	198 .=System Missing
Name	A1ECLIRT	Frequency	Code and Description
Label	A1:IRT Subtest Score, ECLS-B Letter-Sound items only	707	valid numeric value
Format	Num	Type	Construct
Valid N	707	Mean	0.87
Minimum	0.09	Maximum	9.83
Name	A1LETIRT	Frequency	Code and Description
Label	A1:IRT Score WJ Letter-Word & ECLS-B Letter	707	valid numeric value
Format	Num	Type	Construct
Valid N	707	Mean	9.50
Minimum	5.61	Maximum	49.56
Name	A1ECLWT	Frequency	Code and Description
Label	A1:Letter Theta (ability estimate)	666	valid negative number
Format	Num	Type	Construct
Valid N	707	Mean	41 valid numeric value
Minimum		Maximum	2642 SYSMIS/.
Name	A1ELP1WT	Frequency	Code and Description
Label	A1:ECLS-B Letter T Sc w/fall 09 par+ wgts	707	valid numeric value
Format	Num	Type	Construct
Valid N	707	Mean	49.81
Minimum	36.94	Maximum	100

Codebook for Child-Level PUF, continued

Name	A1TVIPNB	Frequency	Code and Description
Label	A1: No Basal Item	393	0=No
Format	Num	Type	Construct
Valid N	890	Mean	497 1=Yes
Minimum		Maximum	203 .=System Missing
			2256 -1/.N=Not Applicable
Name	A2SOC	Frequency	Code and Description
Label	A2: Assessor reported sociability	2876	valid numeric value
Format	Num	Type	Construct
Valid N	2876	Mean	11.83
Minimum	0	Maximum	15
			3 -9/.M=Missing
			470 SYSMIS/.
Name	A2ACT	Frequency	Code and Description
Label	A2: Assessor reported activity level	2876	valid numeric value
Format	Num	Type	Construct
Valid N	2876	Mean	7.98
Minimum	0	Maximum	12
			3 -9/.M=Missing
			470 SYSMIS/.
Name	A2ATT	Frequency	Code and Description
Label	A2: Assessor reported attention level	2876	valid numeric value
Format	Num	Type	Construct
Valid N	2876	Mean	20.30
Minimum	0	Maximum	30
			3 -9/.M=Missing
			470 SYSMIS/.
Name	A2ORG	Frequency	Code and Description
Label	A2: Assessor reported organization/impulse control	2876	valid numeric value
Format	Num	Type	Construct
Valid N	2876	Mean	16.15
Minimum	0	Maximum	24
			3 -9/.M=Missing
			470 SYSMIS/.
Name	A2CSR	Frequency	Code and Description
Label	A2: Letter Examiner Cognitive Social Raw Score	2876	valid numeric value
Format	Num	Type	Construct
Valid N	2876	Mean	56.26
Minimum	0	Maximum	81
			473 SYSMIS/.
Name	A2CSIS	Frequency	Code and Description
Label	A2: Interpolated Leiter Examiner Cognit/Soc Stan Score	2831	0=No
Format	Num	Type	Construct
Valid N	2879	Mean	48 1=Yes
Minimum		Maximum	470 .=System Missing
Name	A2CSS	Frequency	Code and Description
Label	A2: Letter Examiner Cognitive Social Standard Score	2876	valid numeric value
Format	Num	Type	Construct
Valid N	2876	Mean	89.13
Minimum	40	Maximum	124
			3 -9/.M=Missing
			470 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A2HEIGHT	Frequency	Code and Description
Label	A2: Child Height Composite	2812	valid numeric value
Format	Num	Type	Construct
Valid N	2812	Mean	41.62
Minimum	34.65	Maximum	49.02
Name	A2WEIGHT	Frequency	Code and Description
Label	A2: Child Weight Composite	2809	valid numeric value
Format	Num	Type	Construct
Valid N	2809	Mean	41.05
Minimum	23.7	Maximum	81.79
Name	A2BMI	Frequency	Code and Description
Label	A2: Child BMI Composite	2809	valid numeric value
Format	Num	Type	Construct
Valid N	2809	Mean	16.57
Minimum	11.88	Maximum	25.39
Name	A2BMICAT	Frequency	Code and Description
Label	A2: Child BMI Categories	78	1=Underweight
Format	Num	Type	Construct
Valid N	2809	Mean	538
Minimum		Maximum	498
			474 .=System Missing
			66 -9/.M=Not Ascertained
Name	A2PPVTNB	Frequency	Code and Description
Label	A2: No basal in PPVT-4	2761	0=No
Format	Num	Type	Construct
Valid N	2855	Mean	94
Minimum		Maximum	494
			1=Yes
			494 .=System Missing
Name	A2PPVTNC	Frequency	Code and Description
Label	A2: No ceiling but have basal in PPVT-4	2851	0=No
Format	Num	Type	Construct
Valid N	2855	Mean	4
Minimum		Maximum	494
			1=Yes
			494 .=System Missing
Name	A2PPVT4R	Frequency	Code and Description
Label	A2: PPVT-4 Raw Score	2783	valid numeric value
Format	Num	Type	Construct
Valid N	2783	Mean	51.42
Minimum	2	Maximum	136
			15 -9/.M=Missing
			551 SYSMIS/.
Name	A2PPVT4S	Frequency	Code and Description
Label	A2: PPVT- 4 Standard Score	2783	valid numeric value
Format	Num	Type	Construct
Valid N	2783	Mean	85.34
Minimum	27	Maximum	134
			15 -9/.M=Missing
			551 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A2PPVT4W	Frequency	Code and Description
Label	A2: PPVT- 4 W (GSV)	2783	valid numeric value
Format	Num	Type	Construct
Valid N	2783	Mean	105.20
Minimum	37	Maximum	164
Frequency	15	Code and Description	-9/.M=Missing
	551	Code and Description	SYSMIS/.
Name	A2CAGE	Frequency	Code and Description
Label	A2: Child Age at Assessment	2879	valid numeric value
Format	Num	Type	Construct
Valid N	2879	Mean	53.31
Minimum	39	Maximum	68
Frequency	470	Code and Description	SYSMIS/.
Name	A2TVIPNB	Frequency	Code and Description
Label	A2: No Basal Item (TVIP)	513	0=No
Format	Num	Type	Construct
Valid N	863	Mean	350 1=Yes
Minimum		Maximum	471 .=System Missing
			2015 -1/.N=Not Applicable
Name	A2TVIPNC	Frequency	Code and Description
Label	A2: No Ceiling Item (TVIP)	851	0=No
Format	Num	Type	Construct
Valid N	863	Mean	12 1=Yes
Minimum		Maximum	471 .=System Missing
			2015 -1/.N=Not Applicable
Name	A2TVIPR	Frequency	Code and Description
Label	A2: TVIP Raw Score	844	valid numeric value
Format	Num	Type	Construct
Valid N	844	Mean	2015 -1/.N=Not Applicable
Minimum	0	Maximum	108
			19 -9/.M=Missing
			471 SYSMIS/.
Name	A2TVIPS	Frequency	Code and Description
Label	A2: TVIP Standard Score	827	valid numeric value
Format	Num	Type	Construct
Valid N	827	Mean	2015 -1/.N=Not Applicable
Minimum	55	Maximum	145
			29 -9/.M=Missing
			478 SYSMIS/.
Name	A2TVIPHS	Frequency	Code and Description
Label	A2: Highest Score for Age assigned	862	0=No
Format	Num	Type	Construct
Valid N	863	Mean	1 1=Yes
Minimum		Maximum	471 .=System Missing
			2015 -1/.N=Not Applicable
Name	A2WJLWW	Frequency	Code and Description
Label	A2: WJ Letter Word W Ability Score	2552	valid numeric value
Format	Num	Type	Construct
Valid N	2552	Mean	263 -1/.N=Not Applicable
Minimum	276	Maximum	464
			7 -9/.M=Missing
			527 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A2WJLWS	Frequency	Code and Description
Label	A2: WJ Letter Word Standard Score	2552	valid numeric value
Format	Num	Type	Construct
Valid N	2552	Mean	100.78
Minimum	57	Maximum	194
			263 -1/.N=Not Applicable
			7 -9/.M=Missing
			527 SYSMIS/.
Name	A2WJSW	Frequency	Code and Description
Label	A2: WJ Spelling W Score	2561	valid numeric value
Format	Num	Type	Construct
Valid N	2561	Mean	364.32
Minimum	287	Maximum	447
			263 -1/.N=Not Applicable
			3 -9/.M=Missing
			522 SYSMIS/.
Name	A2WJSS	Frequency	Code and Description
Label	A2: WJ Spelling Standard Score	2561	valid numeric value
Format	Num	Type	Construct
Valid N	2561	Mean	96.93
Minimum	41	Maximum	145
			263 -1/.N=Not Applicable
			3 -9/.M=Missing
			522 SYSMIS/.
Name	A2WJAPW	Frequency	Code and Description
Label	A2: WJ Applied Problems W Score	2440	valid numeric value
Format	Num	Type	Construct
Valid N	2440	Mean	387.23
Minimum	332	Maximum	462
			263 -1/.N=Not Applicable
			3 -9/.M=Missing
			643 SYSMIS/.
Name	A2WJAPS	Frequency	Code and Description
Label	A2: WJ Applied Problems Standard Score	2440	valid numeric value
Format	Num	Type	Construct
Valid N	2440	Mean	89.92
Minimum	38	Maximum	140
			263 -1/.N=Not Applicable
			3 -9/.M=Missing
			643 SYSMIS/.
Name	A2WJLWR	Frequency	Code and Description
Label	A2: WJ Letter Word Raw Score	2609	valid numeric value
Format	Num	Type	Construct
Valid N	2609	Mean	6.49
Minimum	0	Maximum	39
			263 -1/.N=Not Applicable
			7 -9/.M=Missing
			470 SYSMIS/.
Name	A2WJAPR	Frequency	Code and Description
Label	A2: WJ Applied Problems Raw Score	2613	valid numeric value
Format	Num	Type	Construct
Valid N	2613	Mean	7.85
Minimum	0	Maximum	25
			263 -1/.N=Not Applicable
			3 -9/.M=Missing
			470 SYSMIS/.
Name	A2WJSR	Frequency	Code and Description
Label	A2: WJ Spelling Raw Score	2613	valid numeric value
Format	Num	Type	Construct
Valid N	2613	Mean	6.46
Minimum	0	Maximum	18
			263 -1/.N=Not Applicable
			3 -9/.M=Missing
			470 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A2WMLWS	Frequency	Code and Description
Label	A2: WM Letter Word Standard Score	211	valid numeric value
Format	Num	Type	Construct
Valid N	211	Mean	84.97
Minimum	52	Maximum	153
		2628	-1/.N=Not Applicable
		4	-9/.M=Missing
		506	SYSMIS/.
Name	A2WMLWW	Frequency	Code and Description
Label	A2: WM Letter Word W Ability Score	246	valid numeric value
Format	Num	Type	Construct
Valid N	246	Mean	294.67
Minimum	264	Maximum	416
		2628	-1/.N=Not Applicable
		4	-9/.M=Missing
		471	SYSMIS/.
Name	A2WMSS	Frequency	Code and Description
Label	A2: WM Spelling Standard Score	244	valid numeric value
Format	Num	Type	Construct
Valid N	244	Mean	87.64
Minimum	50	Maximum	126
		2628	-1/.N=Not Applicable
		1	-9/.M=Missing
		476	SYSMIS/.
Name	A2WMSW	Frequency	Code and Description
Label	A2: WM Spelling W Score	249	valid numeric value
Format	Num	Type	Construct
Valid N	249	Mean	341.69
Minimum	277	Maximum	420
		2628	-1/.N=Not Applicable
		1	-9/.M=Missing
		471	SYSMIS/.
Name	A2WMAPS	Frequency	Code and Description
Label	A2: WM Applied Problems Standard Score	213	valid numeric value
Format	Num	Type	Construct
Valid N	213	Mean	83.09
Minimum	42	Maximum	121
		2628	-1/.N=Not Applicable
		7	-9/.M=Missing
		501	SYSMIS/.
Name	A2WMAPW	Frequency	Code and Description
Label	A2: WM Applied Problems W Score	243	valid numeric value
Format	Num	Type	Construct
Valid N	243	Mean	366.92
Minimum	318	Maximum	415
		2628	-1/.N=Not Applicable
		7	-9/.M=Missing
		471	SYSMIS/.
Name	A2WMLWR	Frequency	Code and Description
Label	A2: WM Letter Word Raw Score	246	valid numeric value
Format	Num	Type	Construct
Valid N	246	Mean	2.75
Minimum	0	Maximum	26
		2628	-1/.N=Not Applicable
		4	-9/.M=Missing
		471	SYSMIS/.
Name	A2WMAPR	Frequency	Code and Description
Label	A2: WM Applied Problems Raw Score	243	valid numeric value
Format	Num	Type	Construct
Valid N	243	Mean	5.20
Minimum	0	Maximum	14
		2628	-1/.N=Not Applicable
		7	-9/.M=Missing
		471	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A2WMSR	Frequency	Code and Description
Label	A2: WM Spelling Raw Score	249	valid numeric value
Format	Num	Type	Construct
Valid N	249	Mean	4.34
Minimum	0	Maximum	13
			2628 -1/.N=Not Applicable
			1 -9/.M=Missing
			471 SYSMIS/.
Name	A2EOWNC	Frequency	Code and Description
Label	A2: No Ceiling for EOWPVT	2875	0=No
Format	Num	Type	Construct
Valid N	2878	Mean	
Minimum		Maximum	
			3 1=Yes
			471 .=System Missing
Name	A2EOWPTR	Frequency	Code and Description
Label	A2: EOWPVT Raw Score	2878	valid numeric value
Format	Num	Type	Construct
Valid N	2878	Mean	32.82
Minimum	0	Maximum	76
			471 SYSMIS/.
Name	A2EOWPTS	Frequency	Code and Description
Label	A2: EOWPVT Standard Score(English norms)	2000	valid numeric value
Format	Num	Type	Construct
Valid N	2000	Mean	84.65
Minimum	45	Maximum	145
			863 -1/.N=Not Applicable
			15 -9/.M=Missing
			471 SYSMIS/.
Name	A2EOWSBS	Frequency	Code and Description
Label	A2: EOWPVT Standard Score(Bilingual norms)	675	valid numeric value
Format	Num	Type	Construct
Valid N	675	Mean	95.69
Minimum	45	Maximum	155
			2015 -1/.N=Not Applicable
			188 -9/.M=Missing
			471 SYSMIS/.
Name	A2ECMIRT	Frequency	Code and Description
Label	A2:IRT Subtest Score, ECLS-B items only	2852	valid numeric value
Format	Num	Type	Construct
Valid N	2852	Mean	9.57
Minimum	3.15	Maximum	25.85
			3 -1/.N=Not Applicable
			494 SYSMIS/.
Name	A2MATIRT	Frequency	Code and Description
Label	A2:IRT Score WJ Appld probs & ECLS-B Math	2852	valid numeric value
Format	Num	Type	Construct
Valid N	2852	Mean	17.96
Minimum	3.84	Maximum	49.07
			3 -1/.N=Not Applicable
			494 SYSMIS/.
Name	A2ECNSPR	Frequency	Code and Description
Label	A2:Profncy Prob 1-ECLS-B Math Num & Shape	2852	valid numeric value
Format	Num	Type	Construct
Valid N	2852	Mean	0.43
Minimum	0	Maximum	1
			3 -1/.N=Not Applicable
			494 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A2ECMATH	Frequency	Code and Description
Label	A2:ECLS-B Math Theta (ability estimate)	2122	valid negative number
Format	Num	Type	Construct
Valid N	2852	Mean	3 -1/.N=Not Applicable
Minimum		Maximum	494 SYSMIS/.

Name	A2ECMCNT	Frequency	Code and Description
Label	A2:ECLS-B Response to "count to 20" item	2806	valid numeric value
Format	Num	Type	Construct
Valid N	2806	Mean	11.00
Minimum	0	Maximum	20
			3 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			536 SYSMIS/.

Name	A2ECP2WT	Frequency	Code and Description
Label	A2:ECLS-B Math T Sc w/spring 10 par+ wgts	2852	valid numeric value
Format	Num	Type	Construct
Valid N	2852	Mean	49.45
Minimum	26.76	Maximum	89.38
			3 -1/.N=Not Applicable
			494 SYSMIS/.

Name	A2ECLIRT	Frequency	Code and Description
Label	A2:IRT Subtest Score, ECLS-B Letter-Sound items only	1400	valid numeric value
Format	Num	Type	Construct
Valid N	1400	Mean	1.46
Minimum	0.13	Maximum	9.62
			1949 SYSMIS/.

Name	A2LETIRT	Frequency	Code and Description
Label	A2:IRT Score WJ Letter-Word & ECLS-B Letter	1400	valid numeric value
Format	Num	Type	Construct
Valid N	1400	Mean	11.45
Minimum	6.17	Maximum	44.88
			1949 SYSMIS/.

Name	A2ECL2TW	Frequency	Code and Description
Label	A2:Letter Theta (ability estimate)	1161	valid negative number
Format	Num	Type	Construct
Valid N	1400	Mean	239
Minimum		Maximum	valid numeric value
			1949 SYSMIS/.

Name	A2ELP2WT	Frequency	Code and Description
Label	A2:ECLS-B Letter T Sc w/spring 10 par+ wgts	1400	valid numeric value
Format	Num	Type	Construct
Valid N	1400	Mean	49.73
Minimum	35.01	Maximum	90.44
			1949 SYSMIS/.

Name	A2LNGERR	Frequency	Code and Description
Label	A2: Child Assessed in Wrong Language	2878	0=No
Format	Num	Type	Construct
Valid N	2879	Mean	1 1=Yes
Minimum		Maximum	470 .=System Missing

Codebook for Child-Level PUF, continued

Name	A2SIMON	Frequency	Code and Description
Label	A2: Simon Says Score	2879	valid numeric value
Format	Num	Type	Construct
Valid N	2879	Mean	6.76
Minimum	0	Maximum	10
Name	A2LNGSCR	Frequency	Code and Description
Label	A2: Passed Language Screener	269	0=No
Format	Num	Type	Construct
Valid N	643	Mean	374 1=Yes
Minimum		Maximum	470 .=System Missing
			2236 -1/.N=Not Applicable
Name	A2ARTSHO	Frequency	Code and Description
Label	A2: Art Show Score	643	valid numeric value
Format	Num	Type	Construct
Valid N	643	Mean	2236 -1/.N=Not Applicable
Minimum	0	Maximum	470 SYSMIS/.
Name	A2SCREEN	Frequency	Code and Description
Label	A2: Language Screener Score	643	valid numeric value
Format	Num	Type	Construct
Valid N	643	Mean	2236 -1/.N=Not Applicable
Minimum	0	Maximum	470 SYSMIS/.
Name	A2PTTOT	Frequency	Code and Description
Label	A2: Number of Correct Taps	2181	valid numeric value
Format	Num	Type	Construct
Valid N	2181	Mean	1168 SYSMIS/.
Minimum	0	Maximum	16
Name	A2PTPCT	Frequency	Code and Description
Label	A2: Percentage of Time Child Correctly Taps	2181	valid numeric value
Format	Num	Type	Construct
Valid N	2181	Mean	1168 SYSMIS/.
Minimum	0	Maximum	100
Name	A3SOC	Frequency	Code and Description
Label	A3: Assessor reported sociability	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	1208 SYSMIS/.
Minimum	0	Maximum	15
Name	A3ACT	Frequency	Code and Description
Label	A3: Assessor reported activity level	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	1208 SYSMIS/.
Minimum	0	Maximum	12

Codebook for Child-Level PUF, continued

Name	A3ATT	Frequency	Code and Description
Label	A3: Assessor reported attention level	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	22.58
Minimum	0	Maximum	30
Name	A3ORG	Frequency	Code and Description
Label	A3: Assessor reported organization/impulse control	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	18.17
Minimum	0	Maximum	24
Name	A3CSR	Frequency	Code and Description
Label	A3: Letter Examiner Cognitive Social Raw Score	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	62.44
Minimum	0	Maximum	81
Name	A3CSIS	Frequency	Code and Description
Label	A3: Interpolated Leiter Examiner Cognit/Soc Standard Score	2127	0=No
Format	Num	Type	Construct
Valid N	2141	Mean	14 1=Yes
Minimum		Maximum	1208 .=System Missing
Name	A3CSS	Frequency	Code and Description
Label	A3: Letter Examiner Cognitive Social Standard Score	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	92.92
Minimum	40	Maximum	117
Name	A3HEIGHT	Frequency	Code and Description
Label	A3: Child Height Composite	2043	valid numeric value
Format	Num	Type	Construct
Valid N	2043	Mean	44.38
Minimum	37.01	Maximum	52.56
Name	A3WEIGHT	Frequency	Code and Description
Label	A3: Child Weight Composite	2043	valid numeric value
Format	Num	Type	Construct
Valid N	2043	Mean	47.50
Minimum	29.21	Maximum	95.9
Name	A3BMI	Frequency	Code and Description
Label	A3: Child BMI Composite	2043	valid numeric value
Format	Num	Type	Construct
Valid N	2043	Mean	16.84
Minimum	11.62	Maximum	27.4

Codebook for Child-Level PUF, continued

Name	A3BMICAT	Frequency	Code and Description
Label	A3: Child BMI Categories	52	1=Underweight
Format	Num	Type	Construct
Valid N	2043	Mean	1227 2=Normal weight
Minimum		Maximum	357 3=Overweight
			407 4=Obese
			1208 .=System Missing
			98 -9/.M=Not Ascertained
Name	A3PPVTNB	Frequency	Code and Description
Label	A3: No basal in PPVT-4	2132	0=No
Format	Num	Type	Construct
Valid N	2141	Mean	9 1=Yes
Minimum		Maximum	1208 .=System Missing
Name	A3PPVT4R	Frequency	Code and Description
Label	A3: PPVT-4 Raw Score	2132	valid numeric value
Format	Num	Type	Construct
Valid N	2132	Mean	74.04
Minimum	8	Maximum	146
			3 -9/.M=Missing
			1214 SYSMIS/.
Name	A3PPVT4S	Frequency	Code and Description
Label	A3: PPVT- 4 Standard Score	2132	valid numeric value
Format	Num	Type	Construct
Valid N	2132	Mean	89.25
Minimum	39	Maximum	134
			3 -9/.M=Missing
			1214 SYSMIS/.
Name	A3PPVT4W	Frequency	Code and Description
Label	A3: PPVT- 4 W (GSV)	2132	valid numeric value
Format	Num	Type	Construct
Valid N	2132	Mean	122.32
Minimum	60	Maximum	171
			3 -9/.M=Missing
			1214 SYSMIS/.
Name	A3TVIPNB	Frequency	Code and Description
Label	A3: No Basal Item in TVIP	539	0=No
Format	Num	Type	Construct
Valid N	690	Mean	151 1=Yes
Minimum		Maximum	1208 .=System Missing
			1451 -1/.N=Not Applicable
Name	A3TVIPR	Frequency	Code and Description
Label	A3: TVIP Raw Score	688	valid numeric value
Format	Num	Type	Construct
Valid N	688	Mean	28.71
Minimum	0	Maximum	76
			1451 -1/.N=Not Applicable
			2 -9/.M=Missing
			1208 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A3TVIPS	Frequency	Code and Description
Label	A3: A3: TVIP Standard Score	646	valid numeric value
Format	Num	Type	Construct
Valid N	646	Mean	87.89
Minimum	55	Maximum	131
		1451	-1/.N=Not Applicable
		44	-9/.M=Missing
		1208	SYSMIS/.
Name	A3CAGE	Frequency	Code and Description
Label	A3: Child Assessment Age in Months	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	65.37
Minimum	50	Maximum	80
		1208	SYSMIS/.
Name	A3WJLWW	Frequency	Code and Description
Label	A3: WJ Letter Word W Ability Score	2098	valid numeric value
Format	Num	Type	Construct
Valid N	2098	Mean	360.30
Minimum	276	Maximum	489
		33	-1/.N=Not Applicable
		10	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WJLWS	Frequency	Code and Description
Label	A3: WJ Letter Word Standard Score	2098	valid numeric value
Format	Num	Type	Construct
Valid N	2098	Mean	103.64
Minimum	51	Maximum	164
		33	-1/.N=Not Applicable
		10	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WJSW	Frequency	Code and Description
Label	A3: WJ Spelling W Score	2093	valid numeric value
Format	Num	Type	Construct
Valid N	2093	Mean	399.64
Minimum	287	Maximum	482
		33	-1/.N=Not Applicable
		13	-9/.M=Missing
		1210	SYSMIS/.
Name	A3WJSS	Frequency	Code and Description
Label	A3: WJ Spelling Standard Score	2093	valid numeric value
Format	Num	Type	Construct
Valid N	2093	Mean	100.54
Minimum	29	Maximum	148
		33	-1/.N=Not Applicable
		13	-9/.M=Missing
		1210	SYSMIS/.
Name	A3WJAPW	Frequency	Code and Description
Label	A3: WJ Applied Problems W Score	2078	valid numeric value
Format	Num	Type	Construct
Valid N	2078	Mean	409.56
Minimum	332	Maximum	481
		33	-1/.N=Not Applicable
		30	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WJAPS	Frequency	Code and Description
Label	A3: WJ Applied Problems Standard Score	2078	valid numeric value
Format	Num	Type	Construct
Valid N	2078	Mean	90.29
Minimum	30	Maximum	142
		33	-1/.N=Not Applicable
		30	-9/.M=Missing
		1208	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A3WJAW	Frequency	Code and Description
Label	A3: WJ Word Attack W Score	952	valid numeric value
Format	Num	Type	Construct
Valid N	952	Mean	435.60
Minimum	377	Maximum	510
		1159	-1/.N=Not Applicable
		30	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WJWAS	Frequency	Code and Description
Label	A3: WJ Word Attack Standard Score	952	valid numeric value
Format	Num	Type	Construct
Valid N	952	Mean	113.18
Minimum	69	Maximum	160
		1159	-1/.N=Not Applicable
		30	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WJLWR	Frequency	Code and Description
Label	A3: WJ Letter Word Raw Score	2104	valid numeric value
Format	Num	Type	Construct
Valid N	2104	Mean	13.64
Minimum	0	Maximum	47
		33	-1/.N=Not Applicable
		4	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WJAPR	Frequency	Code and Description
Label	A3: WJ Applied Problems Raw Score	2102	valid numeric value
Format	Num	Type	Construct
Valid N	2102	Mean	12.84
Minimum	0	Maximum	29
		33	-1/.N=Not Applicable
		6	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WJSR	Frequency	Code and Description
Label	A3: WJ Spelling Raw Score	2105	valid numeric value
Format	Num	Type	Construct
Valid N	2105	Mean	10.80
Minimum	0	Maximum	27
		33	-1/.N=Not Applicable
		1	-9/.M=Missing
		1210	SYSMIS/.
Name	A3WJWAR	Frequency	Code and Description
Label	A3: WJ Word Attack Raw Score	974	valid numeric value
Format	Num	Type	Construct
Valid N	974	Mean	4.68
Minimum	0	Maximum	25
		1159	-1/.N=Not Applicable
		8	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WMLWS	Frequency	Code and Description
Label	A3: WM Letter Word Standard Score	28	valid numeric value
Format	Num	Type	Construct
Valid N	28	Mean	92.32
Minimum	66	Maximum	146
		2111	-1/.N=Not Applicable
		2	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WMLWW	Frequency	Code and Description
Label	A3: WM Letter Word W Score	29	valid numeric value
Format	Num	Type	Construct
Valid N	29	Mean	326.10
Minimum	264	Maximum	460
		2111	-1/.N=Not Applicable
		1	-9/.M=Missing
		1208	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A3WMSS	Frequency	Code and Description
Label	A3: WM Spelling Standard Score	29	valid numeric value
Format	Num	Type	Construct
Valid N	29	Mean	93.38
Minimum	62	Maximum	135
			2111 -1/.N=Not Applicable
			1 -9/.M=Missing
			1208 SYSMIS/.

Name	A3WMSW	Frequency	Code and Description
Label	A3: WM Spelling W Score	29	valid numeric value
Format	Num	Type	Construct
Valid N	29	Mean	377.93
Minimum	308	Maximum	460
			2111 -1/.N=Not Applicable
			1 -9/.M=Missing
			1208 SYSMIS/.

Name	A3WMAPS	Frequency	Code and Description
Label	A3: WM Applied Problems Standard Score	28	valid numeric value
Format	Num	Type	Construct
Valid N	28	Mean	89.89
Minimum	69	Maximum	116
			2111 -1/.N=Not Applicable
			2 -9/.M=Missing
			1208 SYSMIS/.

Name	A3WMAPW	Frequency	Code and Description
Label	A3: WM Applied Problems W Score	29	valid numeric value
Format	Num	Type	Construct
Valid N	29	Mean	399.48
Minimum	318	Maximum	436
			2111 -1/.N=Not Applicable
			1 -9/.M=Missing
			1208 SYSMIS/.

Name	A3WMWAS	Frequency	Code and Description
Label	A3: WM Word Attack Total Standard Score	6	valid numeric value
Format	Num	Type	Construct
Valid N	6	Mean	126.50
Minimum	114	Maximum	145
			2135 -1/.N=Not Applicable
			1208 SYSMIS/.

Name	A3WMWAW	Frequency	Code and Description
Label	A3: WM Word Attack W Score	6	valid numeric value
Format	Num	Type	Construct
Valid N	6	Mean	460.50
Minimum	423	Maximum	508
			2135 -1/.N=Not Applicable
			1208 SYSMIS/.

Name	A3WMLWR	Frequency	Code and Description
Label	A3: WM Letter Word Raw Score	29	valid numeric value
Format	Num	Type	Construct
Valid N	29	Mean	7.59
Minimum	0	Maximum	38
			2111 -1/.N=Not Applicable
			1 -9/.M=Missing
			1208 SYSMIS/.

Name	A3WMAPR	Frequency	Code and Description
Label	A3: WM Applied Problems Raw score	29	valid numeric value
Format	Num	Type	Construct
Valid N	29	Mean	10.79
Minimum	0	Maximum	19
			2111 -1/.N=Not Applicable
			1 -9/.M=Missing
			1208 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A3WMSR	Frequency	Code and Description
Label	A3: WM Spelling Raw score	29	valid numeric value
Format	Num	Type	Construct
Valid N	29	Mean	8.24
Minimum	2	Maximum	21
		2111	-1/.N=Not Applicable
		1	-9/.M=Missing
		1208	SYSMIS/.
Name	A3WMWAR	Frequency	Code and Description
Label	A3: WM Word Attack Total Raw Score	6	valid numeric value
Format	Num	Type	Construct
Valid N	6	Mean	8.50
Minimum	3	Maximum	24
		2135	-1/.N=Not Applicable
		1208	SYSMIS/.
Name	A3EOWPTR	Frequency	Code and Description
Label	A3: EOWPVT Total Raw Score	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	43.01
Minimum	0	Maximum	84
		1208	SYSMIS/.
Name	A3EOWPTS	Frequency	Code and Description
Label	A3: EOWPVT Standard Score(English norms)	2135	valid numeric value
Format	Num	Type	Construct
Valid N	2135	Mean	83.28
Minimum	45	Maximum	133
		6	-9/.M=Missing
		1208	SYSMIS/.
Name	A3EOWSBS	Frequency	Code and Description
Label	A3: EOWPVT-SBE Standard Score (Bilingual Norms)	689	valid numeric value
Format	Num	Type	Construct
Valid N	689	Mean	100.40
Minimum	45	Maximum	155
		1451	-1/.N=Not Applicable
		1	-9/.M=Missing
		1208	SYSMIS/.
Name	A3SIMON	Frequency	Code and Description
Label	A3: Simon Says Score	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	8.50
Minimum	0	Maximum	10
		1208	SYSMIS/.
Name	A3LNGSCR	Frequency	Code and Description
Label	A3: Passed Language Screener	34	0=No
Format	Num	Type	Construct
Valid N	232	Mean	198
Minimum		Maximum	198
			1=Yes
		1208	.=System Missing
		1909	-1/.N=Not Applicable
Name	A3ARTSHO	Frequency	Code and Description
Label	A3: Art Show Score	232	valid numeric value
Format	Num	Type	Construct
Valid N	232	Mean	5.76
Minimum	0	Maximum	10
		1909	-1/.N=Not Applicable
		1208	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A3SCREEN	Frequency	Code and Description
Label	A3: Language Screener Score	232	valid numeric value
Format	Num	Type	Construct
Valid N	232	Mean	10.96
Minimum	0	Maximum	20
Name	A3PTTOT	Frequency	Code and Description
Label	A3: Number of Correct Taps	2130	valid numeric value
Format	Num	Type	Construct
Valid N	2130	Mean	11.63
Minimum	0	Maximum	16
Name	A3PTPCT	Frequency	Code and Description
Label	A3: Percentage of Time Child Correctly Taps	2130	valid numeric value
Format	Num	Type	Construct
Valid N	2130	Mean	72.69
Minimum	0	Maximum	100
Name	A3ECMIRT	Frequency	Code and Description
Label	A3:IRT Subtest Score, ECLS-B items only	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	15.44
Minimum	2.27	Maximum	28.01
Name	A3MATIRT	Frequency	Code and Description
Label	A3:IRT Score WJ Appld probs & ECLS-B Math	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	29.61
Minimum	2.37	Maximum	53.06
Name	A3ECMCNT	Frequency	Code and Description
Label	A3:ECLS-B Response to "count to 20" item	2126	valid numeric value
Format	Num	Type	Construct
Valid N	2126	Mean	15.17
Minimum	0	Maximum	20
Name	A3ECMATH	Frequency	Code and Description
Label	A3:ECLS-B Math Theta (ability estimate)	3	-3.7301
Format	Num	Type	Construct
Valid N	2141	Mean	-3.3621
Minimum		Maximum	-3.3531
			542 valid negative number
			1593 valid numeric value
			1208 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A3ECNSPR	Frequency	Code and Description
Label	A3:Prfncy Prob 1-ECLS_B Math Num & Shape	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	0.81
Minimum	0	Maximum	1
Name	A3ECP3WT	Frequency	Code and Description
Label	A3:ECLS-B Math T Sc w/spring 11 par+ wgts	2141	valid numeric value
Format	Num	Type	Construct
Valid N	2141	Mean	49.81
Minimum	4.07	Maximum	85.18
Name	A3ECLIRT	Frequency	Code and Description
Label	A3:IRT Subtest Score, ECLS-B Letter-Sound items only	1840	valid numeric value
Format	Num	Type	Construct
Valid N	1840	Mean	4.64
Minimum	0	Maximum	9.89
Name	A3LETIRT	Frequency	Code and Description
Label	A3:IRT Score WJ Letter-Word & ECLS-B Letter	1840	valid numeric value
Format	Num	Type	Construct
Valid N	1840	Mean	20.28
Minimum	0.27	Maximum	51.21
Name	A3ECLETW	Frequency	Code and Description
Label	A3:ECLS-B Letter Theta (ability estimate)	33	-5.0705
Format	Num	Type	Construct
Valid N	1840	Mean	1139
Minimum		Maximum	1509
Name	A3ELP3WT	Frequency	Code and Description
Label	A3:ECLS-B Letter T Sc w/spring 11 par+ wgts	1840	valid numeric value
Format	Num	Type	Construct
Valid N	1840	Mean	49.75
Minimum	0.03	Maximum	69.5
Name	A4SOC	Frequency	Code and Description
Label	A4: Assessor reported sociability	934	valid numeric value
Format	Num	Type	Construct
Valid N	934	Mean	12.90
Minimum	0	Maximum	15
Name	A4ACT	Frequency	Code and Description
Label	A4: Assessor reported activity level	934	valid numeric value
Format	Num	Type	Construct
Valid N	934	Mean	8.98
Minimum	0	Maximum	12

Codebook for Child-Level PUF, continued

Name	A4ATT	Frequency	Code and Description
Label	A4: Assessor reported attention level	934	valid numeric value
Format	Num	Type	Construct
Valid N	934	Mean	23.01
Minimum	0	Maximum	30
		1220	-1/.N=Not Applicable
		1	-9/.M=Missing
		1194	SYSMIS/.
Name	A4ORG	Frequency	Code and Description
Label	A4: Assessor reported organization/impulse control	934	valid numeric value
Format	Num	Type	Construct
Valid N	934	Mean	18.77
Minimum	0	Maximum	24
		1220	-1/.N=Not Applicable
		1	-9/.M=Missing
		1194	SYSMIS/.
Name	A4CSR	Frequency	Code and Description
Label	A4: Leiter Examiner Cognitive Social Raw Score	934	valid numeric value
Format	Num	Type	Construct
Valid N	934	Mean	63.65
Minimum	0	Maximum	81
		1220	-1/.N=Not Applicable
		1195	SYSMIS/.
Name	A4CSIS	Frequency	Code and Description
Label	A4: Interpolated Leiter Examiner Cognit/Soc Standard Score	931	0=No
Format	Num	Type	Construct
Valid N	935	Mean	4
Minimum		Maximum	1=Yes
		1194	.=System Missing
		1220	-1/.N=Not Applicable
Name	A4CSS	Frequency	Code and Description
Label	A4: Leiter Examiner Cognitive Social Standard Score	934	valid numeric value
Format	Num	Type	Construct
Valid N	934	Mean	93.71
Minimum	40	Maximum	117
		1220	-1/.N=Not Applicable
		1195	SYSMIS/.
Name	A4HEIGHT	Frequency	Code and Description
Label	A4: Child Height Composite	900	valid numeric value
Format	Num	Type	Construct
Valid N	900	Mean	45.98
Minimum	39.37	Maximum	51.97
		1220	-1/.N=Not Applicable
		35	-9/.M=Missing
		1194	SYSMIS/.
Name	A4WEIGHT	Frequency	Code and Description
Label	A4: Child Weight Composite	900	valid numeric value
Format	Num	Type	Construct
Valid N	900	Mean	50.69
Minimum	31.42	Maximum	92.37
		1220	-1/.N=Not Applicable
		35	-9/.M=Missing
		1194	SYSMIS/.
Name	A4BMI	Frequency	Code and Description
Label	A4: Child BMI Composite	900	valid numeric value
Format	Num	Type	Construct
Valid N	900	Mean	16.76
Minimum	12.02	Maximum	28.38
		1220	-1/.N=Not Applicable
		35	-9/.M=Missing
		1194	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A4BMICAT	Frequency	Code and Description
Label	A4: Child BMI Categories	32	1=Underweight
Format	Num	Type	Construct
Valid N	900	Mean	551 2=Normal weight
Minimum		Maximum	167 3=Overweight
			150 4=Obese
			1194 .=System Missing
			1220 -1/.N=Not Applicable
			35 -9/.M=Not Ascertained
Name	A4PPVTNB	Frequency	Code and Description
Label	A4: No basal in PPVT-4	935	valid numeric value
Format	Num	Type	Construct
Valid N	935	Mean	0.00
Minimum	0	Maximum	1
			1220 -1/.N=Not Applicable
			1194 SYSMIS/.
Name	A4PPVTNC	Frequency	Code and Description
Label	A4: No ceiling but have basal in PPVT-4	935	valid numeric value
Format	Num	Type	Construct
Valid N	935	Mean	0.00
Minimum	0	Maximum	1
			1220 -1/.N=Not Applicable
			1194 SYSMIS/.
Name	A4PPVT4R	Frequency	Code and Description
Label	A4: PPVT-4 Raw Score	933	valid numeric value
Format	Num	Type	Construct
Valid N	933	Mean	87.89
Minimum	8	Maximum	150
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1194 SYSMIS/.
Name	A4PPVT4S	Frequency	Code and Description
Label	A4: PPVT- 4 Standard Score	933	valid numeric value
Format	Num	Type	Construct
Valid N	933	Mean	91.47
Minimum	33	Maximum	134
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1194 SYSMIS/.
Name	A4PPVT4W	Frequency	Code and Description
Label	A4: PPVT- 4 W (GSV) Score	933	valid numeric value
Format	Num	Type	Construct
Valid N	933	Mean	132.02
Minimum	60	Maximum	174
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1194 SYSMIS/.
Name	A4TVIPNB	Frequency	Code and Description
Label	A4: No Basal Item in TVIP	240	0=No
Format	Num	Type	Construct
Valid N	287	Mean	47 1=Yes
Minimum		Maximum	
			1194 .=System Missing
			1868 -1/.N=Not Applicable

Codebook for Child-Level PUF, continued

Name	A4TVIPR	Frequency	Code and Description
Label	A4: TVIP Raw Score	286	valid numeric value
Format	Num	Type	Construct
Valid N	286	Mean	34.01
Minimum	1	Maximum	66
		1868	-1/.N=Not Applicable
		1	-9/.M=Missing
		1194	SYSMIS/.
Name	A4TVIPS	Frequency	Code and Description
Label	A4: TVIP Standard Score	265	valid numeric value
Format	Num	Type	Construct
Valid N	265	Mean	88.81
Minimum	55	Maximum	124
		1868	-1/.N=Not Applicable
		22	-9/.M=Missing
		1194	SYSMIS/.
Name	A4CAGE	Frequency	Code and Description
Label	A4: Child Assessment Age in Months	935	valid numeric value
Format	Num	Type	Construct
Valid N	935	Mean	72.61
Minimum	63	Maximum	80
		1220	-1/.N=Not Applicable
		1194	SYSMIS/.
Name	A4WJLWW	Frequency	Code and Description
Label	A4: WJ Letter Word W Ability Score	931	valid numeric value
Format	Num	Type	Construct
Valid N	931	Mean	390.90
Minimum	293	Maximum	473
		1223	-1/.N=Not Applicable
		1	-9/.M=Missing
		1194	SYSMIS/.
Name	A4WJLWS	Frequency	Code and Description
Label	A4: WJ Letter Word Standard Score	931	valid numeric value
Format	Num	Type	Construct
Valid N	931	Mean	107.35
Minimum	64	Maximum	153
		1223	-1/.N=Not Applicable
		1	-9/.M=Missing
		1194	SYSMIS/.
Name	A4WJSW	Frequency	Code and Description
Label	A4: WJ Spelling W Score	931	valid numeric value
Format	Num	Type	Construct
Valid N	931	Mean	425.94
Minimum	287	Maximum	478
		1223	-1/.N=Not Applicable
		1	-9/.M=Missing
		1194	SYSMIS/.
Name	A4WJSS	Frequency	Code and Description
Label	A4: WJ Spelling Standard Score	931	valid numeric value
Format	Num	Type	Construct
Valid N	931	Mean	106.10
Minimum	30	Maximum	145
		1223	-1/.N=Not Applicable
		1	-9/.M=Missing
		1194	SYSMIS/.
Name	A4WJAPW	Frequency	Code and Description
Label	A4: WJ Applied Problems W Score	925	valid numeric value
Format	Num	Type	Construct
Valid N	925	Mean	426.62
Minimum	332	Maximum	481
		1223	-1/.N=Not Applicable
		7	-9/.M=Missing
		1194	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A4WJAPS	Frequency	Code and Description
Label	A4: WJ Applied Problems Standard Score	925	valid numeric value
Format	Num	Type	Construct
Valid N	925	Mean	93.73
Minimum	33	Maximum	134
		1223	-1/.N=Not Applicable
		7	-9/.M=Missing
		1194	SYSMIS/.
Name	A4WJWAW	Frequency	Code and Description
Label	A4: WJ Word Attack W Score	911	valid numeric value
Format	Num	Type	Construct
Valid N	911	Mean	440.36
Minimum	377	Maximum	510
		1223	-1/.N=Not Applicable
		21	-9/.M=Missing
		1194	SYSMIS/.
Name	A4WJWAS	Frequency	Code and Description
Label	A4: WJ Word Attack Standard Score	911	valid numeric value
Format	Num	Type	Construct
Valid N	911	Mean	113.45
Minimum	67	Maximum	152
		1223	-1/.N=Not Applicable
		21	-9/.M=Missing
		1194	SYSMIS/.
Name	A4WJLWR	Frequency	Code and Description
Label	A4: WJ Letter Word Raw Score	932	valid numeric value
Format	Num	Type	Construct
Valid N	932	Mean	20.14
Minimum	0	Maximum	42
		1223	-1/.N=Not Applicable
		1194	SYSMIS/.
Name	A4WJAPR	Frequency	Code and Description
Label	A4: WJ Applied Problems Raw Score	932	valid numeric value
Format	Num	Type	Construct
Valid N	932	Mean	16.70
Minimum	0	Maximum	29
		1223	-1/.N=Not Applicable
		1194	SYSMIS/.
Name	A4WJSR	Frequency	Code and Description
Label	A4: WJ Spelling Raw Score	932	valid numeric value
Format	Num	Type	Construct
Valid N	932	Mean	14.47
Minimum	0	Maximum	26
		1223	-1/.N=Not Applicable
		1194	SYSMIS/.
Name	A4WJWAR	Frequency	Code and Description
Label	A4: WJ Word Attack Raw Score	922	valid numeric value
Format	Num	Type	Construct
Valid N	922	Mean	5.04
Minimum	0	Maximum	25
		1223	-1/.N=Not Applicable
		10	-9/.M=Missing
		1194	SYSMIS/.
Name	A4WMLWS	Frequency	Code and Description
Label	A4: WM Letter Word Standard Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	155.00
Minimum	101	Maximum	188
		2152	-1/.N=Not Applicable
		1194	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A4WMLWW	Frequency	Code and Description
Label	A4: WM Letter Word W Ability Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	501.67
Minimum	354	Maximum	588
Name	A4WMSS	Frequency	Code and Description
Label	A4: WM Spelling Standard Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	130.67
Minimum	119	Maximum	137
Name	A4WMSW	Frequency	Code and Description
Label	A4: WM Spelling W Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	459.33
Minimum	432	Maximum	475
Name	A4WMAPS	Frequency	Code and Description
Label	A4: WM Applied Problems Standard Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	88.33
Minimum	78	Maximum	100
Name	A4WMAPW	Frequency	Code and Description
Label	A4: WM Applied Problems W Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	416.33
Minimum	403	Maximum	427
Name	A4WMWAS	Frequency	Code and Description
Label	A4: WM Word Attack Standard Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	150.67
Minimum	116	Maximum	169
Name	A4WMWAW	Frequency	Code and Description
Label	A4: WM Word Attack W Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	504.33
Minimum	423	Maximum	545
Name	A4WMLWR	Frequency	Code and Description
Label	A4: WM Letter Word Raw Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	53.33
Minimum	12	Maximum	76

Codebook for Child-Level PUF, continued

Name	A4WMAPR	Frequency	Code and Description
Label	A4: WM Applied Problems Raw score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	14.33
Minimum	11	Maximum	17
Name	A4WMSR	Frequency	Code and Description
Label	A4: WM Spelling Raw score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	21.33
Minimum	15	Maximum	25
Name	A4WMWAR	Frequency	Code and Description
Label	A4: WM Word Attack Raw Score	3	valid numeric value
Format	Num	Type	Construct
Valid N	3	Mean	23.67
Minimum	3	Maximum	34
Name	A4WMLWNC	Frequency	Code and Description
Label	A4: No Ceiling in WM Letter Word	1	0=No
Format	Num	Type	Construct
Valid N	3	Mean	.
Minimum		Maximum	
Name	A4WMWANC	Frequency	Code and Description
Label	A4: No Ceiling in WM Word Attack	1	0=No
Format	Num	Type	Construct
Valid N	3	Mean	.
Minimum		Maximum	
Name	A4EOWPTR	Frequency	Code and Description
Label	A4: EOWPVT Raw Score	935	valid numeric value
Format	Num	Type	Construct
Valid N	935	Mean	50.22
Minimum	0	Maximum	87
Name	A4EOWPTS	Frequency	Code and Description
Label	A4: EOWPVT Standard Score(English norms)	933	valid numeric value
Format	Num	Type	Construct
Valid N	933	Mean	85.70
Minimum	45	Maximum	125
Name	A4EOWSBS	Frequency	Code and Description
Label	A4: EOWPVT Standard Score(Bilingual norms)	286	valid numeric value
Format	Num	Type	Construct
Valid N	286	Mean	103.50
Minimum	45	Maximum	145

Codebook for Child-Level PUF, continued

Name	A4SIMON	Frequency	Code and Description
Label	A4: Simon Says Score	935	valid numeric value
Format	Num	Type	Construct
Valid N	935	Mean	9.29
Minimum	0	Maximum	10
Name	A4LNGSCR	Frequency	Code and Description
Label	A4: Passed Language Screener	3	0=No
Format	Num	Type	Construct
Valid N	24	Mean	1194 .=-System Missing
Minimum		Maximum	2131 -1/.N=Not Applicable
Name	A4ARTSHO	Frequency	Code and Description
Label	A4: Art Show Score	24	valid numeric value
Format	Num	Type	Construct
Valid N	24	Mean	5.21
Minimum	0	Maximum	10
Name	A4SCREEN	Frequency	Code and Description
Label	A4: Language Screener Score	24	valid numeric value
Format	Num	Type	Construct
Valid N	24	Mean	11.92
Minimum	0	Maximum	20
Name	A4PTTOT	Frequency	Code and Description
Label	A4: Number of Correct Taps	933	valid numeric value
Format	Num	Type	Construct
Valid N	933	Mean	13.94
Minimum	0	Maximum	16
Name	A4PTPCT	Frequency	Code and Description
Label	A4: Percentage of Time Child Correctly Taps	933	valid numeric value
Format	Num	Type	Construct
Valid N	933	Mean	87.10
Minimum	0	Maximum	100
Name	A4ECMIRT	Frequency	Code and Description
Label	A4:IRT Subtest Score, ECLS-B items only	935	valid numeric value
Format	Num	Type	Construct
Valid N	935	Mean	19.80
Minimum	3.61	Maximum	27.75
Name	A4MATIRT	Frequency	Code and Description
Label	A4:IRT Scale Score, WJ Appld Probs &ECLS-B Math	935	valid numeric value
Format	Num	Type	Construct
Valid N	935	Mean	37.88
Minimum	4.75	Maximum	52.6

Codebook for Child-Level PUF, continued

Name	A4ECMCNT	Frequency	Code and Description
Label	A4:ECLS-B Response to "count to 20" item	932	valid numeric value
Format	Num	Type	Construct
Valid N	932	Mean	17.37
Minimum	1	Maximum	20
Name	A4ECMATH	Frequency	Code and Description
Label	A4:ECLS-B Math Theta (ability estimate)	31	valid negative number
Format	Num	Type	Construct
Valid N	935	Mean	1220 -1/.N=Not Applicable
Minimum		Maximum	1194 SYSMIS/.
Name	A4ECNSPR	Frequency	Code and Description
Label	A4:Profncy Prob 1-ECLS-B Math Num & Shape	935	valid numeric value
Format	Num	Type	Construct
Valid N	935	Mean	0.96
Minimum	0	Maximum	1
Name	A4ECP4WT	Frequency	Code and Description
Label	A4:ECLS-B Math T Sc w/spring 12 par+ wgts	935	valid numeric value
Format	Num	Type	Construct
Valid N	935	Mean	50.25
Minimum	3.29	Maximum	80.38
Name	A4ECLIRT	Frequency	Code and Description
Label	A4:IRT Subtest Score, ECLS-B Letter-Sound items only	907	valid numeric value
Format	Num	Type	Construct
Valid N	907	Mean	7.49
Minimum	0.22	Maximum	9.83
Name	A4LETIRT	Frequency	Code and Description
Label	A4:IRT Score, WJ Letter-Word & ECLS-B Letter	907	valid numeric value
Format	Num	Type	Construct
Valid N	907	Mean	28.96
Minimum	7.25	Maximum	49.58
Name	A4ECLETW	Frequency	Code and Description
Label	A4:ECLS-B Letter Theta (ability estimate)	45	valid negative number
Format	Num	Type	Construct
Valid N	907	Mean	862 valid numeric value
Minimum		Maximum	1220 -1/.N=Not Applicable
			1222 SYSMIS/.
Name	A4ELP4WT	Frequency	Code and Description
Label	A4:ECLS-B letter T Sc w/spring 12 par+ wgts	907	valid numeric value
Format	Num	Type	Construct
Valid N	907	Mean	50.02
Minimum	8.59	Maximum	73.44

Codebook for Child-Level PUF, continued

Name	R1SSRS	Frequency	Code and Description
Label	R1:Teacher reported social skills score	3250	valid numeric value
Format	Num	Type	Construct
Valid N	3250	Mean	15.06
Minimum	0	Maximum	24
Name	R1BAGGR	Frequency	Code and Description
Label	R1:Teacher reprtd behavior probs-disrupt aggress score	3251	valid numeric value
Format	Num	Type	Construct
Valid N	3251	Mean	1.52
Minimum	0	Maximum	8
Name	R1BWTH	Frequency	Code and Description
Label	R1:Teacher reported behavior probs-withdrawn score	3251	valid numeric value
Format	Num	Type	Construct
Valid N	3251	Mean	1.49
Minimum	0	Maximum	12
Name	R1TPELS	Frequency	Code and Description
Label	R1:Teacher reported child literacy behaviors	3252	valid numeric value
Format	Num	Type	Construct
Valid N	3252	Mean	2.72
Minimum	0	Maximum	7
Name	R1APROCH	Frequency	Code and Description
Label	R1:Teacher reported approaches to learning	3250	valid numeric value
Format	Num	Type	Construct
Valid N	3250	Mean	1.62
Minimum	0	Maximum	3
Name	R1BHYPE2	Frequency	Code and Description
Label	R1:Teachr reprtd behav probs-hyperactive score(Westat)	3251	valid numeric value
Format	Num	Type	Construct
Valid N	3251	Mean	1.43
Minimum	0	Maximum	6
Name	R1BPROB2	Frequency	Code and Description
Label	R1:Teacher reported behavior probs-total score(Westat)	3251	valid numeric value
Format	Num	Type	Construct
Valid N	3251	Mean	4.84
Minimum	0	Maximum	27
Name	R2SSRS	Frequency	Code and Description
Label	R2: Teacher reported social skills score	2900	valid numeric value
Format	Num	Type	Construct
Valid N	2900	Mean	17.22
Minimum	0	Maximum	24

Codebook for Child-Level PUF, continued

Name	R2BAGGR	Frequency	Code and Description
Label	R2:Teacher reprtd behavior probs-disrupt/aggres score	2906	valid numeric value
Format	Num	Type	Construct
Valid N	2906	Mean	1.42
Minimum	0	Maximum	8
Name	R2BHYPE2	Frequency	Code and Description
Label	R2:Teacher reprtd beh probs-hyperactive score(Westat)	2905	valid numeric value
Format	Num	Type	Construct
Valid N	2905	Mean	1.24
Minimum	0	Maximum	6
Name	R2BWITH	Frequency	Code and Description
Label	R2:Teacher reported behavior probs-withdrawn score	2906	valid numeric value
Format	Num	Type	Construct
Valid N	2906	Mean	1.36
Minimum	0	Maximum	12
Name	R2BPROB2	Frequency	Code and Description
Label	R2:Teacher reported behavior probs-total score(Westat)	2906	valid numeric value
Format	Num	Type	Construct
Valid N	2906	Mean	4.31
Minimum	0	Maximum	28
Name	R2TPELS	Frequency	Code and Description
Label	R2:Teacher reported child literacy behaviors	2906	valid numeric value
Format	Num	Type	Construct
Valid N	2906	Mean	4.57
Minimum	0	Maximum	7
Name	R2APROCH	Frequency	Code and Description
Label	R2:Teacher reported approaches to learning	2905	valid numeric value
Format	Num	Type	Construct
Valid N	2905	Mean	1.87
Minimum	0	Maximum	3
Name	R3SSRS	Frequency	Code and Description
Label	R3:Teacher reported social skills score	1124	valid numeric value
Format	Num	Type	Construct
Valid N	1124	Mean	18.62
Minimum	0	Maximum	24
Name	R3BAGGR	Frequency	Code and Description
Label	R3:Teacher reported behavior problems-disrupt aggress score	1125	valid numeric value
Format	Num	Type	Construct
Valid N	1125	Mean	1.22
Minimum	0	Maximum	8

Codebook for Child-Level PUF, continued

Name	R3BHYPE2	Frequency	Code and Description
Label	R3:Teacher reported behavior probs-hyperactive Westat	1125	valid numeric value
Format	Num	Type	Construct
Valid N	1125	Mean	1.07
Minimum	0	Maximum	6
Name	R3BWITH	Frequency	Code and Description
Label	R3:Teacher reported behavior probs-withdrawn score	1125	valid numeric value
Format	Num	Type	Construct
Valid N	1125	Mean	1.18
Minimum	0	Maximum	11
Name	R3BPROB2	Frequency	Code and Description
Label	R3:Teacher reported behavior probs-total score Westat	1125	valid numeric value
Format	Num	Type	Construct
Valid N	1125	Mean	3.69
Minimum	0	Maximum	21
Name	R3TPELS	Frequency	Code and Description
Label	R3:Teacher reported child literacy behaviors	1124	valid numeric value
Format	Num	Type	Construct
Valid N	1124	Mean	5.68
Minimum	0	Maximum	7
Name	R3APROCH	Frequency	Code and Description
Label	R3:Teacher reported approaches to learning	1124	valid numeric value
Format	Num	Type	Construct
Valid N	1124	Mean	2.10
Minimum	0	Maximum	3
Name	KR3SSRS	Frequency	Code and Description
Label	KR3:Teacher reported social skills score	832	valid numeric value
Format	Num	Type	Construct
Valid N	832	Mean	17.71
Minimum	2	Maximum	24
Name	KR3BAGGR	Frequency	Code and Description
Label	KR3:Teacher reported behavior problems-disrupt aggress score	832	valid numeric value
Format	Num	Type	Construct
Valid N	832	Mean	1.44
Minimum	0	Maximum	8
Name	KR3BHYP2	Frequency	Code and Description
Label	KR3:Teacher reported behavior probs-hyperactive Westat	832	valid numeric value
Format	Num	Type	Construct
Valid N	832	Mean	1.53
Minimum	0	Maximum	6

Codebook for Child-Level PUF, continued

Name	KR3BWITH	Frequency	Code and Description
Label	KR3:Teacher reported behavior probs-withdrawn score	832	valid numeric value
Format	Num	Type	Construct
Valid N	832	Mean	1.69
Minimum	0	Maximum	12
Name	KR3BPRB2	Frequency	Code and Description
Label	KR3:Teacher reported behavior probs-total score Westat	832	valid numeric value
Format	Num	Type	Construct
Valid N	832	Mean	5.01
Minimum	0	Maximum	28
Name	KR3APRCH	Frequency	Code and Description
Label	KR3:Teacher reported approaches to learning	832	valid numeric value
Format	Num	Type	Construct
Valid N	832	Mean	1.85
Minimum	0	Maximum	3
Name	KR4SSRS	Frequency	Code and Description
Label	KR4:Teacher reported social skills score	892	valid numeric value
Format	Num	Type	Construct
Valid N	892	Mean	17.78
Minimum	0	Maximum	24
Name	KR4BAGGR	Frequency	Code and Description
Label	KR4:Teacher reported behavior problems-disrupt aggress score	892	valid numeric value
Format	Num	Type	Construct
Valid N	892	Mean	1.44
Minimum	0	Maximum	8
Name	KR4BHYP2	Frequency	Code and Description
Label	KR4:Teacher reported behavior probs-hyperactive Westat	892	valid numeric value
Format	Num	Type	Construct
Valid N	892	Mean	1.51
Minimum	0	Maximum	6
Name	KR4BWITH	Frequency	Code and Description
Label	KR4:Teacher reported behavior probs-withdrawn score	892	valid numeric value
Format	Num	Type	Construct
Valid N	892	Mean	1.58
Minimum	0	Maximum	11

Codebook for Child-Level PUF, continued

Name	KR4BPRB2	Frequency	Code and Description
Label	KR4:Teacher reported behavior probs-total score Westat	892	valid numeric value
Format	Num	Type	Construct
Valid N	892	Mean	4.87
Minimum	0	Maximum	26
Name	KR4APRCH	Frequency	Code and Description
Label	KR4:Teacher reported approaches to learning	892	valid numeric value
Format	Num	Type	Construct
Valid N	892	Mean	1.89
Minimum	0	Maximum	3
Name	P1PELS	Frequency	Code and Description
Label	P1:Parent reported Emergent Literacy Scale	3119	valid numeric value
Format	Num	Type	Construct
Valid N	3119	Mean	2.35
Minimum	0	Maximum	5
Name	P1PSSPAL	Frequency	Code and Description
Label	P1:Parent reprtd social skills/pos apprches to lring	3120	valid numeric value
Format	Num	Type	Construct
Valid N	3120	Mean	11.99
Minimum	3	Maximum	16
Name	P1PBEPRB	Frequency	Code and Description
Label	P1:Parent reported total behavior problems index	3115	valid numeric value
Format	Num	Type	Construct
Valid N	3115	Mean	5.52
Minimum	0	Maximum	24
Name	P2PELS	Frequency	Code and Description
Label	P2: Parent reported Emergent Literacy Scale	2593	valid numeric value
Format	Num	Type	Construct
Valid N	2593	Mean	3.51
Minimum	0	Maximum	5
Name	P2PSSPAL	Frequency	Code and Description
Label	P2:Parent reprtd social skills/pos apprches to lring	2601	valid numeric value
Format	Num	Type	Construct
Valid N	2601	Mean	12.35
Minimum	2	Maximum	16
Name	P2PBEPRB	Frequency	Code and Description
Label	P2: Parent reported total behavior problems index	2595	valid numeric value
Format	Num	Type	Construct
Valid N	2595	Mean	5.35
Minimum	0	Maximum	24

Codebook for Child-Level PUF, continued

Name	P3PELS	Frequency	Code and Description
Label	P3:Parent reported Emergent Literacy Scale	958	valid numeric value
Format	Num	Type	Construct
Valid N	958	Mean	4.22
Minimum	0	Maximum	5
Name	P3PSSPAL	Frequency	Code and Description
Label	P3:Parent reported social skills/pos approaches to learning	1916	valid numeric value
Format	Num	Type	Construct
Valid N	1916	Mean	12.79
Minimum	2	Maximum	16
Name	P3PBEPRB	Frequency	Code and Description
Label	P3:Parent reported total behavior problems index	1916	valid numeric value
Format	Num	Type	Construct
Valid N	1916	Mean	5.26
Minimum	0	Maximum	24
Name	P4PSSPAL	Frequency	Code and Description
Label	P4:Parent reported social skills/pos approaches to learning	896	valid numeric value
Format	Num	Type	Construct
Valid N	896	Mean	13.04
Minimum	1	Maximum	16
Name	P4PBEPRB	Frequency	Code and Description
Label	P4:Parent reported total behavior problems index	895	valid numeric value
Format	Num	Type	Construct
Valid N	895	Mean	5.00
Minimum	0	Maximum	22
Name	Pn_first	Frequency	Code and Description
Label	Pn: Source round of "Pn" variables (1=F09,2=S10,3=S11,4=S12)	3120	1=Fall 2009
Format	Num	Type	Construct
Valid N	3255	Mean	107
Minimum		Maximum	24
			24 3=Spring 2011
			4 4=Spring 2012
			94 -9/.M=Missing:noPI
Name	P1FHHLNG	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1HHLANG Flag	3108	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	119
Minimum		Maximum	122
			122 .=System Missing
Name	P1FHHRTO	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1HHRTIO Flag	2487	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	740
Minimum		Maximum	122
			122 .=System Missing

Codebook for Child-Level PUF, continued

Name	P1FMARTL	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1MARITL Flag	2911	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	316 1=Revised
Minimum		Maximum	122 .=System Missing
Name	P1FMOMED	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1MOMED Flag	3132	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	95 1=Revised
Minimum		Maximum	122 .=System Missing
Name	P1FDADED	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1DADED Flag	3171	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	56 1=Revised
Minimum		Maximum	122 .=System Missing
Name	P1FMAGE	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1MAGE Flag	3087	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	140 1=Revised
Minimum		Maximum	122 .=System Missing
Name	P1FFAGE	Frequency	Code and Description
Label	P1: Revised Fall 2009 P1FAGE Flag	3075	0=Not Revised
Format	Num	Type	Construct
Valid N	3227	Mean	152 1=Revised
Minimum		Maximum	122 .=System Missing
Name	P1RHHLNG	Frequency	Code and Description
Label	P1: Primary Language Spoken to Child	2272	0=English
Format	Num	Type	Construct
Valid N	3227	Mean	955 1=Non-English
Minimum		Maximum	122 .=System Missing
Name	P1RHHRTO	Frequency	Code and Description
Label	P1: Household Dependence Ratio	3227	valid numeric value
Format	Num	Type	Construct
Valid N	3227	Mean	1.57
Minimum	0.17	Maximum	10
Name	P1RMARTL	Frequency	Code and Description
Label	P1: Parent Marital Status	935	1=Married
Format	Num	Type	Construct
Valid N	3149	Mean	572 4=Not Married
Minimum		Maximum	1642 5=Not 2 Parent Household
			123 .=System Missing
			77 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P1RMOMED	Frequency	Code and Description
Label	P1: Mother Highest Education	1088	1=Less than HS Diploma
Format	Num	Type	Construct
Valid N	2990	Mean	1023 2=HS Diploma or GED
Minimum		Maximum	705 3=Voc/Tech-Assoc-Some College Degree
			174 4=Bachelor Degree or Higher
			134 .=System Missing
			225 -9/.M=Not Ascertained

Name	P1RDADED	Frequency	Code and Description
Label	P1: Father Highest Education	660	1=Less than HS Diploma
Format	Num	Type	Construct
Valid N	1444	Mean	494 2=HS Diploma or GED
Minimum		Maximum	185 3=Voc/Tech-Assoc-Some College Degree
			105 4=Bachelor Degree or Higher
			173 .=System Missing
			1732 -9/.M=Not Ascertained

Name	P1RMAGE	Frequency	Code and Description
Label	P1: Mother's Age	3151	valid numeric value
Format	Num	Type	Construct
Valid N	3151	Mean	68 -9/.M=Missing
Minimum		Maximum	130 SYSMIS/.

Name	P1RFAGE	Frequency	Code and Description
Label	P1: Father's Age	2732	valid numeric value
Format	Num	Type	Construct
Valid N	2732	Mean	468 -9/.M=Missing
Minimum		Maximum	149 SYSMIS/.

Name	P1HHSIZE	Frequency	Code and Description
Label	P1:Household Size	3120	valid numeric value
Format	Num	Type	Construct
Valid N	3120	Mean	4.62
Minimum	2	Maximum	14
			229 SYSMIS/.

Name	P1FMSTRC	Frequency	Code and Description
Label	P1:Family Structure	1335	1=Bio/adoptive Mother and Father
Format	Num	Type	Construct
Valid N	3120	Mean	1426 2=Bio/adoptive Mother Only
Minimum		Maximum	61 3=Bio/adoptive Father Only
			16 5=Non-bio Mother and Bio/adoptive Father
			146 6=Bio/adoptive Mother and Non-bio Father
			82 7=Biological Grandparent(s)
			54 8=Other
			229 .=System Missing

Codebook for Child-Level PUF, continued

Name	P1ASSIST	Frequency	Code and Description
Label	P1:Multiple Public Assistance	1064	0=No
Format	Num	Type	Construct
Valid N	3108	Mean	2044 1=Yes
Minimum		Maximum	231 .=System Missing
			10 -9/.M=Not Ascertained

Name	P1MOMEMP	Frequency	Code and Description
Label	P1:Mother Employment Status	752	1=Working Full Time
Format	Num	Type	Construct
Valid N	2900	Mean	609 2=Working Part Time
Minimum		Maximum	630 3=Looking for Work
			909 4=Not in Labor Force
			229 .=System Missing
			220 -9/.M=Not Ascertained

Name	P1DADEMP	Frequency	Code and Description
Label	P1:Father Employment Status	811	1=Working Full Time
Format	Num	Type	Construct
Valid N	1400	Mean	211 2=Working Part Time
Minimum		Maximum	225 3=Looking for Work
			153 4=Not in Labor Force
			230 .=System Missing
			1719 -9/.M=Not Ascertained

Name	P1CBRNUS	Frequency	Code and Description
Label	P1:Whether child was born in the U.S.	63	0=No
Format	Num	Type	Construct
Valid N	3112	Mean	3049 1=Yes
Minimum		Maximum	8 -9/.M=Missing
			229 SYSMIS/.

Name	P1MBRNUS	Frequency	Code and Description
Label	P1:Whether mom was born in the U.S.	992	0=No
Format	Num	Type	Construct
Valid N	3110	Mean	2118 1=Yes
Minimum		Maximum	9 -9/.M=Missing
			230 SYSMIS/.

Name	P1FBRNUS	Frequency	Code and Description
Label	P1:Whether dad was born in the U.S.	1058	0=No
Format	Num	Type	Construct
Valid N	3045	Mean	1987 1=Yes
Minimum		Maximum	75 -9/.M=Missing
			229 SYSMIS/.

Name	P1MYRSUS	Frequency	Code and Description
Label	P1:Years in U.S. if mom born elsewhere	178	1= 5 years or fewer
Format	Num	Type	Construct
Valid N	993	Mean	410 2= 6 to 10 years
Minimum		Maximum	405 3= More than 10 years
			232 .=System Missing
			2117 -1/.N=Not Applicable
			7 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P1FYRSUS	Frequency	Code and Description
Label	P1:Years in U.S. if dad born elsewhere	141	1= 5 years or fewer
Format	Num	Type	Construct
Valid N	976	Mean	340 2= 6 to 10 years
Minimum		Maximum	495 3= More than 10 years
			240 .=System Missing
			1986 -1/.N=Not Applicable
			147 -9/.M=Not Ascertained
Name	P1MORIGN	Frequency	Code and Description
Label	P1:Country/area of birth for mom born elsewhere	592	1= Mexico
Format	Num	Type	Construct
Valid N	988	Mean	125 2= Central America
Minimum		Maximum	74 3= South America
			76 4= Caribbean
			61 5= Africa
			46 6= Asia
			14 7= Other
			235 .=System Missing
			2117 -1/.N=Not Applicable
			9 -9/.M=Not Ascertained
Name	P1FORIGN	Frequency	Code and Description
Label	P1:Country/area of birth for dad born elsewhere	633	1= Mexico
Format	Num	Type	Construct
Valid N	1055	Mean	147 2= Central America
Minimum		Maximum	64 3= South America
			87 4= Caribbean
			65 5= Africa
			42 6= Asia
			17 7= Other
			233 .=System Missing
			1986 -1/.N=Not Applicable
			75 -9/.M=Not Ascertained
Name	P1PBRNUS	Frequency	Code and Description
Label	P1:Whether both parents were both in U.S.	1887	1= Both Parents Born in US
Format	Num	Type	Construct
Valid N	3041	Mean	272 2= One Parent Born Outside US
Minimum		Maximum	882 3= Both parents Born Outside US
			230 .=System Missing
			78 -9/.M=Not Ascertained
Name	P1CHREAD	Frequency	Code and Description
Label	P1:Language parent reads to child	2120	1=Parent reads to child in English
Format	Num	Type	Construct
Valid N	2766	Mean	508 2=Parent reads to child in other Lang
Minimum		Maximum	138 3=Parent reads Engl/oth Lang equally
			583 .=System Missing

Codebook for Child-Level PUF, continued

Name	P1READS	Frequency	Code and Description
Label	P1:Read to child 3+ times in past week	767	0=No
Format	Num	Type	Construct
Valid N	3119	Mean	2352 1=Yes
Minimum		Maximum	229 .=System Missing
			1 -9/.M=Not Ascertained
Name	P1PMOACT	Frequency	Code and Description
Label	P1:# of outside activities in past month	3120	valid numeric value
Format	Num	Type	Construct
Valid N	3120	Mean	4.75
Minimum	0	Maximum	11
Name	P1BKPCT	Frequency	Code and Description
Label	P1:% of children's books in non-English language	2737	valid numeric value
Format	Num	Type	Construct
Valid N	2737	Mean	13.58
Minimum	0	Maximum	100
Name	P1LITENG	Frequency	Code and Description
Label	P1:# types of home literacy materials in English	2761	valid numeric value
Format	Num	Type	Construct
Valid N	2761	Mean	0.72
Minimum	0	Maximum	4
Name	P1LITHM	Frequency	Code and Description
Label	P1:# types home literacy materials not in English	2734	valid numeric value
Format	Num	Type	Construct
Valid N	2734	Mean	0.68
Minimum	0	Maximum	4
Name	P1TIMETV	Frequency	Code and Description
Label	P1:Time watching TV	3100	valid numeric value
Format	Num	Type	Construct
Valid N	3100	Mean	1.31
Minimum	0	Maximum	2.5
Name	P1TMOTSD	Frequency	Code and Description
Label	P1:Time spent playing outside	3119	valid numeric value
Format	Num	Type	Construct
Valid N	3119	Mean	1.35
Minimum	0	Maximum	2.5
Name	P1TMREAD	Frequency	Code and Description
Label	P1:Time spent reading/being read to	3120	valid numeric value
Format	Num	Type	Construct
Valid N	3120	Mean	0.78
Minimum	0	Maximum	2.5

Codebook for Child-Level PUF, continued

Name	P1TMNOSC	Frequency	Code and Description
Label	P1:Time playing inside with toys	3118	valid numeric value
Format	Num	Type	Construct
Valid N	3118	Mean	1.73
Minimum	0	Maximum	2.5
Name	P1TIMEVD	Frequency	Code and Description
Label	P1:Time spent watching video/DVD	3109	valid numeric value
Format	Num	Type	Construct
Valid N	3109	Mean	0.85
Minimum	0	Maximum	2.5
Name	P1TMVDGM	Frequency	Code and Description
Label	P1:Time spent playing video games	3117	valid numeric value
Format	Num	Type	Construct
Valid N	3117	Mean	0.18
Minimum	0	Maximum	2.5
Name	P1TMCMGM	Frequency	Code and Description
Label	P1:Time spent playing computer games	1907	valid numeric value
Format	Num	Type	Construct
Valid N	1907	Mean	0.46
Minimum	0	Maximum	2.5
Name	P1TMCOMP	Frequency	Code and Description
Label	P1:Time spent using computer other than games	1907	valid numeric value
Format	Num	Type	Construct
Valid N	1907	Mean	0.20
Minimum	0	Maximum	2.5
Name	P1MILK	Frequency	Code and Description
Label	P1:Drinks milk at least twice a day	1019	0=No
Format	Num	Type	Construct
Valid N	3114	Mean	2095 1=Yes
Minimum		Maximum	229 .=System Missing
			6 -9/.M=Not Ascertained
Name	P1NOSODA	Frequency	Code and Description
Label	P1:Drank no soda in past week	2372	0=No
Format	Num	Type	Construct
Valid N	3117	Mean	745 1=Yes
Minimum		Maximum	229 .=System Missing
			3 -9/.M=Not Ascertained
Name	P1NOFSTF	Frequency	Code and Description
Label	P1:Ate no fast food in past week	2115	0=No
Format	Num	Type	Construct
Valid N	3118	Mean	1003 1=Yes
Minimum		Maximum	229 .=System Missing
			2 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P1MODSWT	Frequency	Code and Description
Label	P1:Ate sweets less than once a day	1028	0=No
Format	Num	Type	Construct
Valid N	3116	Mean	2088 1=Yes
Minimum		Maximum	229 .=System Missing
			4 -9/.M=Not Ascertained

Name	P1MODSNK	Frequency	Code and Description
Label	P1:Ate salty snacks less than once a day	774	0=No
Format	Num	Type	Construct
Valid N	3119	Mean	2345 1=Yes
Minimum		Maximum	229 .=System Missing
			1 -9/.M=Not Ascertained

Name	P1REGBED	Frequency	Code and Description
Label	P1:Regular bedtime at least 4 weekdays last week	341	0=No
Format	Num	Type	Construct
Valid N	3108	Mean	2767 1=Yes
Minimum		Maximum	233 .=System Missing
			8 -9/.M=Not Ascertained

Name	P1SLPTM	Frequency	Code and Description
Label	P1:Regular hours of sleep at night	3111	valid numeric value
Format	Num	Type	Construct
Valid N	3111	Mean	10.43
Minimum	7	Maximum	15
			9 -9/.M=Missing
			229 SYSMIS/.

Name	P1HMCARE	Frequency	Code and Description
Label	P1:Any child care from relative/private home	2132	0=No
Format	Num	Type	Construct
Valid N	3108	Mean	976 1=Yes
Minimum		Maximum	229 .=System Missing
			12 -9/.M=Not Ascertained

Name	P1HRWKCC	Frequency	Code and Description
Label	P1:# of hours per week in child care	1166	valid numeric value
Format	Num	Type	Construct
Valid N	1166	Mean	14.87
Minimum	1	Maximum	90
			1933 -1/.N=Not Applicable
			9 -8/.D=Don't know
			12 -9/.M=Missing
			229 SYSMIS/.

Name	P1WCCFEE	Frequency	Code and Description
Label	P1:Weekly amount paid for child care	1136	valid numeric value
Format	Num	Type	Construct
Valid N	1136	Mean	14.69
Minimum	0	Maximum	500
			1933 -1/.N=Not Applicable
			50 -9/.M=Missing
			230 SYSMIS/.

Name	P1ANYCCR	Frequency	Code and Description
Label	P1:Any child care before or after Head Start	1933	0=No
Format	Num	Type	Construct
Valid N	3108	Mean	1175 1=Yes
Minimum		Maximum	229 .=System Missing
			12 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P1TYPECC	Frequency	Code and Description
Label	P1:Primary type of child care	1933	0 = No child care
Format	Num	Type	Construct
Valid N	3108	Mean	363 1 = Relative care in child's home
Minimum		Maximum	31 1.5=Relative care in both/varies
			391 2 = Relative care in other home
			27 3 = Non-relative care in child's home
			10 3.5=Non-Relative care in both/varies
			75 4 = Non-relative care in other home
			244 5 = Center-based care
			34 6 = Equal time in multiple types of care
			229 .=System Missing
			12 -9/.M=Not Ascertained
Name	PnLOWWGT	Frequency	Code and Description
Label	Pn: Low birth weight (P1 or first completed interview)	2899	0=No
Format	Num	Type	Construct
Valid N	3209	Mean	310 1=Yes
Minimum		Maximum	94 .=System Missing
			46 -9/.M=Not Ascertained
Name	P1ERREG	Frequency	Code and Description
Label	P1:Goes to emergency room for routine medical care	3047	0=No
Format	Num	Type	Construct
Valid N	3059	Mean	12 1=Yes
Minimum		Maximum	229 .=System Missing
			61 -9/.M=Not Ascertained
Name	P1LASTDR	Frequency	Code and Description
Label	P1:Last regular doctor checkup less than 1 yr ago	33	0=No
Format	Num	Type	Construct
Valid N	3105	Mean	3072 1=Yes
Minimum		Maximum	229 .=System Missing
			15 -9/.M=Not Ascertained
Name	P1LASTDN	Frequency	Code and Description
Label	P1:Last regular dentist checkup less than 1 yr ago	382	0=No
Format	Num	Type	Construct
Valid N	3104	Mean	2722 1=Yes
Minimum		Maximum	229 .=System Missing
			16 -9/.M=Not Ascertained
Name	P1INSURC	Frequency	Code and Description
Label	P1:Any health insurance for child	128	0=No
Format	Num	Type	Construct
Valid N	3100	Mean	2972 1=Yes
Minimum		Maximum	229 .=System Missing
			20 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P1INSURR	Frequency	Code and Description
Label	P1:Any health insurance for respondent	1071	0=No
Format	Num	Type	Construct
Valid N	3086	Mean	229 .=System Missing
Minimum		Maximum	34 -9/.M=Not Ascertained
Name	P1WITNES	Frequency	Code and Description
Label	P1:Respondent crime witness/victim index	3089	valid numeric value
Format	Num	Type	Construct
Valid N	3089	Mean	0.74
Minimum	0	Maximum	4
Name	P1PARTAB	Frequency	Code and Description
Label	P1:Respondent victim of intimate partner abuse	2983	0=No
Format	Num	Type	Construct
Valid N	3090	Mean	229 .=System Missing
Minimum		Maximum	30 -9/.M=Not Ascertained
Name	P1RELAB	Frequency	Code and Description
Label	P1:Respondent victim of other relative abuse	3080	0=No
Format	Num	Type	Construct
Valid N	3090	Mean	229 .=System Missing
Minimum		Maximum	30 -9/.M=Not Ascertained
Name	P1RELCR2	Frequency	Code and Description
Label	P1:Relative arrested or jailed	2442	0=not arrested or charged with a crime
Format	Num	Type	Construct
Valid N	3047	Mean	117 1=arrestd or chargd w/crime, no time in jail
Minimum		Maximum	488 2=arrestd/chargd w/crime & spent time in jail
			236 .=System Missing
			66 -9/.M=Not Ascertained
Name	P1UNSAFR	Frequency	Code and Description
Label	P1:Respdnt feels unsafe from currnt/former partner	2933	0=No
Format	Num	Type	Construct
Valid N	3061	Mean	128 1=Yes
Minimum		Maximum	229 .=System Missing
			59 -9/.M=Not Ascertained
Name	P1CWITNS	Frequency	Code and Description
Label	P1:Child crime witness/victim index	3088	valid numeric value
Format	Num	Type	Construct
Valid N	3088	Mean	0.12
Minimum	0	Maximum	4
			28 -9/.M=Missing
			233 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1UNSFHM	Frequency	Code and Description
Label	P1:Child/parnt victimzd in neighborhood or feels unsafe	2722	0=No
Format	Num	Type	Construct
Valid N	3049	Mean	327 1=Yes
Minimum		Maximum	266 .=System Missing
			34 -9/.M=Not Ascertained

Name	P1DEPSCO	Frequency	Code and Description
Label	P1:Parent Depression Score - CES-D Short Form	3084	valid numeric value
Format	Num	Type	Construct
Valid N	3084	Mean	4.93
Minimum	0	Maximum	36

Name	P1DEPCAT	Frequency	Code and Description
Label	P1:Parent Depress Score-CES-D Short Form Categories	1917	1=not depressed
Format	Num	Type	Construct
Valid N	3084	Mean	644 2=mildly depressed
Minimum		Maximum	308 3=moderately depressed
			215 4=severely depressed
			265 .=System Missing

Name	P1PRGTYP	Frequency	Code and Description
Label	P1: Child's Program Type .	1646	1=Full day HS
Format	Num	Type	Construct
Valid N	2940	Mean	1221 2=Half day HS
Minimum		Maximum	73 3=Home based HS
			409 .=System Missing

Name	P1PWKAC2	Frequency	Code and Description
Label	P1: # of parent-child activities in past week	3120	valid numeric value
Format	Num	Type	Construct
Valid N	3120	Mean	11.29
Minimum	2	Maximum	14.3

Name	P1HRWKT	Frequency	Code and Description
Label	P1:Combined # hrs per week at HS and in child care	1162	valid numeric value
Format	Num	Type	Construct
Valid N	1162	Mean	40.03
Minimum	4	Maximum	115
			1933 -1/.N=Not Applicable
			25 -9/.M=Missing
			229 SYSMIS/.

Name	P1INCIMP	Frequency	Code and Description
Label	P1: Flag for imputed CINCOME	2015	0=No
Format	Num	Type	Construct
Valid N	3120	Mean	1105 1=Yes
Minimum		Maximum	229 .=System Missing

Codebook for Child-Level PUF, continued

Name	P1INCOME	Frequency	Code and Description
Label	P1: Income Categories	151	1= \$0- \$5000
Format	Num	Type	Construct
Valid N	3120	Mean	291 2= \$5001-\$10000
Minimum		Maximum	694 3= \$10001-\$15000
			597 4= \$15001-\$20000
			444 5= \$20001-\$25000
			314 6= \$25001-\$30000
			165 7= \$30001-\$35000
			147 8= \$35001-\$40000
			130 9= \$40001-\$50000
			140 10= \$50001-\$75000
			47 11= \$75001-HIGH
			229 .= System Missing
Name	P1POVRTY	Frequency	Code and Description
Label	P1: Poverty Status	1175	0=No
Format	Num	Type	Construct
Valid N	3120	Mean	1945 1=Yes
Minimum		Maximum	229 .=System Missing
Name	P1POVRTO	Frequency	Code and Description
Label	P1: Ratio of Income to Poverty	684	1= Less than 50% of Poverty Threshold
Format	Num	Type	Construct
Valid N	3120	Mean	1261 2= Between 50% and 100% of Poverty Threshold
Minimum		Maximum	490 3= Between 101% and 130% of Poverty Threshold
			407 4= Between 131% and 185% of Poverty Threshold
			49 5= Between 186% and 200% of poverty threshold
			229 6= Above 200% of the Poverty Threshold
			229 .= System Missing
Name	P1ECRISK	Frequency	Code and Description
Label	P1: Family Economic Risk Index	2895	valid numeric value
Format	Num	Type	Construct
Valid N	2895	Mean	1.49
Minimum	0	Maximum	3
Name	P1INSPR	Frequency	Code and Description
Label	P1: Child has private health insurance only	2716	0=No
Format	Num	Type	Construct
Valid N	3102	Mean	386 1=Yes
Minimum		Maximum	247 .=System Missing
Name	P1INSGV	Frequency	Code and Description
Label	P1: Child has government health insurance only	2048	0=No
Format	Num	Type	Construct
Valid N	3102	Mean	1054 1=Yes
Minimum		Maximum	247 .=System Missing

Codebook for Child-Level PUF, continued

Name	P1INSPRG	Frequency	Code and Description
Label	P1; Child has private and gov't health insurance	1570	0=No
Format	Num	Type	Construct
Valid N	3102	Mean	1532 1=Yes
Minimum		Maximum	247 . =System Missing

Name	P2PRGTYP	Frequency	Code and Description
Label	P2: Child's Program Type	1416	1=Full day HS
Format	Num	Type	Construct
Valid N	2456	Mean	973 2=Half day HS
Minimum		Maximum	67 3=Home based HS
			893 . =System Missing

Name	P2CSPLNG	Frequency	Code and Description
Label	P2: Child Speech or Language Impairment	2449	0=No
Format	Num	Type	Construct
Valid N	2516	Mean	67 1=Yes
Minimum		Maximum	823 . =System Missing
			10 -9/.M=Not Ascertained

Name	P2CAUTSM	Frequency	Code and Description
Label	P2: Child Autism or Pervasive Developmental Delay	2555	0=No
Format	Num	Type	Construct
Valid N	2570	Mean	15 1=Yes
Minimum		Maximum	765 . =System Missing
			14 -9/.M=Not Ascertained

Name	P2CRETRD	Frequency	Code and Description
Label	P2: Child Intellectual Disability or Cognitive Impairment	2566	0=No
Format	Num	Type	Construct
Valid N	2571	Mean	5 1=Yes
Minimum		Maximum	765 . =System Missing
			13 -9/.M=Not Ascertained

Name	P2CEMOTN	Frequency	Code and Description
Label	P2: Child Emotional/Behavioral Disability	2564	0=No
Format	Num	Type	Construct
Valid N	2569	Mean	5 1=Yes
Minimum		Maximum	765 . =System Missing
			15 -9/.M=Not Ascertained

Name	P2CTRBRI	Frequency	Code and Description
Label	P2: Child Traumatic Brain Injury	2582	0=No
Format	Num	Type	Construct
Valid N	2582	Mean	763 . =System Missing
Minimum		Maximum	4 -9/.M=Not Ascertained

Name	P2CORTHO	Frequency	Code and Description
Label	P2: Child Orthopedic Impairment	2583	0=No
Format	Num	Type	Construct
Valid N	2584	Mean	1 1=Yes
Minimum		Maximum	763 . =System Missing
			2 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P2CSNSRY	Frequency	Code and Description
Label	P2: Child Sensory Impairment	2562	0=No
Format	Num	Type	Construct
Valid N	2572	Mean	10 1=Yes
Minimum		Maximum	763 .=System Missing
			14 -9/.M=Not Ascertained
Name	P2CHDISB	Frequency	Code and Description
Label	P2: Child Disability Status	2431	0=No
Format	Num	Type	Construct
Valid N	2523	Mean	92 1=Yes
Minimum		Maximum	803 .=System Missing
			23 -9/.M=Not Ascertained
Name	P2CMULIM	Frequency	Code and Description
Label	P2: Child Multiple Impairment	2509	0=No
Format	Num	Type	Construct
Valid N	2516	Mean	7 1=Yes
Minimum		Maximum	823 .=System Missing
			10 -9/.M=Not Ascertained
Name	P2READS	Frequency	Code and Description
Label	P2: Read to child 3+ times in past week	606	0=No
Format	Num	Type	Construct
Valid N	2598	Mean	1992 1=Yes
Minimum		Maximum	748 .=System Missing
			3 -9/.M=Not Ascertained
Name	P2PWKAC2	Frequency	Code and Description
Label	P2: # of parent-child activities in past week	2601	valid numeric value
Format	Num	Type	Construct
Valid N	2601	Mean	11.73
Minimum	2	Maximum	14.3
			748 SYSMIS/.
Name	P2PMOACT	Frequency	Code and Description
Label	P2: # of outside activities in past month	2601	valid numeric value
Format	Num	Type	Construct
Valid N	2601	Mean	5.16
Minimum	0	Maximum	11
			748 SYSMIS/.
Name	P2BKPCT	Frequency	Code and Description
Label	P2: % of children's books in non-English language	204	valid numeric value
Format	Num	Type	Construct
Valid N	204	Mean	13.34
Minimum	0	Maximum	100
			2351 -1/.N=Not Applicable
			794 SYSMIS/.
Name	P2LITENG	Frequency	Code and Description
Label	P2: # types of home literacy materials in English	207	valid numeric value
Format	Num	Type	Construct
Valid N	207	Mean	0.96
Minimum	0	Maximum	4
			2351 -1/.N=Not Applicable
			791 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2LITHM	Frequency	Code and Description
Label	P2:# types of home literacy materials not in English	204	valid numeric value
Format	Num	Type	Construct
Valid N	204	Mean	0.77
Minimum	0	Maximum	4
Name	P2TIMETV	Frequency	Code and Description
Label	P2: Time watching TV	2588	valid numeric value
Format	Num	Type	Construct
Valid N	2588	Mean	1.34
Minimum	0	Maximum	2.5
Name	P2TIMEVD	Frequency	Code and Description
Label	P2: Time spent watching video/DVDs	2590	valid numeric value
Format	Num	Type	Construct
Valid N	2590	Mean	0.92
Minimum	0	Maximum	2.5
Name	P2TMOTSD	Frequency	Code and Description
Label	P2: Time spent playing outside	2594	valid numeric value
Format	Num	Type	Construct
Valid N	2594	Mean	1.57
Minimum	0	Maximum	2.5
Name	P2TMREAD	Frequency	Code and Description
Label	P2: Time spent reading/being read to	2594	valid numeric value
Format	Num	Type	Construct
Valid N	2594	Mean	0.81
Minimum	0	Maximum	2.5
Name	P2TMVDGM	Frequency	Code and Description
Label	P2: Time spent playing video games	2593	valid numeric value
Format	Num	Type	Construct
Valid N	2593	Mean	0.30
Minimum	0	Maximum	2.5
Name	P2TMNOSC	Frequency	Code and Description
Label	P2: Time playing inside with toys	2593	valid numeric value
Format	Num	Type	Construct
Valid N	2593	Mean	1.67
Minimum	0	Maximum	2.5
Name	P2TMCMGM	Frequency	Code and Description
Label	P2: Time spent playing computer games	1720	valid numeric value
Format	Num	Type	Construct
Valid N	1720	Mean	0.53
Minimum	0	Maximum	2.5

Codebook for Child-Level PUF, continued

Name	P2TMCOMP	Frequency	Code and Description
Label	P2: Time spent using computer other than games	1717	valid numeric value
Format	Num	Type	Construct
Valid N	1717	Mean	0.26
Minimum	0	Maximum	2.5
Name	P2YRDPRK	Frequency	Code and Description
Label	P2: Yard or park available near home	228	0=No
Format	Num	Type	Construct
Valid N	2594	Mean	748 .=-System Missing
Minimum		Maximum	7 -9/.M=Not Ascertained
Name	P2MILK	Frequency	Code and Description
Label	P2: Drinks milk at least twice a day	937	0=No
Format	Num	Type	Construct
Valid N	2598	Mean	748 .=-System Missing
Minimum		Maximum	3 -9/.M=Not Ascertained
Name	P2NOSODA	Frequency	Code and Description
Label	P2: Drank no soda in past week	2008	0=No
Format	Num	Type	Construct
Valid N	2600	Mean	748 .=-System Missing
Minimum		Maximum	1 -9/.M=Not Ascertained
Name	P2NOFSTF	Frequency	Code and Description
Label	P2: Ate no fast food in past week	1875	0=No
Format	Num	Type	Construct
Valid N	2600	Mean	748 .=-System Missing
Minimum		Maximum	1 -9/.M=Not Ascertained
Name	P2MODSWT	Frequency	Code and Description
Label	P2: Ate sweets less than once a day	824	0=No
Format	Num	Type	Construct
Valid N	2598	Mean	748 .=-System Missing
Minimum		Maximum	3 -9/.M=Not Ascertained
Name	P2MODSNK	Frequency	Code and Description
Label	P2: Ate salty snacks less than once a day	626	0=No
Format	Num	Type	Construct
Valid N	2599	Mean	748 .=-System Missing
Minimum		Maximum	2 -9/.M=Not Ascertained
Name	P2REGBED	Frequency	Code and Description
Label	P2: Regular bedtime at least 4 weekdays last week	316	0=No
Format	Num	Type	Construct
Valid N	2590	Mean	752 .=-System Missing
Minimum		Maximum	7 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P2SLPTM	Frequency	Code and Description
Label	P2: Regular hours of sleep at night	2588	valid numeric value
Format	Num	Type	Construct
Valid N	2588	Mean	10.52
Minimum	7.5	Maximum	15
Name	P2WARM	Frequency	Code and Description
Label	P2: Parental warmth score	2592	valid numeric value
Format	Num	Type	Construct
Valid N	2592	Mean	4.29
Minimum	2.2	Maximum	5
Name	P2ENERGY	Frequency	Code and Description
Label	P2: Parental energy score	2569	valid numeric value
Format	Num	Type	Construct
Valid N	2569	Mean	3.99
Minimum	1	Maximum	5
Name	P2AUTHV	Frequency	Code and Description
Label	P2: Parental authoritative score	2586	valid numeric value
Format	Num	Type	Construct
Valid N	2586	Mean	3.53
Minimum	1.25	Maximum	5
Name	P2AUTHRN	Frequency	Code and Description
Label	P2: Parental authoritarian score	2515	valid numeric value
Format	Num	Type	Construct
Valid N	2515	Mean	2.21
Minimum	1	Maximum	5
Name	P2PINVHS	Frequency	Code and Description
Label	P2:# of types of ways parent participated in HS in year	2580	valid numeric value
Format	Num	Type	Construct
Valid N	2580	Mean	5.98
Minimum	0	Maximum	13
Name	P2PVOLHS	Frequency	Code and Description
Label	P2:Parent volunteered in any way at Head Start in year	497	0=No
Format	Num	Type	Construct
Valid N	2441	Mean	1944 1=Yes
Minimum		Maximum	748 .=System Missing
			160 -9/.M=Not Ascertained
Name	P2PCLSHS	Frequency	Code and Description
Label	P2:Parnt obsRved class/met with Head Start staff in year	97	0=No
Format	Num	Type	Construct
Valid N	2585	Mean	2488 1=Yes
Minimum		Maximum	748 .=System Missing
			16 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P2PSO2HS		Frequency	Code and Description
Label	P2:Parent attended social event or workshop this year		811	0=No
Format	Num	Type	1774	1=Yes
Valid N	2585	Mean	748	.=System Missing
Minimum		Maximum	16	-9/.M=Not Ascertained

Name	P2NINVHS		Frequency	Code and Description
Label	P2:# issues kept parent frm participating in HS in yr		2578	valid numeric value
Format	Num	Type	23	-9/.M=Missing
Valid N	2578	Mean	748	SYSMIS/.
Minimum	0	Maximum		

Name	P2HMCARE		Frequency	Code and Description
Label	P2:Any child care from relative or in private home		1715	0=No
Format	Num	Type	876	1=Yes
Valid N	2591	Mean	748	.=System Missing
Minimum		Maximum	10	-9/.M=Not Ascertained

Name	P2WCCFEE		Frequency	Code and Description
Label	P2: Weekly amount paid for child care		1027	valid numeric value
Format	Num	Type	1559	-1/.N=Not Applicable
Valid N	1027	Mean	14	-9/.M=Missing
Minimum	0	Maximum	749	SYSMIS/.

Name	P2HRWKCC		Frequency	Code and Description
Label	P2: # of hours per week in child care		1028	valid numeric value
Format	Num	Type	1548	-1/.N=Not Applicable
Valid N	1028	Mean	2	-7/.R=Refused
Minimum	1	Maximum	11	-8/.D=Don't know
			11	-9/.M=Missing
			749	SYSMIS/.

Name	P2ANYCCR		Frequency	Code and Description
Label	P2: Any child care before or after Head Start		1548	0=No
Format	Num	Type	1042	1=Yes
Valid N	2590	Mean	748	.=System Missing
Minimum		Maximum	11	-9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P2TYPECC	Frequency	Code and Description
Label	P2: Primary type of child care	1548	0 = No child care
Format	Num	Type	Construct
Valid N	2588	Mean	330 1 = Relative care in child's home
Minimum		Maximum	24 1.5=Relative care in both/varies
			378 2 = Relative care in other home
			19 3 = Non-relative care in child's home
			5 3.5=Non-Relative care in both/varies
			55 4 = Non-relative care in other home
			200 5 = Center-based care
			29 6 = Equal time in multiple types of care
			748 .=System Missing
			13 -9/.M=Not Ascertained

Name	P2HRWKT	Frequency	Code and Description
Label	P2:Combined # hrs per week at HS and in child care	1017	valid numeric value
Format	Num	Type	Construct
Valid N	1017	Mean	41.10
Minimum	6	Maximum	108
			1548 -1/.N=Not Applicable
			36 -9/.M=Missing
			748 SYSMIS/.

Name	P2ERREG	Frequency	Code and Description
Label	P2:Goes to emergency room for routine medical care	2523	0=No
Format	Num	Type	Construct
Valid N	2531	Mean	
Minimum		Maximum	
			8 1=Yes
			748 .=System Missing
			70 -9/.M=Not Ascertained

Name	P2LASTDR	Frequency	Code and Description
Label	P2:Last regular doctor checkup less than 1 yr ago	43	0=No
Format	Num	Type	Construct
Valid N	2585	Mean	
Minimum		Maximum	
			2542 1=Yes
			748 .=System Missing
			16 -9/.M=Not Ascertained

Name	P2LASTDN	Frequency	Code and Description
Label	P2:Last regular dentist checkup less than 1 yr ago	136	0=No
Format	Num	Type	Construct
Valid N	2583	Mean	
Minimum		Maximum	
			2447 1=Yes
			748 .=System Missing
			18 -9/.M=Not Ascertained

Name	P2INSURC	Frequency	Code and Description
Label	P2: Any health insurance for child	78	0=No
Format	Num	Type	Construct
Valid N	2579	Mean	
Minimum		Maximum	
			2501 1=Yes
			748 .=System Missing
			22 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P2INSURR	Frequency	Code and Description
Label	P2: Any health insurance for respondent	877	0=No
Format	Num	Type	Construct
Valid N	2576	Mean	748 .=System Missing
Minimum		Maximum	25 -9/.M=Not Ascertained

Name	P2SMOKE	Frequency	Code and Description
Label	P2: Any household member smokes	1874	0=No
Format	Num	Type	Construct
Valid N	2578	Mean	748 .=System Missing
Minimum		Maximum	23 -9/.M=Not Ascertained

Name	P2ALCPRB	Frequency	Code and Description
Label	P2:HH membr/prob w/famly,frnds,police,job frm alcohol	2541	0=No
Format	Num	Type	Construct
Valid N	2593	Mean	748 .=System Missing
Minimum		Maximum	8 -9/.M=Not Ascertained

Name	P2DRGPRB	Frequency	Code and Description
Label	P2:HH membr/prob w/famly,frnds,police,job frm drugs	2580	0=No
Format	Num	Type	Construct
Valid N	2583	Mean	748 .=System Missing
Minimum		Maximum	18 -9/.M=Not Ascertained

Name	P2WITNES	Frequency	Code and Description
Label	P2: R crime witness/victim index-only new spring rspndts	100	valid numeric value
Format	Num	Type	Construct
Valid N	100	Mean	0.60
Minimum	0	Maximum	4
			2488 -1/.N=Not Applicable
			13 -9/.M=Missing
			748 SYSMIS/.

Name	P2PARTAB	Frequency	Code and Description
Label	P2: R victim/intimate partnr abuse-only new sprng rspndts	100	0=No
Format	Num	Type	Construct
Valid N	101	Mean	748 .=System Missing
Minimum		Maximum	2488 -1/.N=Not Applicable
			12 -9/.M=Not Ascertained

Name	P2RELAB	Frequency	Code and Description
Label	P2: R victim/oth relative abuse-only new sprng rspndents	100	0=No
Format	Num	Type	Construct
Valid N	101	Mean	748 .=System Missing
Minimum		Maximum	2488 -1/.N=Not Applicable
			12 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P2RELCR2	Frequency	Code and Description
Label	P2: Relative arrest/jail-excl mothr partner	84	0=not arrested or charged with a crime
Format	Num	Type	Construct
Valid N	100	Mean	3 1=arrestd or chargd w/crime, no time in jail
Minimum		Maximum	13 2=arrestd/chargd w/crime & spent time in jail
			748 .=System Missing
			2488 -1/.N=Not Applicable
			13 -9/.M=Not Ascertained

Name	P2UNSAFR	Frequency	Code and Description
Label	P2: R feels unsafe from partner-only new sprng respondents	90	0=No
Format	Num	Type	Construct
Valid N	97	Mean	7 1=Yes
Minimum		Maximum	748 .=System Missing
			2488 -1/.N=Not Applicable
			16 -9/.M=Not Ascertained

Name	P2CWITNS	Frequency	Code and Description
Label	P2: Chld crime witness/victm indx-only new sprng rspndnts	100	valid numeric value
Format	Num	Type	Construct
Valid N	100	Mean	0.15
Minimum	0	Maximum	4
			2488 -1/.N=Not Applicable
			13 -9/.M=Missing
			748 SYSMIS/.

Name	P2UNSFHM	Frequency	Code and Description
Label	P2: Chld/prnt victimzd/unsafe/neighborhd-new sprng rspndnts	87	0=No
Format	Num	Type	Construct
Valid N	98	Mean	11 1=Yes
Minimum		Maximum	750 .=System Missing
			2488 -1/.N=Not Applicable
			13 -9/.M=Not Ascertained

Name	P2NUMSRV	Frequency	Code and Description
Label	P2:# comun/gvrnmnt svices recvd since last interview	2574	valid numeric value
Format	Num	Type	Construct
Valid N	2574	Mean	0.61
Minimum	0	Maximum	9
			27 -9/.M=Missing
			748 SYSMIS/.

Name	P2HELPAAL	Frequency	Code and Description
Label	P2: Number of types of help parent can always get	2576	valid numeric value
Format	Num	Type	Construct
Valid N	2576	Mean	3.66
Minimum	0	Maximum	6
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2HLPPL	Frequency	Code and Description
Label	P2:# of types of people parent finds very helpful	2555	valid numeric value
Format	Num	Type	Construct
Valid N	2555	Mean	3.90
Minimum	0	Maximum	13
			46 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2HLPFAM	Frequency	Code and Description
Label	P2:Parent finds family member(s) very helpful	330	0=No
Format	Num	Type	Construct
Valid N	2565	Mean	2235 1=Yes
Minimum		Maximum	748 .=System Missing
			36 -9/.M=Not Ascertained
Name	P2HLPFRD	Frequency	Code and Description
Label	P2: Parent finds friend(s) very helpful	1380	0=No
Format	Num	Type	Construct
Valid N	2562	Mean	1182 1=Yes
Minimum		Maximum	748 .=System Missing
			39 -9/.M=Not Ascertained
Name	P2HLPPRO	Frequency	Code and Description
Label	P2: Parent finds professional(s) very helpful	1104	0=No
Format	Num	Type	Construct
Valid N	2562	Mean	1458 1=Yes
Minimum		Maximum	748 .=System Missing
			39 -9/.M=Not Ascertained
Name	P2DEPSCO	Frequency	Code and Description
Label	P2: Parent Depression Score - CES-D Short Form	2562	valid numeric value
Format	Num	Type	Construct
Valid N	2562	Mean	4.61
Minimum	0	Maximum	36
Name	P2DEPCAT	Frequency	Code and Description
Label	P2:Pnt Depress Score - CES-D Short Form Categories	1656	1=not depressed
Format	Num	Type	Construct
Valid N	2562	Mean	517 2=mildly depressed
Minimum		Maximum	228 3=moderately depressed
			161 4=severely depressed
			787 .=System Missing
Name	P2HHSIZE	Frequency	Code and Description
Label	P2: Household Size	2600	valid numeric value
Format	Num	Type	Construct
Valid N	2600	Mean	4.63
Minimum	2	Maximum	13
Name	P2FMSTRC	Frequency	Code and Description
Label	P2: Family Structure	1100	1=Bio/adoptive Mother and Father
Format	Num	Type	Construct
Valid N	2601	Mean	1186 2=Bio/adoptive Mother Only
Minimum		Maximum	55 3=Bio/adoptive Father Only
			13 5=Non-bio Mother and Bio/adoptive Father
			120 6=Bio/adoptive Mother and Non-bio Father
			29 7=Biological Grandparent(s)
			98 8=Other
			748 .=System Missing

Codebook for Child-Level PUF, continued

Name	P2MOMEMP	Frequency	Code and Description
Label	P2: Mother Employment Status	706	1=Working Full Time
Format	Num	Type	Construct
Valid N	2402	Mean	465 2=Working Part Time
Minimum		Maximum	442 3=Looking for Work
			789 4=Not in Labor Force
			750 .=System Missing
			197 -9/.M=Not Ascertained

Name	P2DADEMP	Frequency	Code and Description
Label	P2: Father Employment Status	680	1=Working Full Time
Format	Num	Type	Construct
Valid N	1174	Mean	181 2=Working Part Time
Minimum		Maximum	173 3=Looking for Work
			140 4=Not in Labor Force
			762 .=System Missing
			1413 -9/.M=Not Ascertained

Name	P2INCIMP	Frequency	Code and Description
Label	P2: Annual household income imputed	1871	0=No
Format	Num	Type	Construct
Valid N	2601	Mean	730 1=Yes
Minimum		Maximum	748 .=System Missing

Name	P2INCOME	Frequency	Code and Description
Label	P2: Income Categories	96	1= \$0- \$5000
Format	Num	Type	Construct
Valid N	2580	Mean	226 2= \$5001-\$10000
Minimum		Maximum	554 3= \$10001-\$15000
			505 4= \$15001-\$20000
			393 5= \$20001-\$25000
			264 6= \$25001-\$30000
			130 7= \$30001-\$35000
			154 8= \$35001-\$40000
			132 9= \$40001-\$50000
			97 10= \$50001-\$75000
			29 11= \$75001-HIGH
			759 .= System Missing
			10 -9/.M= Not Ascertained

Name	P2POVRTY	Frequency	Code and Description
Label	P2: Poverty Status	994	0=No
Format	Num	Type	Construct
Valid N	2579	Mean	1585 1=Yes
Minimum		Maximum	759 .=System Missing
			11 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P2POVRTO			Frequency	Code and Description
Label	P2: Ratio of Income to Poverty			508	1= Less than 50% of Poverty Threshold
Format	Num	Type	Construct	1077	2= Between 50% and 100% of Poverty Threshold
Valid N	2579	Mean		400	3= Between 101% and 130% of Poverty Threshold
Minimum		Maximum		350	4= Between 131% and 185% of Poverty Threshold
				51	5= Between 186% and 200% of poverty threshold
				193	6= Above 200% of the Poverty Threshold
				759	. = System Missing
				11	-9/.M= Not Ascertained
Name	P2ECRISK			Frequency	Code and Description
Label	P2: Family Economic Risk Index			2393	valid numeric value
Format	Num	Type	Construct	190	-9/.M=Missing
Valid N	2393	Mean	1.47	766	SYSMIS/.
Minimum	0	Maximum	3		
Name	P2PSAHSP			Frequency	Code and Description
Label	P2:Parnt satisfaction w/HS - Family related subscale			2271	valid numeric value
Format	Num	Type	Construct	1078	SYSMIS/.
Valid N	2271	Mean	3.73		
Minimum	1	Maximum	4		
Name	P2PSAHSC			Frequency	Code and Description
Label	P2:Parnt satisfaction w/HS - Child related subscale			2565	valid numeric value
Format	Num	Type	Construct	784	SYSMIS/.
Valid N	2565	Mean	3.85		
Minimum	1.25	Maximum	4		
Name	P2PSHSC2			Frequency	Code and Description
Label	P2:Parnt satis w/HS - Child related subscale V2			2560	valid numeric value
Format	Num	Type	Construct	789	SYSMIS/.
Valid N	2560	Mean	3.85		
Minimum	1.4	Maximum	4		
Name	P2PEXHS2			Frequency	Code and Description
Label	P2:Parent and Child experiences in Head Start V2			2564	valid numeric value
Format	Num	Type	Construct	785	SYSMIS/.
Valid N	2564	Mean	3.78		
Minimum	1	Maximum	4		
Name	P2PEXPHS			Frequency	Code and Description
Label	P2:Parent and Child experiences in Head Start			2564	valid numeric value
Format	Num	Type	Construct	785	SYSMIS/.
Valid N	2564	Mean	3.79		
Minimum	1	Maximum	4		

Codebook for Child-Level PUF, continued

Name	P2INSPR	Frequency	Code and Description
Label	P2: Child has private health insurance only	2265	0=No
Format	Num	Type	Construct
Valid N	2581	Mean	316 1=Yes
Minimum		Maximum	768 .=System Missing
Name	P2INSGV	Frequency	Code and Description
Label	P2: Child has government health insurance only	1854	0=No
Format	Num	Type	Construct
Valid N	2581	Mean	727 1=Yes
Minimum		Maximum	768 .=System Missing
Name	P2INSPRG	Frequency	Code and Description
Label	P2: Child has private and gov't health insurance	1123	0=No
Format	Num	Type	Construct
Valid N	2581	Mean	1458 1=Yes
Minimum		Maximum	768 .=System Missing
Name	P3MARITL	Frequency	Code and Description
Label	P3:Parent Marital Status	614	1=Married
Format	Num	Type	Construct
Valid N	1840	Mean	324 4=Not Married
Minimum		Maximum	902 5=Not 2 Parent Household
			1439 .=System Missing
			70 -9/.M=Not Ascertained
Name	P3MOMED	Frequency	Code and Description
Label	P3: Mother's Highest Education-only new respondents	10	1=Less than HS Diploma
Format	Num	Type	Construct
Valid N	22	Mean	7 2=HS Diploma or GED
Minimum		Maximum	4 3=Voc/Tech-Assoc-Some College Degree
			1 4=Bachelor Degree or Higher
			1433 .=System Missing
			1894 -1/.N=Not Applicable
Name	P3DADED	Frequency	Code and Description
Label	P3: Father's Highest Education-only new respondents	5	1=Less than HS Diploma
Format	Num	Type	Construct
Valid N	9	Mean	3 2=HS Diploma or GED
Minimum		Maximum	1 4=Bachelor Degree or Higher
			1433 .=System Missing
			1907 -1/.N=Not Applicable
Name	P3PRGTYP	Frequency	Code and Description
Label	P3: Child's Program Type	466	1=Full day HS
Format	Num	Type	Construct
Valid N	1799	Mean	363 2=Half day HS
Minimum		Maximum	14 3=Home based HS
			837 4=Full day K
			119 5=Half day K
			1550 .=System Missing

Codebook for Child-Level PUF, continued

Name	P3ENROLL	Frequency	Code and Description
Label	P3: Child's Enrollment Status	958	1=Head Start
Format	Num	Type	Construct
Valid N	1916	Mean	958 2=Kindergarten
Minimum		Maximum	1433 .=System Missing
Name	P3CSPLNG	Frequency	Code and Description
Label	P3: Child Speech or Language Impairment	1868	0=No
Format	Num	Type	Construct
Valid N	1912	Mean	44 1=Yes
Minimum		Maximum	1433 .=System Missing
			4 -9/.M=Not Ascertained
Name	P3CAUTSM	Frequency	Code and Description
Label	P3: Child Autism or Pervasive Developmental Delay	1904	0=No
Format	Num	Type	Construct
Valid N	1911	Mean	7 1=Yes
Minimum		Maximum	1433 .=System Missing
			5 -9/.M=Not Ascertained
Name	P3CRETRD	Frequency	Code and Description
Label	P3: Child Intellectual Disability or Cognitive Impairment	1905	0=No
Format	Num	Type	Construct
Valid N	1911	Mean	6 1=Yes
Minimum		Maximum	1433 .=System Missing
			5 -9/.M=Not Ascertained
Name	P3CEMOTN	Frequency	Code and Description
Label	P3: Child Emotional/Behavioral Disability	1888	0=No
Format	Num	Type	Construct
Valid N	1908	Mean	20 1=Yes
Minimum		Maximum	1433 .=System Missing
			8 -9/.M=Not Ascertained
Name	P3CTRBRI	Frequency	Code and Description
Label	P3: Child Traumatic Brain Injury	1913	0=No
Format	Num	Type	Construct
Valid N	1913	Mean	1433 .=System Missing
Minimum		Maximum	3 -9/.M=Not Ascertained
Name	P3CORTHO	Frequency	Code and Description
Label	P3: Child Orthopedic Impairment	1906	0=No
Format	Num	Type	Construct
Valid N	1913	Mean	7 1=Yes
Minimum		Maximum	1433 .=System Missing
			3 -9/.M=Not Ascertained
Name	P3CSNSRY	Frequency	Code and Description
Label	P3: Child Sensory Impairment	1890	0=No
Format	Num	Type	Construct
Valid N	1898	Mean	8 1=Yes
Minimum		Maximum	1433 .=System Missing
			18 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P3CHDISB			Frequency	Code and Description
Label	P3: Child Disability Status			1812	0=No
Format	Num	Type	Construct	81	1=Yes
Valid N	1893	Mean		1433	.=System Missing
Minimum		Maximum		23	-9/.M=Not Ascertained
Name	P3CMULIM			Frequency	Code and Description
Label	P3: Child Multiple Impairment			1901	0=No
Format	Num	Type	Construct	6	1=Yes
Valid N	1907	Mean		1433	.=System Missing
Minimum		Maximum		9	-9/.M=Not Ascertained
Name	P3HHSIZE			Frequency	Code and Description
Label	P3: Household Size			1914	valid numeric value
Format	Num	Type	Construct	2	-9/.M=Missing
Valid N	1914	Mean	4.67	1433	SYSMIS/.
Minimum	2	Maximum	13		
Name	P3HHRTIO			Frequency	Code and Description
Label	P3: Household Dependence Ratio			1914	valid numeric value
Format	Num	Type	Construct	1435	SYSMIS/.
Valid N	1914	Mean	1.60		
Minimum	0.14	Maximum	7		
Name	P3FMSTRC			Frequency	Code and Description
Label	P3: Family Structure			849	1=Bio/adoptive Mother and Father
Format	Num	Type	Construct	843	2=Bio/adoptive Mother Only
Valid N	1916	Mean		45	3=Bio/adoptive Father Only
Minimum		Maximum		12	5=Non-bio Mother and Bio/adoptive Father
				89	6=Bio/adoptive Mother and Non-bio Father
				16	7=Biological Grandparent(s)
				62	8=Other
				1433	.=System Missing

Codebook for Child-Level PUF, continued

Name	P3INCOME			Frequency	Code and Description
Label	P3: Income Categories			93	1= \$0- \$5000
Format	Num	Type	Construct	196	2= \$5001-\$10000
Valid N	1893	Mean		373	3= \$10001-\$15000
Minimum		Maximum		341	4= \$15001-\$20000
				252	5= \$20001-\$25000
				216	6= \$25001-\$30000
				105	7= \$30001-\$35000
				122	8= \$35001-\$40000
				98	9= \$40001-\$50000
				73	10= \$50001-\$75000
				24	11= \$75001-HIGH
				1433	.= System Missing
				23	-9/.M= Not Ascertained
Name	P3POVRTY			Frequency	Code and Description
Label	P3: Poverty Status			717	0=No
Format	Num	Type	Construct	1174	1=Yes
Valid N	1891	Mean		1433	.=System Missing
Minimum		Maximum		25	-9/.M=Not Ascertained
Name	P3POVRTO			Frequency	Code and Description
Label	P3: Ratio of Income to Poverty			414	1= Less than 50% of Poverty Threshold
Format	Num	Type	Construct	761	2= Between 50% and 100% of Poverty Threshold
Valid N	1891	Mean		274	3= Between 101% and 130% of Poverty Threshold
Minimum		Maximum		287	4= Between 131% and 185% of Poverty Threshold
				23	5= Between 186% and 200% of poverty threshold
				132	6= Above 200% of the Poverty Threshold
				1433	.= System Missing
				25	-9/.M= Not Ascertained
Name	P3MOMEMP			Frequency	Code and Description
Label	P3: Mother Employment Status			540	1=Working Full Time
Format	Num	Type	Construct	363	2=Working Part Time
Valid N	1767	Mean		280	3=Looking for Work
Minimum		Maximum		584	4=Not in Labor Force
				1433	.=System Missing
				136	-1/.N=Not Applicable
				13	-9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P3DADEMP	Frequency	Code and Description
Label	P3: Father Employment Status	534	1=Working Full Time
Format	Num	Type	Construct
Valid N	888	Mean	132 2=Working Part Time
Minimum		Maximum	118 3=Looking for Work
			104 4=Not in Labor Force
			1433 .=System Missing
			1007 -1/.N=Not Applicable
			21 -9/.M=Not Ascertained
Name	P3ASSIST	Frequency	Code and Description
Label	P3: Multiple Public Assistance	796	0=No
Format	Num	Type	Construct
Valid N	1906	Mean	1110 1=Yes
Minimum		Maximum	1433 .=System Missing
			10 -9/.M=Not Ascertained
Name	P3INCIMP	Frequency	Code and Description
Label	P3: Annual household income imputed	1469	0=No
Format	Num	Type	Construct
Valid N	1916	Mean	447 1=Yes
Minimum		Maximum	1433 .=System Missing
Name	P3READS	Frequency	Code and Description
Label	P3: Read to child 3+ times in past week	388	0=No
Format	Num	Type	Construct
Valid N	1916	Mean	1528 1=Yes
Minimum		Maximum	1433 .=System Missing
Name	P3PWKAC2	Frequency	Code and Description
Label	P3: # of parent-child activities in past week	1916	valid numeric value
Format	Num	Type	Construct
Valid N	1916	Mean	1433 SYSMIS/.
Minimum	2	Maximum	11.73
			14
Name	P3PMOACT	Frequency	Code and Description
Label	P3: # of outside activities in past month	1916	valid numeric value
Format	Num	Type	Construct
Valid N	1916	Mean	1433 SYSMIS/.
Minimum	0	Maximum	5.29
			11
Name	P3BKPCT	Frequency	Code and Description
Label	P3: % of children's books in non-English language	32	valid numeric value
Format	Num	Type	Construct
Valid N	32	Mean	1884 -1/.N=Not Applicable
Minimum	0	Maximum	1433 SYSMIS/.
			10.21
			75

Codebook for Child-Level PUF, continued

Name	P3LITENG	Frequency	Code and Description
Label	P3: # types of home literacy materials in English	10	valid numeric value
Format	Num	Type	Construct
Valid N	10	Mean	2.60
Minimum	2	Maximum	4
		1903	-1/.N=Not Applicable
		3	-9/.M=Missing
		1433	SYSMIS/.
Name	P3LITHM	Frequency	Code and Description
Label	P3:# types of home literacy materials not in English	10	valid numeric value
Format	Num	Type	Construct
Valid N	10	Mean	2.60
Minimum	1	Maximum	4
		1903	-1/.N=Not Applicable
		3	-9/.M=Missing
		1433	SYSMIS/.
Name	P3TIMETV	Frequency	Code and Description
Label	P3: Time watching TV	954	valid numeric value
Format	Num	Type	Construct
Valid N	954	Mean	1.36
Minimum	0	Maximum	2.5
		961	-1/.N=Not Applicable
		1	-9/.M=Missing
		1433	SYSMIS/.
Name	P3TIMEVD	Frequency	Code and Description
Label	P3: Time spent watching video/DVDs	955	valid numeric value
Format	Num	Type	Construct
Valid N	955	Mean	0.92
Minimum	0	Maximum	2.5
		960	-1/.N=Not Applicable
		1	-9/.M=Missing
		1433	SYSMIS/.
Name	P3TMOTSD	Frequency	Code and Description
Label	P3: Time spent playing outside	958	valid numeric value
Format	Num	Type	Construct
Valid N	958	Mean	1.35
Minimum	0	Maximum	2.5
		958	-1/.N=Not Applicable
		1433	SYSMIS/.
Name	P3TMREAD	Frequency	Code and Description
Label	P3: Time spent reading/being read to	957	valid numeric value
Format	Num	Type	Construct
Valid N	957	Mean	0.81
Minimum	0	Maximum	2.5
		958	-1/.N=Not Applicable
		1	-9/.M=Missing
		1433	SYSMIS/.
Name	P3TMVDGM	Frequency	Code and Description
Label	P3: Time spent playing video games	957	valid numeric value
Format	Num	Type	Construct
Valid N	957	Mean	0.41
Minimum	0	Maximum	2.5
		958	-1/.N=Not Applicable
		1	-9/.M=Missing
		1433	SYSMIS/.
Name	P3TMNOSC	Frequency	Code and Description
Label	P3: Time playing inside with toys	958	valid numeric value
Format	Num	Type	Construct
Valid N	958	Mean	1.67
Minimum	0	Maximum	2.5
		958	-1/.N=Not Applicable
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3TMCMGM		Frequency	Code and Description
Label	P3: Time spent playing computer games		691	valid numeric value
Format	Num	Type	Construct	1224 -1/.N=Not Applicable
Valid N	691	Mean	0.59	1 -9/.M=Missing
Minimum	0	Maximum	2.5	1433 SYSMIS/.

Name	P3TMCOMP		Frequency	Code and Description
Label	P3: Time spent using computer other than games		692	valid numeric value
Format	Num	Type	Construct	1224 -1/.N=Not Applicable
Valid N	692	Mean	0.28	1433 SYSMIS/.
Minimum	0	Maximum	2.5	

Name	P3YRDPK		Frequency	Code and Description
Label	P3: Yard or park available near home		78	0=No
Format	Num	Type	Construct	880 1=Yes
Valid N	958	Mean		1433 .=System Missing
Minimum		Maximum		958 -1/.N=Not Applicable

Name	P3TIMEPA		Frequency	Code and Description
Label	P3: Amount of time per week in physical activity		7	1=Less than 1/2 hour
Format	Num	Type	Construct	34 2=Half hour to an hour
Valid N	890	Mean		849 3=More than an hour
Minimum		Maximum		990 -1/.N=Not Applicable 36 -9/.M=Not Ascertained 1433 SYSMIS/.

Name	P3MILK		Frequency	Code and Description
Label	P3: Drinks milk at least twice a day		759	0=No
Format	Num	Type	Construct	1156 1=Yes
Valid N	1915	Mean		1433 .=System Missing
Minimum		Maximum		1 -9/.M=Not Ascertained

Name	P3NOSODA		Frequency	Code and Description
Label	P3: Drank no soda in past week		1511	0=No
Format	Num	Type	Construct	402 1=Yes
Valid N	1913	Mean		1433 .=System Missing
Minimum		Maximum		3 -9/.M=Not Ascertained

Name	P3NOFSTF		Frequency	Code and Description
Label	P3: Ate no fast food in past week		1395	0=No
Format	Num	Type	Construct	518 1=Yes
Valid N	1913	Mean		1433 .=System Missing
Minimum		Maximum		3 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P3MODSWT			Frequency	Code and Description
Label	P3: Ate sweets less than once a day			573	0=No
Format	Num	Type	Construct	1341	1=Yes
Valid N	1914	Mean		1433	.=System Missing
Minimum		Maximum		2	-9/.M=Not Ascertained

Name	P3MODSNK			Frequency	Code and Description
Label	P3: Ate salty snacks less than once a day			470	0=No
Format	Num	Type	Construct	1446	1=Yes
Valid N	1916	Mean		1433	.=System Missing
Minimum		Maximum			

Name	P3REGBED			Frequency	Code and Description
Label	P3: Regular bedtime at least 4 weekdays last week			168	0=No
Format	Num	Type	Construct	1740	1=Yes
Valid N	1908	Mean		1433	.=System Missing
Minimum		Maximum		3	-1/.N=Not Applicable
				5	-9/.M=Not Ascertained

Name	P3SLPTM			Frequency	Code and Description
Label	P3: Regular hours of sleep at night			1912	valid numeric value
Format	Num	Type	Construct	1	-9/.M=Missing
Valid N	1912	Mean	10.40	1436	SYSMIS/.
Minimum	7.5	Maximum	14.5		

Name	P3WARM			Frequency	Code and Description
Label	P3: Parental warmth score			958	valid numeric value
Format	Num	Type	Construct	958	-1/.N=Not Applicable
Valid N	958	Mean	4.30	1433	SYSMIS/.
Minimum	2.6	Maximum	5		

Name	P3ENERGY			Frequency	Code and Description
Label	P3: Parental energy score			952	valid numeric value
Format	Num	Type	Construct	958	-1/.N=Not Applicable
Valid N	952	Mean	3.99	4	-9/.M=Missing
Minimum	1	Maximum	5	1435	SYSMIS/.

Name	P3AUTHTV			Frequency	Code and Description
Label	P3: Parental authoritative score			958	valid numeric value
Format	Num	Type	Construct	958	-1/.N=Not Applicable
Valid N	958	Mean	3.47	1433	SYSMIS/.
Minimum	1.5	Maximum	5		

Name	P3AUTHRN			Frequency	Code and Description
Label	P3: Parental authoritarian score			934	valid numeric value
Format	Num	Type	Construct	958	-1/.N=Not Applicable
Valid N	934	Mean	2.23	24	-9/.M=Missing
Minimum	1	Maximum	4.67	1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3PINVHS	Frequency	Code and Description
Label	P3:# of types of ways parent participated in HS in year	955	valid numeric value
Format	Num	Type	Construct
Valid N	955	Mean	6.16
Minimum	0	Maximum	13
		958	-1/.N=Not Applicable
		1	-9/.M=Missing
		1435	SYSMIS/.

Name	P3PVOLHS	Frequency	Code and Description
Label	P3:Parent volunteered in any way at Head Start in year	177	0=No
Format	Num	Type	Construct
Valid N	929	Mean	
Minimum		Maximum	
		752	1=Yes
		1433	.=System Missing
		958	-1/.N=Not Applicable
		29	-9/.M=Not Ascertained

Name	P3PCLSHS	Frequency	Code and Description
Label	P3:Parnt obsRved class/met with Head Start staff in year	39	0=No
Format	Num	Type	Construct
Valid N	953	Mean	
Minimum		Maximum	
		914	1=Yes
		1433	.=System Missing
		958	-1/.N=Not Applicable
		5	-9/.M=Not Ascertained

Name	P3PSO2HS	Frequency	Code and Description
Label	P3:Parent attended social event or workshop this year	272	0=No
Format	Num	Type	Construct
Valid N	955	Mean	
Minimum		Maximum	
		683	1=Yes
		1433	.=System Missing
		958	-1/.N=Not Applicable
		3	-9/.M=Not Ascertained

Name	P3NINVHS	Frequency	Code and Description
Label	P3:# issues kept parent frm participating in HS in yr	952	valid numeric value
Format	Num	Type	Construct
Valid N	952	Mean	2.22
Minimum	0	Maximum	14
		958	-1/.N=Not Applicable
		1439	SYSMIS/.

Name	P3HMCARE	Frequency	Code and Description
Label	P3:Any child care from relative or in private home	1302	0=No
Format	Num	Type	Construct
Valid N	1914	Mean	
Minimum		Maximum	
		612	1=Yes
		1433	.=System Missing
		2	-9/.M=Not Ascertained

Name	P3HRWKCC	Frequency	Code and Description
Label	P3: # of hours per week in child care	759	valid numeric value
Format	Num	Type	Construct
Valid N	759	Mean	14.25
Minimum	1	Maximum	60
		1144	-1/.N=Not Applicable
		13	-9/.M=Missing
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3WCCFEE	Frequency	Code and Description
Label	P3: Weekly amount paid for child care	756	valid numeric value
Format	Num	Type	Construct
Valid N	756	Mean	14.35
Minimum	0	Maximum	210
		1147	-1/.N=Not Applicable
		13	-9/.M=Missing
		1433	SYSMIS/.
Name	P3ANYCCR	Frequency	Code and Description
Label	P3: Any child care before or after Head Start	1144	0=No
Format	Num	Type	Construct
Valid N	1913	Mean	769
Minimum		Maximum	1=Yes
		1433	.=System Missing
		3	-9/.M=Not Ascertained
Name	P3TYPECC	Frequency	Code and Description
Label	P3: Primary type of child care	1144	0 = No child care
Format	Num	Type	Construct
Valid N	1911	Mean	244
Minimum		Maximum	1 = Relative care in child's home
		25	1.5=Relative care in both/varies
		260	2 = Relative care in other home
		12	3 = Non-relative care in child's home
		1	3.5=Non-Relative care in both/varies
		31	4 = Non-relative care in other home
		180	5 = Center-based care
		14	6 = Equal time in multiple types of care
		1434	.=System Missing
		4	-9/.M=Not Ascertained
Name	P3HRWKT	Frequency	Code and Description
Label	P3:Combined # hrs per week at HS and in child care	404	valid numeric value
Format	Num	Type	Construct
Valid N	404	Mean	41.09
Minimum	8	Maximum	85
		1504	-1/.N=Not Applicable
		1441	SYSMIS/.
Name	P3ERREG	Frequency	Code and Description
Label	P3:Goes to emergency room for routine medical care	1865	0=No
Format	Num	Type	Construct
Valid N	1882	Mean	17
Minimum		Maximum	1=Yes
		1436	.=System Missing
		31	-9/.M=Not Ascertained
Name	P3LASTDR	Frequency	Code and Description
Label	P3:Last regular doctor checkup less than 1 yr ago	65	0=No
Format	Num	Type	Construct
Valid N	1914	Mean	1849
Minimum		Maximum	1=Yes
		1433	.=System Missing
		2	-9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P3LASTDN	Frequency	Code and Description
Label	P3:Last regular dentist checkup less than 1 yr ago	113	0=No
Format	Num	Type	Construct
Valid N	1915	Mean	1802 1=Yes
Minimum		Maximum	1433 .=System Missing
			1 -9/.M=Not Ascertained

Name	P3INSURC	Frequency	Code and Description
Label	P3: Any health insurance for child	61	0=No
Format	Num	Type	Construct
Valid N	1910	Mean	1849 1=Yes
Minimum		Maximum	1433 .=System Missing
			6 -9/.M=Not Ascertained

Name	P3INSURR	Frequency	Code and Description
Label	P3: Any health insurance for respondent	621	0=No
Format	Num	Type	Construct
Valid N	1912	Mean	1291 1=Yes
Minimum		Maximum	1437 .=System Missing

Name	P3SMOKE	Frequency	Code and Description
Label	P3: Any household member smokes	1417	0=No
Format	Num	Type	Construct
Valid N	1916	Mean	499 1=Yes
Minimum		Maximum	1433 .=System Missing

Name	P3ALCPRB	Frequency	Code and Description
Label	P3:HH membr/prob w/family,frnds,police,job frm alcohol	943	0=No
Format	Num	Type	Construct
Valid N	958	Mean	15 1=Yes
Minimum		Maximum	1433 .=System Missing
			958 -1/.N=Not Applicable

Name	P3DRGPRB	Frequency	Code and Description
Label	P3:HH membr/prob w/family,frnds,police,job frm drugs	957	0=No
Format	Num	Type	Construct
Valid N	958	Mean	1 1=Yes
Minimum		Maximum	1433 .=System Missing
			958 -1/.N=Not Applicable

Name	P3WITNES	Frequency	Code and Description
Label	P3: Respondent crime witness/victim index	9	valid numeric value
Format	Num	Type	Construct
Valid N	9	Mean	1907 -1/.N=Not Applicable
Minimum	0	Maximum	0.78
			1433 SYSMIS/.

Name	P3PARTAB	Frequency	Code and Description
Label	P3: Respondent victim of intimate partner abuse	9	0=No
Format	Num	Type	Construct
Valid N	9	Mean	1433 .=System Missing
Minimum		Maximum	1907 -1/.N=Not Applicable

Codebook for Child-Level PUF, continued

Name	P3RELAB	Frequency	Code and Description
Label	P3: Respondent victim of other relative abuse	9	0=No
Format	Num	Type	Construct
Valid N	9	Mean	1433 .=System Missing
Minimum		Maximum	1907 -1/.N=Not Applicable
Name	P3RELCR2	Frequency	Code and Description
Label	P3: Relative arrested or jailed	1	1=arrestd or chargd w/crime, no time in jail
Format	Num	Type	Construct
Valid N	3	Mean	2 2=arrestd/chargd w/crime & spent time in jail
Minimum		Maximum	1433 .=System Missing
			1913 -1/.N=Not Applicable
Name	P3UNSAFR	Frequency	Code and Description
Label	P3:Respndt feels unsafe frm current/former partner	9	0=No
Format	Num	Type	Construct
Valid N	9	Mean	1433 .=System Missing
Minimum		Maximum	1907 -1/.N=Not Applicable
Name	P3CWITNS	Frequency	Code and Description
Label	P3: Child crime witness/victim index	9	valid numeric value
Format	Num	Type	Construct
Valid N	9	Mean	1907 -1/.N=Not Applicable
Minimum	0	Maximum	0.44
			1433 SYSMIS/.
Name	P3UNSFHM	Frequency	Code and Description
Label	P3:Chld/parnt victimzd in neighborhood/feels unsafe	7	0=No
Format	Num	Type	Construct
Valid N	9	Mean	2 1=Yes
Minimum		Maximum	1433 .=System Missing
			1907 -1/.N=Not Applicable
Name	P3NUMSRV	Frequency	Code and Description
Label	P3:# comun/gvrnmnt svices recvd since last interview	60	valid numeric value
Format	Num	Type	Construct
Valid N	60	Mean	1856 -1/.N=Not Applicable
Minimum	0	Maximum	0.68
			1433 SYSMIS/.
Name	P3HELPAL	Frequency	Code and Description
Label	P3:Number of types of help parent can always get	1014	valid numeric value
Format	Num	Type	Construct
Valid N	1014	Mean	900 -1/.N=Not Applicable
Minimum	0	Maximum	3.89
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3HLPPL	Frequency	Code and Description
Label	P3:# of types of people parent finds very helpful	1012	valid numeric value
Format	Num	Type	Construct
Valid N	1012	Mean	900 -1/.N=Not Applicable
Minimum	0	Maximum	4.19
			3 -9/.M=Missing
			1434 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3HLPFAM	Frequency	Code and Description
Label	P3:Parent finds family member(s) very helpful	132	0=No
Format	Num	Type	Construct
Valid N	1012	Mean	880 1=Yes
Minimum		Maximum	1433 .=System Missing
			900 -1/.N=Not Applicable
			4 -9/.M=Not Ascertained

Name	P3HLPFRD	Frequency	Code and Description
Label	P3: Parent finds friend(s) very helpful	492	0=No
Format	Num	Type	Construct
Valid N	1010	Mean	518 1=Yes
Minimum		Maximum	1433 .=System Missing
			900 -1/.N=Not Applicable
			6 -9/.M=Not Ascertained

Name	P3HLPFRO	Frequency	Code and Description
Label	P3: Parent finds professional(s) very helpful	420	0=No
Format	Num	Type	Construct
Valid N	1011	Mean	591 1=Yes
Minimum		Maximum	1433 .=System Missing
			900 -1/.N=Not Applicable
			5 -9/.M=Not Ascertained

Name	P3DEPSCO	Frequency	Code and Description
Label	P3: Parent Depression Score - CES-D Short Form	1910	valid numeric value
Format	Num	Type	Construct
Valid N	1910	Mean	3.90
Minimum	0	Maximum	36
			6 -9/.M=Missing
			1433 SYSMIS/.

Name	P3DEPCAT	Frequency	Code and Description
Label	P3:Prnt Depress Score - CES-D Short Form Categories	1387	1=not depressed
Format	Num	Type	Construct
Valid N	1910	Mean	273 2=mildly depressed
Minimum		Maximum	147 3=moderately depressed
			103 4=severely depressed
			1433 .=System Missing
			6 -9/.M=Not Ascertained

Name	P3PSAHSC	Frequency	Code and Description
Label	P3:Parnt satisfaction w/HS - Child related subscale	957	valid numeric value
Format	Num	Type	Construct
Valid N	957	Mean	3.84
Minimum	1.5	Maximum	4
			958 -1/.N=Not Applicable
			1434 SYSMIS/.

Name	P3PSAHSP	Frequency	Code and Description
Label	P3:Parnt satisfaction w/HS - Family related subscale	872	valid numeric value
Format	Num	Type	Construct
Valid N	872	Mean	3.76
Minimum	1.67	Maximum	4
			958 -1/.N=Not Applicable
			1519 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3PEXPHS	Frequency	Code and Description
Label	P3:Parent and Child experiences in Head Start	957	valid numeric value
Format	Num	Type	Construct
Valid N	957	Mean	3.76
Minimum	2	Maximum	4
		958	-1/.N=Not Applicable
		1	-9/.M=Missing
		1433	SYSMIS/.
Name	P3PSHSC2	Frequency	Code and Description
Label	P3:Parnt satisfaction w/HS - Child related subscale V2	957	valid numeric value
Format	Num	Type	Construct
Valid N	957	Mean	3.84
Minimum	1.5	Maximum	4
		958	-1/.N=Not Applicable
		1434	SYSMIS/.
Name	P3PEXHS2	Frequency	Code and Description
Label	P3:Parent and Child experiences in Head Start V2	956	valid numeric value
Format	Num	Type	Construct
Valid N	956	Mean	3.76
Minimum	2	Maximum	4
		958	-1/.N=Not Applicable
		2	-9/.M=Missing
		1433	SYSMIS/.
Name	P3HRWKK	Frequency	Code and Description
Label	P3:Number of hours per week in kindergarten	955	valid numeric value
Format	Num	Type	Construct
Valid N	955	Mean	32.67
Minimum	3	Maximum	52.5
		961	-9/.M=Missing
		1433	SYSMIS/.
Name	P3ECRISK	Frequency	Code and Description
Label	P3: Family Economic Risk Index	1760	valid numeric value
Format	Num	Type	Construct
Valid N	1760	Mean	1.48
Minimum	0	Maximum	3
		145	-9/.M=Missing
		1444	SYSMIS/.
Name	P3INSPR	Frequency	Code and Description
Label	P3: Child has private health insurance only	1671	0=No
Format	Num	Type	Construct
Valid N	1911	Mean	240 1=Yes
Minimum		Maximum	1438 .-=System Missing
Name	P3INSGV	Frequency	Code and Description
Label	P3: Child has government health insurance only	1289	0=No
Format	Num	Type	Construct
Valid N	1911	Mean	622 1=Yes
Minimum		Maximum	1438 .-=System Missing
Name	P3INSPRG	Frequency	Code and Description
Label	P3: Child has private and gov't health insurance	924	0=No
Format	Num	Type	Construct
Valid N	1911	Mean	987 1=Yes
Minimum		Maximum	1438 .-=System Missing

Codebook for Child-Level PUF, continued

Name	P3HRWKTK	Frequency	Code and Description
Label	P3: Number of hours/week at kindergarten and in child care	353	valid numeric value
Format	Num	Type	Construct
Valid N	353	Mean	45.72
Minimum	17	Maximum	90

Name	P3STRtoK	Frequency	Code and Description
Label	P3: Ratio of students to teachers in child's classroom	920	valid numeric value
Format	Num	Type	Construct
Valid N	920	Mean	15.18
Minimum	1	Maximum	40

Name	P3FF13a	Frequency	Code and Description
Label	P3: Parent attended general school meeting	141	0=No
Format	Num	Type	Construct
Valid N	949	Mean	2400
Minimum		Maximum	

Name	P3FF13b	Frequency	Code and Description
Label	P3: Parent went to scheduled parent-teacher conference	132	0=No
Format	Num	Type	Construct
Valid N	953	Mean	821
Minimum		Maximum	

Name	P3FF13c	Frequency	Code and Description
Label	P3: Parent attended school or class event	392	0=No
Format	Num	Type	Construct
Valid N	945	Mean	553
Minimum		Maximum	

Name	P3FF13d	Frequency	Code and Description
Label	P3: Parent acted as volunteer or served on a committee	638	0=No
Format	Num	Type	Construct
Valid N	944	Mean	306
Minimum		Maximum	

Name	P4PRGTYP	Frequency	Code and Description
Label	P4: Child's Program Type	783	1=Full day K
Format	Num	Type	Construct
Valid N	895	Mean	112
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P4CSPLNG	Frequency	Code and Description
Label	P4: Child Speech or Language Impairment	873	0=No
Format	Num	Type	Construct
Valid N	890	Mean	17 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			4 -9/.M=Not Ascertained

Name	P4CAUTSM	Frequency	Code and Description
Label	P4: Child Autism or Pervasive Developmental Delay	882	0=No
Format	Num	Type	Construct
Valid N	890	Mean	8 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			4 -9/.M=Not Ascertained

Name	P4CRETRD	Frequency	Code and Description
Label	P4: Child Intellectual Disability or Cognitive Impairment	890	0=No
Format	Num	Type	Construct
Valid N	890	Mean	1235 .=System Missing
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -9/.M=Not Ascertained

Name	P4CEMOTN	Frequency	Code and Description
Label	P4: Child Emotional/Behavioral Disability	876	0=No
Format	Num	Type	Construct
Valid N	890	Mean	14 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			4 -9/.M=Not Ascertained

Name	P4CTRBRI	Frequency	Code and Description
Label	P4: Child Traumatic Brain Injury	892	0=No
Format	Num	Type	Construct
Valid N	892	Mean	1235 .=System Missing
Minimum		Maximum	1220 -1/.N=Not Applicable
			2 -9/.M=Not Ascertained

Name	P4CSNSRY	Frequency	Code and Description
Label	P4: Child Sensory Impairment	873	0=No
Format	Num	Type	Construct
Valid N	879	Mean	6 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			15 -9/.M=Not Ascertained

Name	P4CORTHO	Frequency	Code and Description
Label	P4: Child Orthopedic Impairment	889	0=No
Format	Num	Type	Construct
Valid N	894	Mean	5 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable

Codebook for Child-Level PUF, continued

Name	P4CHDISB			Frequency	Code and Description
Label	P4: Child Disability Status			835	0=No
Format	Num	Type	Construct	43	1=Yes
Valid N	878	Mean		1235	.=System Missing
Minimum		Maximum		1220	-1/.N=Not Applicable
				16	-9/.M=Not Ascertained
<hr/>					
Name	P4CMULIM			Frequency	Code and Description
Label	P4: Child Multiple Impairment			883	0=No
Format	Num	Type	Construct	6	1=Yes
Valid N	889	Mean		1235	.=System Missing
Minimum		Maximum		1220	-1/.N=Not Applicable
				5	-9/.M=Not Ascertained
<hr/>					
Name	P4HHSIZE			Frequency	Code and Description
Label	P4: Household Size			896	valid numeric value
Format	Num	Type	Construct	1220	-1/.N=Not Applicable
Valid N	896	Mean	4.70	1233	SYSMIS/.
Minimum	2	Maximum	11		
<hr/>					
Name	P4FMSTRC			Frequency	Code and Description
Label	P4: Family Structure			386	1=Bio/adoptive Mother and Father
Format	Num	Type	Construct	411	2=Bio/adoptive Mother Only
Valid N	896	Mean		17	3=Bio/adoptive Father Only
Minimum		Maximum		6	5=Non-bio Mother and Bio/adoptive Father
				49	6=Bio/adoptive Mother and Non-bio Father
				5	7=Biological Grandparent(s)
				22	8=Other
				1233	.=System Missing
				1220	-1/.N=Not Applicable

Codebook for Child-Level PUF, continued

Name	P4INCOME	Frequency	Code and Description
Label	P4: Income Categories	43	1= \$0- \$5000
Format	Num	Type	Construct
Valid N	878	Mean	84 2= \$5001-\$10000
Minimum		Maximum	147 3= \$10001-\$15000
			156 4= \$15001-\$20000
			109 5= \$20001-\$25000
			112 6= \$25001-\$30000
			55 7= \$30001-\$35000
			53 8= \$35001-\$40000
			53 9= \$40001-\$50000
			52 10= \$50001-\$75000
			14 11= \$75001-HIGH
			1233 .= System Missing
			18 -9/.M= Not Ascertained
			1220 N
Name	P4POVRTY	Frequency	Code and Description
Label	P4: Poverty Status	340	0=No
Format	Num	Type	Construct
Valid N	878	Mean	538 1=Yes
Minimum		Maximum	1233 .=System Missing
			1220 -1/.N=Not Applicable
			18 -9/.M=Not Ascertained
Name	P4POVRTO	Frequency	Code and Description
Label	P4: Ratio of Income to Poverty	184	1= Less than 50% of Poverty Threshold
Format	Num	Type	Construct
Valid N	878	Mean	354 2= Between 50% and 100% of Poverty Threshold
Minimum		Maximum	136 3= Between 101% and 130% of Poverty Threshold
			121 4= Between 131% and 185% of Poverty Threshold
			20 5= Between 186% and 200% of poverty threshold
			63 6= Above 200% of the Poverty Threshold
			1233 .= System Missing
			18 -9/.M= Not Ascertained
			1220 N
Name	P4MOMEMP	Frequency	Code and Description
Label	P4: Mother Employment Status	255	1=Working Full Time
Format	Num	Type	Construct
Valid N	840	Mean	166 2=Working Part Time
Minimum		Maximum	151 3=Looking for Work
			268 4=Not in Labor Force
			1233 .=System Missing
			1271 -1/.N=Not Applicable
			5 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P4DADEMP	Frequency	Code and Description
Label	P4: Father Employment Status	262	1=Working Full Time
Format	Num	Type	Construct
Valid N	399	Mean	51 2=Working Part Time
Minimum		Maximum	47 3=Looking for Work
			39 4=Not in Labor Force
			1233 .=System Missing
			1704 -1/.N=Not Applicable
			13 -9/.M=Not Ascertained

Name	P4INCIMP	Frequency	Code and Description
Label	P4: Annual household income imputed	706	0=No
Format	Num	Type	Construct
Valid N	896	Mean	190 1=Yes
Minimum		Maximum	1233 .=System Missing
			1220 -1/.N=Not Applicable

Name	P4READS	Frequency	Code and Description
Label	P4: Read to child 3+ times in past week	173	0=No
Format	Num	Type	Construct
Valid N	896	Mean	723 1=Yes
Minimum		Maximum	1233 .=System Missing
			1220 -1/.N=Not Applicable

Name	P4PWKAC2	Frequency	Code and Description
Label	P4: # of parent-child activities in past week	896	valid numeric value
Format	Num	Type	Construct
Valid N	896	Mean	11.67
Minimum	4	Maximum	14
			1220 -1/.N=Not Applicable
			1233 SYSMIS/.

Name	P4PMOACT	Frequency	Code and Description
Label	P4: # of outside activities in past month	896	valid numeric value
Format	Num	Type	Construct
Valid N	896	Mean	5.55
Minimum	0	Maximum	11
			1220 -1/.N=Not Applicable
			1233 SYSMIS/.

Name	P4MILK	Frequency	Code and Description
Label	P4: Drinks milk at least twice a day	363	0=No
Format	Num	Type	Construct
Valid N	894	Mean	531 1=Yes
Minimum		Maximum	1233 .=System Missing
			1220 -1/.N=Not Applicable
			2 -9/.M=Not Ascertained

Name	P4NOSODA	Frequency	Code and Description
Label	P4: Drank no soda in past week	693	0=No
Format	Num	Type	Construct
Valid N	891	Mean	198 1=Yes
Minimum		Maximum	1233 .=System Missing
			1220 -1/.N=Not Applicable
			5 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P4NOFSTF	Frequency	Code and Description
Label	P4: Ate no fast food in past week	631	0=No
Format	Num	Type	Construct
Valid N	894	Mean	1233 .=System Missing
Minimum		Maximum	1220 -1/.N=Not Applicable 2 -9/.M=Not Ascertained

Name	P4MODSWT	Frequency	Code and Description
Label	P4: Ate sweets less than once a day	253	0=No
Format	Num	Type	Construct
Valid N	894	Mean	1233 .=System Missing
Minimum		Maximum	1220 -1/.N=Not Applicable 2 -9/.M=Not Ascertained

Name	P4MODSNK	Frequency	Code and Description
Label	P4: Ate salty snacks less than once a day	227	0=No
Format	Num	Type	Construct
Valid N	894	Mean	1233 .=System Missing
Minimum		Maximum	1220 -1/.N=Not Applicable 2 -9/.M=Not Ascertained

Name	P4REGBED	Frequency	Code and Description
Label	P4: Regular bedtime at least 4 weekdays last week	72	0=No
Format	Num	Type	Construct
Valid N	890	Mean	1233 .=System Missing
Minimum		Maximum	1220 -1/.N=Not Applicable 6 -9/.M=Not Ascertained

Name	P4SLPTM	Frequency	Code and Description
Label	P4: Regular hours of sleep at night	896	valid numeric value
Format	Num	Type	Construct
Valid N	896	Mean	10.26
Minimum	6.5	Maximum	14
			1220 -1/.N=Not Applicable 1233 SYSMIS/.

Name	P4HMCARE	Frequency	Code and Description
Label	P4:Any child care from relative or in private home	620	0=No
Format	Num	Type	Construct
Valid N	894	Mean	1235 .=System Missing
Minimum		Maximum	1220 -1/.N=Not Applicable

Name	P4HRWKCC	Frequency	Code and Description
Label	P4: # of hours per week in child care	328	valid numeric value
Format	Num	Type	Construct
Valid N	328	Mean	13.49
Minimum	1	Maximum	80
			1780 -1/.N=Not Applicable 6 -9/.M=Missing 1235 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4WCCFEE	Frequency	Code and Description
Label	P4: Weekly amount paid for child care	330	valid numeric value
Format	Num	Type	Construct
Valid N	330	Mean	13.66
Minimum	0	Maximum	175
		1783	-1/.N=Not Applicable
		3	-9/.M=Missing
		1233	SYSMIS/.
Name	P4ANYCCR	Frequency	Code and Description
Label	P4: Any child care before or after Kindergarten	560	0=No
Format	Num	Type	Construct
Valid N	893	Mean	333 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			1 -9/.M=Not Ascertained
Name	P4TYPECC	Frequency	Code and Description
Label	P4: Primary type of child care	560	0 = No child care
Format	Num	Type	Construct
Valid N	893	Mean	118 1 = Relative care in child's home
Minimum		Maximum	9 1.5=Relative care in both/varies
			101 2 = Relative care in other home
			5 3 = Non-relative care in child's home
			21 4 = Non-relative care in other home
			66 5 = Center-based care
			13 6 = Equal time in multiple types of care
			1235 .=System Missing
			1220 -1/.N=Not Applicable
			1 -9/.M=Not Ascertained
Name	P4ERREG	Frequency	Code and Description
Label	P4:Goes to emergency room for routine medical care	869	0=No
Format	Num	Type	Construct
Valid N	877	Mean	8 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			17 -9/.M=Not Ascertained
Name	P4LASTDR	Frequency	Code and Description
Label	P4:Last regular doctor checkup less than 1 yr ago	33	0=No
Format	Num	Type	Construct
Valid N	893	Mean	860 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			1 -9/.M=Not Ascertained
Name	P4LASTDN	Frequency	Code and Description
Label	P4:Last regular dentist checkup less than 1 yr ago	53	0=No
Format	Num	Type	Construct
Valid N	891	Mean	838 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			3 -9/.M=Not Ascertained

Codebook for Child-Level PUF, continued

Name	P4INSURC	Frequency	Code and Description
Label	P4: Any health insurance for child	26	0=No
Format	Num	Type	Construct
Valid N	894	Mean	868 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
Name	P4inspr	Frequency	Code and Description
Label	P4: Child has private health insurance only	784	0=No
Format	Num	Type	Construct
Valid N	894	Mean	110 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
Name	P4insgv	Frequency	Code and Description
Label	P4: Child has government health insurance only	527	0=No
Format	Num	Type	Construct
Valid N	894	Mean	367 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
Name	P4insprg	Frequency	Code and Description
Label	P4: Child has private and gov't health insurance	503	0=No
Format	Num	Type	Construct
Valid N	894	Mean	391 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
Name	P4INSURR	Frequency	Code and Description
Label	P4: Any health insurance for respondent	277	0=No
Format	Num	Type	Construct
Valid N	891	Mean	614 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			3 -9/.M=Not Ascertained
Name	P4SMOKE	Frequency	Code and Description
Label	P4: Any household member smokes	666	0=No
Format	Num	Type	Construct
Valid N	894	Mean	228 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
Name	P4HELPAL	Frequency	Code and Description
Label	P4: Number of types of help parent can always get	890	valid numeric value
Format	Num	Type	Construct
Valid N	890	Mean	1220 -1/.N=Not Applicable
Minimum	0	Maximum	4 4.01
			4 -9/.M=Missing
			1235 SYSMIS/.
Name	P4HLPPL	Frequency	Code and Description
Label	P4: # of types of people parent finds very helpful	882	valid numeric value
Format	Num	Type	Construct
Valid N	882	Mean	1220 -1/.N=Not Applicable
Minimum	0	Maximum	6 4.31
			6 -9/.M=Missing
			1241 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4HLPFAM	Frequency	Code and Description
Label	P4:Parent finds family member(s) very helpful	108	0=No
Format	Num	Type	Construct
Valid N	889	Mean	781 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			5 -9/.M=Not Ascertained

Name	P4HLPFRD	Frequency	Code and Description
Label	P4: Parent finds friend(s) very helpful	420	0=No
Format	Num	Type	Construct
Valid N	888	Mean	468 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			6 -9/.M=Not Ascertained

Name	P4HLPPRO	Frequency	Code and Description
Label	P4: Parent finds professional(s) very helpful	333	0=No
Format	Num	Type	Construct
Valid N	885	Mean	552 1=Yes
Minimum		Maximum	1235 .=System Missing
			1220 -1/.N=Not Applicable
			9 -9/.M=Not Ascertained

Name	P4DEPSCO	Frequency	Code and Description
Label	P4: Parent Depression Score - CES-D Short Form	892	valid numeric value
Format	Num	Type	Construct
Valid N	892	Mean	4.25
Minimum	0	Maximum	35
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1235 SYSMIS/.

Name	P4DEPCAT	Frequency	Code and Description
Label	P4:Prnt Depress Score - CES-D Short Form Categories	618	1=not depressed
Format	Num	Type	Construct
Valid N	892	Mean	146 2=mildly depressed
Minimum		Maximum	79 3=moderately depressed
			49 4=severely depressed
			1235 .=System Missing
			2 -9/.M=Not Ascertained
			1220 N

Name	P4HRWKK	Frequency	Code and Description
Label	P4:Number of hours per week in kindergarten	893	valid numeric value
Format	Num	Type	Construct
Valid N	893	Mean	32.80
Minimum	7	Maximum	56
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			1233 SYSMIS/.

Name	P4HRWTKK	Frequency	Code and Description
Label	P4:Number of hours/week at kindergarten and in child care	326	valid numeric value
Format	Num	Type	Construct
Valid N	326	Mean	46.67
Minimum	18	Maximum	120
			1220 -1/.N=Not Applicable
			570 -9/.M=Missing
			1233 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4STRtoK	Frequency	Code and Description
Label	P4: Ratio of students to teachers in child's classroom	872	valid numeric value
Format	Num	Type	Construct
Valid N	872	Mean	15.05
Minimum	0.5	Maximum	41
		1220	-1/.N=Not Applicable
		24	-9/.M=Missing
		1233	SYSMIS/.

Name	P4FF13a	Frequency	Code and Description
Label	P4: Parent attended general school meeting	88	0=No
Format	Num	Type	Construct
Valid N	890	Mean	
Minimum		Maximum	
		802	1=Yes
		1239	.=System Missing
		1220	-1/.N=Not Applicable

Name	P4FF13b	Frequency	Code and Description
Label	P4: Parent went to scheduled parent-teacher conference	97	0=No
Format	Num	Type	Construct
Valid N	892	Mean	
Minimum		Maximum	
		795	1=Yes
		1237	.=System Missing
		1220	-1/.N=Not Applicable

Name	P4FF13c	Frequency	Code and Description
Label	P4: Parent attended school or class event	340	0=No
Format	Num	Type	Construct
Valid N	884	Mean	
Minimum		Maximum	
		544	1=Yes
		1245	.=System Missing
		1220	-1/.N=Not Applicable

Name	P4FF13d	Frequency	Code and Description
Label	P4: Parent acted as volunteer or served on a committee	589	0=No
Format	Num	Type	Construct
Valid N	880	Mean	
Minimum		Maximum	
		291	1=Yes
		1249	.=System Missing
		1220	-1/.N=Not Applicable

Name	P4ECRISK	Frequency	Code and Description
Label	P4: Family Economic Risk Index	821	valid numeric value
Format	Num	Type	Construct
Valid N	821	Mean	1.46
Minimum	0	Maximum	3
		1220	-1/.N=Not Applicable
		68	-9/.M=Missing
		1240	SYSMIS/.

Name	T1CSIZE	Frequency	Code and Description
Label	T1: Class Size	3301	valid numeric value
Format	Num	Type	Construct
Valid N	3301	Mean	17.09
Minimum	2	Maximum	20
		11	-9/.M=Missing
		37	SYSMIS/.

Name	T1CTRTIO	Frequency	Code and Description
Label	T1: Child/Teacher Ratio	3301	valid numeric value
Format	Num	Type	Construct
Valid N	3301	Mean	8.40
Minimum	0.67	Maximum	20
		11	-9/.M=Missing
		37	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T1CARTIO	Frequency	Code and Description
Label	T1: Child/Adult Ratio	3301	valid numeric value
Format	Num	Type	Construct
Valid N	3301	Mean	7.26
Minimum	0.5	Maximum	20
Name	T1DEPSCO	Frequency	Code and Description
Label	T1: Teacher Depression Score CES-D Short Form	3301	valid numeric value
Format	Num	Type	Construct
Valid N	3301	Mean	4.25
Minimum	0	Maximum	36
Name	T1DEPCAT	Frequency	Code and Description
Label	T1: Teacher Depress Score CES-D Shrt Form- Categories	2116	1=not depressed
Format	Num	Type	Construct
Valid N	3301	Mean	860 2=mildly depressed
Minimum		Maximum	233 3=moderately depressed
			92 4=severely depressed
			48 .=System Missing
Name	T1FDASC2	Frequency	Code and Description
Label	Revised Fall 2009 T1DASCO2 Flag	3293	0=Not Revised
Format	Num	Type	Construct
Valid N	3312	Mean	19 1=Revised
Minimum		Maximum	37 .=System Missing
Name	T1FDISC2	Frequency	Code and Description
Label	Revised Fall 2009 T1DISCO2 Flag	3297	0=Not Revised
Format	Num	Type	Construct
Valid N	3312	Mean	15 1=Revised
Minimum		Maximum	37 .=System Missing
Name	T1FINSC2	Frequency	Code and Description
Label	Revised Fall 2009 T1INSCO2 Flag	3293	0=Not Revised
Format	Num	Type	Construct
Valid N	3312	Mean	19 1=Revised
Minimum		Maximum	37 .=System Missing
Name	T1RDASC2	Frequency	Code and Description
Label	T1:Developmentally Appropriate Attitudes Scale (MPR)	3301	valid numeric value
Format	Num	Type	Construct
Valid N	3301	Mean	8.03
Minimum	3	Maximum	10
Name	T1RDISC2	Frequency	Code and Description
Label	T1:Didactic Scale (MPR)	3301	valid numeric value
Format	Num	Type	Construct
Valid N	3301	Mean	2.52
Minimum	1	Maximum	5

Codebook for Child-Level PUF, continued

Name	T1RINSC2	Frequency	Code and Description
Label	T1:Child-initiated Scale (MPR)	3312	valid numeric value
Format	Num	Type	Construct
Valid N	3312	Mean	4.45
Minimum	2.2	Maximum	5
Name	T2CSIZE	Frequency	Code and Description
Label	T2: Class Size	2995	valid numeric value
Format	Num	Type	Construct
Valid N	2995	Mean	17.24
Minimum	4	Maximum	21
Name	T2CTRTIO	Frequency	Code and Description
Label	T2: Child/Teacher Ratio	2995	valid numeric value
Format	Num	Type	Construct
Valid N	2995	Mean	8.38
Minimum	3	Maximum	20
Name	T2CARTIO	Frequency	Code and Description
Label	T2: Child/Adult Ratio	2995	valid numeric value
Format	Num	Type	Construct
Valid N	2995	Mean	7.43
Minimum	2.43	Maximum	17
Name	T2DEPSCO	Frequency	Code and Description
Label	T2: Teacher Depression Score CES-D Short Form	2996	valid numeric value
Format	Num	Type	Construct
Valid N	2996	Mean	3.95
Minimum	0	Maximum	32
Name	T2DEPCAT	Frequency	Code and Description
Label	T2:Teacher Depress Score CES-D Shrt Form- Categories	1977	1=not depressed
Format	Num	Type	Construct
Valid N	2996	Mean	703 2=mildly depressed
Minimum		Maximum	214 3=moderately depressed
			102 4=severely depressed
			353 .=System Missing
Name	T2MNGSPT	Frequency	Code and Description
Label	T2: Program Management Support	2987	valid numeric value
Format	Num	Type	Construct
Valid N	2987	Mean	3.74
Minimum	1	Maximum	5
Name	T2DASCO2	Frequency	Code and Description
Label	T2:Dev Approp Attit Scale(MPR)-only new sprng rspndnts	265	valid numeric value
Format	Num	Type	Construct
Valid N	265	Mean	7.70
Minimum	4	Maximum	10

Codebook for Child-Level PUF, continued

Name	T2DISCO2	Frequency	Code and Description
Label	T2:Didactic Scale (MPR)-only new spring respondents	265	valid numeric value
Format	Num	Type	Construct
Valid N	265	Mean	2.72
Minimum	1.17	Maximum	4.17
Name	T2INSCO2	Frequency	Code and Description
Label	T2:Child-initiated Scale (MPR)-only new sprng rspndnts	265	valid numeric value
Format	Num	Type	Construct
Valid N	265	Mean	4.37
Minimum	3.4	Maximum	5
Name	T3CSIZE	Frequency	Code and Description
Label	T3: Class Size	1151	valid numeric value
Format	Num	Type	Construct
Valid N	1151	Mean	17.76
Minimum	10	Maximum	21
Name	T3CTRTIO	Frequency	Code and Description
Label	T3: Child/Teacher Ratio	1151	valid numeric value
Format	Num	Type	Construct
Valid N	1151	Mean	8.58
Minimum	3.5	Maximum	20
Name	T3CARTIO	Frequency	Code and Description
Label	T3: Child/Adult Ratio	1148	valid numeric value
Format	Num	Type	Construct
Valid N	1148	Mean	7.67
Minimum	2	Maximum	12
Name	T3DEPSCO	Frequency	Code and Description
Label	T3: Teacher's Depression Score,CES-D Short Form	1154	valid numeric value
Format	Num	Type	Construct
Valid N	1154	Mean	3.94
Minimum	0	Maximum	29
Name	T3DEPCAT	Frequency	Code and Description
Label	T3:Teacher's Depressn Scr,CES-D Short Form Categories	804	1=not depressed
Format	Num	Type	Construct
Valid N	1154	Mean	240
Minimum		Maximum	54
			3=moderately depressed
			56
			4=severely depressed
			975
			.=System Missing
			1220
			-1/.N=Not Applicable

Codebook for Child-Level PUF, continued

Name	T3DASCO2	Frequency	Code and Description
Label	T3:Developmnty Approp Attit Scale(MPR),new spring rspndnts	441	valid numeric value
Format	Num	Type	Construct
Valid N	441	Mean	7.17
Minimum	2	Maximum	10
Name	T3DISCO2	Frequency	Code and Description
Label	T3:Didactic Subscale (MPR,)new spring respondents	441	valid numeric value
Format	Num	Type	Construct
Valid N	441	Mean	2.83
Minimum	1	Maximum	4.83
Name	T3INSCO2	Frequency	Code and Description
Label	T3:Child-Initiated Scale (MPR),new spring respondents	441	valid numeric value
Format	Num	Type	Construct
Valid N	441	Mean	4.31
Minimum	2.6	Maximum	5
Name	T3MNGSPT	Frequency	Code and Description
Label	T3: Program Management Support - Teacher	1154	valid numeric value
Format	Num	Type	Construct
Valid N	1154	Mean	3.65
Minimum	1	Maximum	5
Name	O2ECERSS	Frequency	Code and Description
Label	O2: ECERS shortened total mean score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	4.28
Minimum	1.95	Maximum	6.1
Name	O2ECTCH	Frequency	Code and Description
Label	O2: ECERS Teaching and Interactions Mean Score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	4.69
Minimum	1.36	Maximum	6.55
Name	O2ECPROV	Frequency	Code and Description
Label	O2: ECERS Provisions for Learning Mean Score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	3.96
Minimum	1.5	Maximum	6.17
Name	O2CLSSCD	Frequency	Code and Description
Label	O2: CLASS concept development score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	2.07
Minimum	1	Maximum	4.25

Codebook for Child-Level PUF, continued

Name	O2CLSSQF	Frequency	Code and Description
Label	O2: CLASS quality of feedback score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	2.26
Minimum	1	Maximum	5
Name	O2CLSSLM	Frequency	Code and Description
Label	O2: CLASS language modeling score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	2.45
Minimum	1	Maximum	5
Name	O2CLSSPC	Frequency	Code and Description
Label	O2: CLASS positive climate score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	5.33
Minimum	2.33	Maximum	7
Name	O2CLSSNC	Frequency	Code and Description
Label	O2: CLASS negative climate score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	1.25
Minimum	1	Maximum	5.67
Name	O2CLSSTS	Frequency	Code and Description
Label	O2: CLASS teacher sensitivity score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	4.65
Minimum	2.67	Maximum	6.33
Name	O2CLSSSP	Frequency	Code and Description
Label	O2: CLASS regard of student perspectives score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	4.48
Minimum	2	Maximum	6.25
Name	O2CLSSBM	Frequency	Code and Description
Label	O2: CLASS behavior management score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	5.06
Minimum	2.5	Maximum	6.75
Name	O2CLSSPR	Frequency	Code and Description
Label	O2: CLASS productivity score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	4.91
Minimum	2	Maximum	7

Codebook for Child-Level PUF, continued

Name	O2CLSSLF	Frequency	Code and Description
Label	O2: CLASS instructional learning formats score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	4.04
Minimum	1.75	Maximum	6
Name	O2CLSSIS	Frequency	Code and Description
Label	O2: CLASS instructional support score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	2.26
Minimum	1	Maximum	4.56
Name	O2CLSES	Frequency	Code and Description
Label	O2: CLASS emotional support score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	5.30
Minimum	2.5	Maximum	6.38
Name	O2CLSSCO	Frequency	Code and Description
Label	O2: CLASS classroom organization score	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	4.67
Minimum	2.33	Maximum	6.17
Name	O2CSIZE	Frequency	Code and Description
Label	O2: Counts of Children	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	14.35
Minimum	3.33	Maximum	20
Name	O2ADLTS	Frequency	Code and Description
Label	O2: Counts of Adults	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	2.48
Minimum	1	Maximum	6
Name	O2CARTIO	Frequency	Code and Description
Label	O2: Child/Adult Ratio	2723	valid numeric value
Format	Num	Type	Construct
Valid N	2723	Mean	6.20
Minimum	1.11	Maximum	15
Name	O3ECERSS	Frequency	Code and Description
Label	O3: ECERS shortened total mean score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	4.37
Minimum	2.05	Maximum	6.14
			1220 -1/.N=Not Applicable
			41 -9/.M=Missing
			1022 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3ECTCH	Frequency	Code and Description
Label	O3: ECERS Teaching and Interactions Mean Score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	4.76
Minimum	1.64	Maximum	6.64
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3ECPROV	Frequency	Code and Description
Label	O3: ECERS Provisions for Learning Mean Score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	4.07
Minimum	2.17	Maximum	6.5
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSCD	Frequency	Code and Description
Label	O3: CLASS concept development score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	1.98
Minimum	1	Maximum	5.5
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSQF	Frequency	Code and Description
Label	O3: CLASS quality of feedback score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	2.11
Minimum	1	Maximum	5
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSLM	Frequency	Code and Description
Label	O3: CLASS language modeling score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	2.21
Minimum	1	Maximum	4.25
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSPC	Frequency	Code and Description
Label	O3: CLASS positive climate score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	5.33
Minimum	2.5	Maximum	7
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSNC	Frequency	Code and Description
Label	O3: CLASS negative climate score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	1.18
Minimum	1	Maximum	3.5
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSTS	Frequency	Code and Description
Label	O3: CLASS teacher sensitivity score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	4.77
Minimum	2.75	Maximum	6.33
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3CLSSSP	Frequency	Code and Description
Label	O3: CLASS regard of student perspectives score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	4.65
Minimum	2.5	Maximum	6.5
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSBM	Frequency	Code and Description
Label	O3: CLASS behavior management score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	5.15
Minimum	2.25	Maximum	7
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSPR	Frequency	Code and Description
Label	O3: CLASS productivity score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	5.11
Minimum	2.25	Maximum	7
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSLF	Frequency	Code and Description
Label	O3: CLASS instructional learning formats score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	4.23
Minimum	2	Maximum	6
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSIS	Frequency	Code and Description
Label	O3: CLASS instructional support score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	2.10
Minimum	1	Maximum	4.67
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSES	Frequency	Code and Description
Label	O3: CLASS emotional support score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	5.39
Minimum	3.19	Maximum	6.5
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CLSSCO	Frequency	Code and Description
Label	O3: CLASS classroom organization score	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	4.83
Minimum	2.25	Maximum	6.67
		1220	-1/.N=Not Applicable
		41	-9/.M=Missing
		1022	SYSMIS/.

Name	O3CSIZE	Frequency	Code and Description
Label	O3: Counts of Children	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	14.29
Minimum	7	Maximum	20
		1220	-1/.N=Not Applicable
		1063	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3ADLTS	Frequency	Code and Description
Label	O3: Counts of Adults	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	2.48
Minimum	1	Maximum	7.75
Name	O3CARTIO	Frequency	Code and Description
Label	O3: Child/Adult Ratio	1066	valid numeric value
Format	Num	Type	Construct
Valid N	1066	Mean	6.29
Minimum	1.21	Maximum	14.6
Name	C1MNGSPT	Frequency	Code and Description
Label	C1:Program Management Support - Center Director	3349	valid numeric value
Format	Num	Type	Construct
Valid N	3349	Mean	4.39
Minimum	1	Maximum	5
Name	E1MNGSPT	Frequency	Code and Description
Label	E1:Program Management Support - Education Coordinator	3292	valid numeric value
Format	Num	Type	Construct
Valid N	3292	Mean	4.50
Minimum	1	Maximum	5
Name	A1_Lang	Frequency	Code and Description
Label	A1: Language selection	2166	11=English speaker, assessed in English
Format	Num	Type	Source
Valid N	3150	Mean	382
Minimum		Maximum	57
			15='other' speaker, assessed in English
			512
			22=Spanish speaker, assessed in Spanish
			33
			99='other' speaker, did not pass screener
			199
			SYSMIS/.
Name	A1_Date	Frequency	Code and Description
Label	A1: DateOfContact	526	September 2009
Format	Num	Type	Source
Valid N	3151	Mean	1678
Minimum		Maximum	947
			November 2009
			198
			SYSMIS/.
Name	A2_Lang	Frequency	Code and Description
Label	A2: Language selection	1933	11=English speaker, assessed in English
Format	Num	Type	Source
Valid N	2879	Mean	613
Minimum		Maximum	70
			15='other' speaker, assessed in English
			251
			22=Spanish speaker, assessed in Spanish
			12
			99='other' speaker, did not pass screener
			470
			SYSMIS/.

Codebook for Child-Level PUF, continued

Name	A2_Date			Frequency	Code and Description
Label	A2: DateOfContact			991	March 2010
Format	Num	Type	Source	1419	April 2010
Valid N	2879	Mean		469	May 2010
Minimum		Maximum		470	SYSMIS/.
Name	A3_Lang			Frequency	Code and Description
Label	A3: Language selection			1384	11=English speaker, assessed in English
Format	Num	Type	Source	660	12=Spanish speaker, assessed in English (+TVIP)
Valid N	2141	Mean		64	15='other' speaker, assessed in English
Minimum		Maximum		30	22=Spanish speaker, assessed in Spanish
				3	99='other' speaker, did not pass screener
				1208	SYSMIS/.
Name	A3_Date			Frequency	Code and Description
Label	A3: DateOfContact			881	March 2011
Format	Num	Type	Source	1147	April 2011
Valid N	2141	Mean		113	May 2011
Minimum		Maximum		1208	SYSMIS/.
Name	A4_Lang			Frequency	Code and Description
Label	A4: Language selection			611	11=English speaker, assessed in English
Format	Num	Type	Source	284	12=Spanish speaker, assessed in English (+TVIP)
Valid N	935	Mean		37	15='other' speaker, assessed in English
Minimum		Maximum		3	22=Spanish speaker, assessed in Spanish
				1220	-1/.N=Not Applic
				1194	SYSMIS/.
Name	A4_Date			Frequency	Code and Description
Label	A4: Assessment completed date			272	March 2012
Format	Num	Type	Source	510	April 2012
Valid N	948	Mean		166	May 2012
Minimum		Maximum		2401	SYSMIS/.
Name	R1_Date			Frequency	Code and Description
Label	R1: TCR completed date			260	September 2009
Format	Num	Type	Source	1612	October 2009
Valid N	3241	Mean		1190	November 2009
Minimum		Maximum		179	December 2009
				108	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1B01			Frequency	Code and Description
Label	R1: Can child recognize letters			127	1=all letters of the alphabet
Format	Num	Type	Source	288	2=most of them
Valid N	3249	Mean		1453	3=some of them
Minimum		Maximum		1381	4=none of them
				3	-9/.M=Missing
				97	SYSMIS/.
Name	R1B02			Frequency	Code and Description
Label	R1: How high child can count			473	1=Not at all
Format	Num	Type	Source	1204	2=up to five
Valid N	3244	Mean		1251	3=up to ten
Minimum		Maximum		299	4=up to twenty
				12	5=up to fifty
				5	6=up to 100 or more
				8	-9/.M=Missing
				97	SYSMIS/.
Name	R1B03			Frequency	Code and Description
Label	R1: How often child likes to write			371	1=never
Format	Num	Type	Source	762	2=has done it once or twice
Valid N	3251	Mean		1399	3=sometimes
Minimum		Maximum		719	4=often
				1	-9/.M=Missing
				97	SYSMIS/.
Name	R1B04			Frequency	Code and Description
Label	R1: Can child identify colors			1375	1=all of them
Format	Num	Type	Source	1396	2=some of them
Valid N	3249	Mean		478	3=none of them
Minimum		Maximum		3	-9/.M=Missing
				97	SYSMIS/.
Name	R1B04a			Frequency	Code and Description
Label	R1: Understand relationship btw sound and letters			1916	1=Not at all
Format	Num	Type	Source	887	2=For one or two letters
Valid N	3235	Mean		296	3=For a few (up to 5) letters
Minimum		Maximum		136	4=For several (6 or more) letters
				17	-9/.M=Missing
				97	SYSMIS/.
Name	R1B05A			Frequency	Code and Description
Label	R1: Child writes rather than scribbles			1990	0=No
Format	Num	Type	Source	1255	1=Yes
Valid N	3245	Mean		7	-9/.M=Missing
Minimum		Maximum		97	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1B05B	Frequency	Code and Description
Label	R1: Does child write own first name	2454	0=No
Format	Num	Type	Source
Valid N	3249	Mean	795 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			97 SYSMIS/.
Name	R1B05C	Frequency	Code and Description
Label	R1: Child trips, stumbles, or falls easily	2990	0=No
Format	Num	Type	Source
Valid N	3242	Mean	252 1=Yes
Minimum		Maximum	10 -9/.M=Missing
			97 SYSMIS/.
Name	R1B05D	Frequency	Code and Description
Label	R1: Child is understandable to strangers	636	0=No
Format	Num	Type	Source
Valid N	3252	Mean	2616 1=Yes
Minimum		Maximum	97 SYSMIS/.
Name	R1B05E	Frequency	Code and Description
Label	R1: Child stutters or stammers	2984	0=No
Format	Num	Type	Source
Valid N	3231	Mean	247 1=Yes
Minimum		Maximum	21 -9/.M=Missing
			97 SYSMIS/.
Name	R1B05F	Frequency	Code and Description
Label	R1: Child looks at book and pretends to read	437	0=No
Format	Num	Type	Source
Valid N	3247	Mean	2810 1=Yes
Minimum		Maximum	5 -9/.M=Missing
			97 SYSMIS/.
Name	R1B05G	Frequency	Code and Description
Label	R1: Child recognizes own first name	976	0=No
Format	Num	Type	Source
Valid N	3243	Mean	2267 1=Yes
Minimum		Maximum	9 -9/.M=Missing
			97 SYSMIS/.
Name	R1B05H	Frequency	Code and Description
Label	R1: Child read other words	2740	0=No
Format	Num	Type	Source
Valid N	3249	Mean	509 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			97 SYSMIS/.
Name	R1B05I	Frequency	Code and Description
Label	R1: Child identify rhyming words	2840	0=No
Format	Num	Type	Source
Valid N	3249	Mean	409 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1D_A	Frequency	Code and Description
Label	R1: Acts too young for his or her age	2173	1=Not True
Format	Num	Type	Source
Valid N	3250	Mean	850 2=Somewhat or Sometimes True
Minimum		Maximum	227 3=Very True or Often True
			2 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_B	Frequency	Code and Description
Label	R1: Can't concentrate/pay attention	1671	1=Not True
Format	Num	Type	Source
Valid N	3249	Mean	1152 2=Somewhat or Sometimes True
Minimum		Maximum	426 3=Very True or Often True
			3 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_C	Frequency	Code and Description
Label	R1: Disobeys rules or requests	1823	1=Not True
Format	Num	Type	Source
Valid N	3243	Mean	1162 2=Somewhat or Sometimes True
Minimum		Maximum	258 3=Very True or Often True
			9 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_D	Frequency	Code and Description
Label	R1: Disrupts ongoing activities	2113	1=Not True
Format	Num	Type	Source
Valid N	3246	Mean	880 2=Somewhat or Sometimes True
Minimum		Maximum	253 3=Very True or Often True
			6 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_E	Frequency	Code and Description
Label	R1: Hard to understand what he/she is saying	2299	1=Not True
Format	Num	Type	Source
Valid N	3243	Mean	605 2=Somewhat or Sometimes True
Minimum		Maximum	339 3=Very True or Often True
			9 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_F	Frequency	Code and Description
Label	R1: Hits or fights with others	2323	1=Not True
Format	Num	Type	Source
Valid N	3251	Mean	749 2=Somewhat or Sometimes True
Minimum		Maximum	179 3=Very True or Often True
			1 -9/.M=Missing
			97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1D_G	Frequency	Code and Description
Label	R1: Keeps to herself/himself; withdraws	2248	1=Not True
Format	Num	Type	Source
Valid N	3247	Mean	796 2=Somewhat or Sometimes True
Minimum		Maximum	203 3=Very True or Often True
			5 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_H	Frequency	Code and Description
Label	R1: Lacks confidence to learn new things	2025	1=Not True
Format	Num	Type	Source
Valid N	3250	Mean	1055 2=Somewhat or Sometimes True
Minimum		Maximum	170 3=Very True or Often True
			2 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_I	Frequency	Code and Description
Label	R1: Is nervous, high-strung, or tense	2650	1=Not True
Format	Num	Type	Source
Valid N	3248	Mean	499 2=Somewhat or Sometimes True
Minimum		Maximum	99 3=Very True or Often True
			4 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_J	Frequency	Code and Description
Label	R1: Is very restless, fidgets	2194	1=Not True
Format	Num	Type	Source
Valid N	3247	Mean	756 2=Somewhat or Sometimes True
Minimum		Maximum	297 3=Very True or Often True
			5 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_K	Frequency	Code and Description
Label	R1: Seems sleepy/tired in class	2798	1=Not True
Format	Num	Type	Source
Valid N	3249	Mean	400 2=Somewhat or Sometimes True
Minimum		Maximum	51 3=Very True or Often True
			3 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_L	Frequency	Code and Description
Label	R1: Has temper tantrums/hot temper	2645	1=Not True
Format	Num	Type	Source
Valid N	3251	Mean	435 2=Somewhat or Sometimes True
Minimum		Maximum	171 3=Very True or Often True
			1 -9/.M=Missing
			97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1D_M	Frequency	Code and Description
Label	R1: Seems unhappy, sad/depressed	2728	1=Not True
Format	Num	Type	Source
Valid N	3249	Mean	474 2=Somewhat or Sometimes True
Minimum		Maximum	47 3=Very True or Often True
			3 -9/.M=Missing
			97 SYSMIS/.

Name	R1D_N	Frequency	Code and Description
Label	R1: Worries about things for a long time	2828	1=Not True
Format	Num	Type	Source
Valid N	3250	Mean	381 2=Somewhat or Sometimes True
Minimum		Maximum	41 3=Very True or Often True
			2 -9/.M=Missing
			97 SYSMIS/.

Name	R1H_A	Frequency	Code and Description
Label	R1: Keeps belongings organized	327	1=Never
Format	Num	Type	Source
Valid N	3249	Mean	1530 2=Sometimes
Minimum		Maximum	986 3=Often
			406 4=Very often
			3 -9/.M=Missing
			97 SYSMIS/.

Name	R1H_B	Frequency	Code and Description
Label	R1: Pays attention well	230	1=Never
Format	Num	Type	Source
Valid N	3250	Mean	1483 2=Sometimes
Minimum		Maximum	1007 3=Often
			530 4=Very often
			2 -9/.M=Missing
			97 SYSMIS/.

Name	R1H_C	Frequency	Code and Description
Label	R1: Shows eagerness to learn new things	182	1=Never
Format	Num	Type	Source
Valid N	3248	Mean	1298 2=Sometimes
Minimum		Maximum	1108 3=Often
			660 4=Very often
			4 -9/.M=Missing
			97 SYSMIS/.

Name	R1H_D	Frequency	Code and Description
Label	R1: Easily adapts to changes in routine	139	1=Never
Format	Num	Type	Source
Valid N	3247	Mean	1175 2=Sometimes
Minimum		Maximum	1284 3=Often
			649 4=Very often
			5 -9/.M=Missing
			97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1H_E	Frequency	Code and Description
Label	R1: Persists in completing tasks	263	1=Never
Format	Num	Type	Source
Valid N	3248	Mean	1392 2=Sometimes
Minimum		Maximum	1041 3=Often
			552 4=Very often
			4 -9/.M=Missing
			97 SYSMIS/.
Name	R1H_F	Frequency	Code and Description
Label	R1: Works independently	202	1=Never
Format	Num	Type	Source
Valid N	3249	Mean	1274 2=Sometimes
Minimum		Maximum	1133 3=Often
			640 4=Very often
			3 -9/.M=Missing
			97 SYSMIS/.
Name	R1F01	Frequency	Code and Description
Label	R1: Profsnl said child has devlpmntl problem/delay	2429	0=No
Format	Num	Type	Source
Valid N	2811	Mean	382 1=Yes
Minimum		Maximum	422 -8/.D=Don't know
			19 -9/.M=Missing
			97 SYSMIS/.
Name	R1F02_01	Frequency	Code and Description
Label	R1: Professional said: Vision impairment	327	0=No
Format	Num	Type	Source
Valid N	355	Mean	28 1=Vision impairment
Minimum		Maximum	2851 -1/.N=Not Applicable
			25 -8/.D=Don't know
			21 -9/.M=Missing
			97 SYSMIS/.
Name	R1F02_02	Frequency	Code and Description
Label	R1: Professional said: Blindness	352	0=No
Format	Num	Type	Source
Valid N	355	Mean	3 2=Blindness
Minimum		Maximum	2851 -1/.N=Not Applicable
			25 -8/.D=Don't know
			21 -9/.M=Missing
			97 SYSMIS/.
Name	R1F02_03	Frequency	Code and Description
Label	R1: Professional said: Hearing impairment/hard of hearing	343	0=No
Format	Num	Type	Source
Valid N	355	Mean	12 3=Hearing impairment/hard of hearing
Minimum		Maximum	2851 -1/.N=Not Applicable
			25 -8/.D=Don't know
			21 -9/.M=Missing
			97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1F02_04	Frequency	Code and Description
Label	R1: Professional said: Deafness	355	0=No
Format	Num	Type	Source
Valid N	355	Mean	2851 -1/.N=Not Applicable
Minimum		Maximum	25 -8/.D=Don't know
			21 -9/.M=Missing
			97 SYSMIS/.
Name	R1F02_05	Frequency	Code and Description
Label	R1: Professional said: Motor impairment	332	0=No
Format	Num	Type	Source
Valid N	355	Mean	23 5=Motor impairment
Minimum		Maximum	2851 -1/.N=Not Applicable
			25 -8/.D=Don't know
			21 -9/.M=Missing
			97 SYSMIS/.
Name	R1F02_06	Frequency	Code and Description
Label	R1: Professional said: Speech impairmt/diffclt communicatng	90	0=No
Format	Num	Type	Source
Valid N	355	Mean	265 6=Speech impairment/diff. communicating
Minimum		Maximum	2851 -1/.N=Not Applicable
			25 -8/.D=Don't know
			21 -9/.M=Missing
			97 SYSMIS/.
Name	R1F02_07	Frequency	Code and Description
Label	R1: Professional said: Mental retardation	354	0=No
Format	Num	Type	Source
Valid N	355	Mean	1 7=Mental retardation
Minimum		Maximum	2851 -1/.N=Not Applicable
			25 -8/.D=Don't know
			21 -9/.M=Missing
			97 SYSMIS/.
Name	R1F02_08	Frequency	Code and Description
Label	R1: Professional said: Development delay	268	0=No
Format	Num	Type	Source
Valid N	355	Mean	87 8=Development delay
Minimum		Maximum	2851 -1/.N=Not Applicable
			25 -8/.D=Don't know
			21 -9/.M=Missing
			97 SYSMIS/.
Name	R1F02_09	Frequency	Code and Description
Label	R1: Professional said: Autism (or PDD)	344	0=No
Format	Num	Type	Source
Valid N	355	Mean	11 9=Autism (or PDD)
Minimum		Maximum	2851 -1/.N=Not Applicable
			25 -8/.D=Don't know
			21 -9/.M=Missing
			97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1F02_10		Frequency	Code and Description
Label	R1: Profsnl said: Behavior/hyperactv/attentn problms(ADD/ADHD)		310	0=No
Format	Num	Type	Source	45 10=Behavior prob/hyperactivity/ADHD
Valid N	355	Mean		2851 -1/.N=Not Applicable
Minimum		Maximum		25 -8/.D=Don't know
				21 -9/.M=Missing
				97 SYSMIS/.

Name	R1F02_11		Frequency	Code and Description
Label	R1: Professional said: Oppositional Defiant Disorder (ODD)		351	0=No
Format	Num	Type	Source	4 11=Opposition Defiant Disorder (ODD)
Valid N	355	Mean		2851 -1/.N=Not Applicable
Minimum		Maximum		25 -8/.D=Don't know
				21 -9/.M=Missing
				97 SYSMIS/.

Name	R1F02_12		Frequency	Code and Description
Label	R1: Professional said: Other (specify)		331	0=No
Format	Num	Type	Source	24 12=Other
Valid N	355	Mean		2851 -1/.N=Not Applicable
Minimum		Maximum		25 -8/.D=Don't know
				21 -9/.M=Missing
				97 SYSMIS/.

Name	R1F03		Frequency	Code and Description
Label	R1: Concerns about child's health/development		2470	0=No
Format	Num	Type	Source	185 1=Yes
Valid N	2655	Mean		381 -1/.N=Not Applic
Minimum		Maximum		191 -8/.D=Don't know
				25 -9/.M=Missing
				97 SYSMIS/.

Name	R1F04_01		Frequency	Code and Description
Label	R1: Concern: Vision impairment		164	0=No
Format	Num	Type	Source	5 1=Vision impairment
Valid N	169	Mean		3042 -1/.N=Not Applicable
Minimum		Maximum		14 -8/.D=Don't know
				27 -9/.M=Missing
				97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1F04_02	Frequency	Code and Description
Label	R1: Concern: Blindness	169	0=No
Format	Num	Type	Source
Valid N	170	Mean	1 2=Blindness
Minimum		Maximum	3042 -1/.N=Not Applicable
			14 -8/.D=Don't know
			26 -9/.M=Missing
			97 SYSMIS/.
Name	R1F04_03	Frequency	Code and Description
Label	R1: Concern: Hearing impairment/hard of hearing	164	0=No
Format	Num	Type	Source
Valid N	170	Mean	6 3=Hearing impairment/hard of hearing
Minimum		Maximum	3042 -1/.N=Not Applicable
			14 -8/.D=Don't know
			26 -9/.M=Missing
			97 SYSMIS/.
Name	R1F04_04	Frequency	Code and Description
Label	R1: Concern: Deafness	170	0=No
Format	Num	Type	Source
Valid N	170	Mean	3042 -1/.N=Not Applicable
Minimum		Maximum	14 -8/.D=Don't know
			26 -9/.M=Missing
			97 SYSMIS/.
Name	R1F04_05	Frequency	Code and Description
Label	R1: Concern: Motor impairment	164	0=No
Format	Num	Type	Source
Valid N	170	Mean	6 5=Motor impairment
Minimum		Maximum	3042 -1/.N=Not Applicable
			14 -8/.D=Don't know
			26 -9/.M=Missing
			97 SYSMIS/.
Name	R1F04_06	Frequency	Code and Description
Label	R1: Concern: Speech impairmnt/difficulty communicatng	75	0=No
Format	Num	Type	Source
Valid N	170	Mean	95 6=Speech impairment/diff. communicating
Minimum		Maximum	3042 -1/.N=Not Applicable
			14 -8/.D=Don't know
			26 -9/.M=Missing
			97 SYSMIS/.
Name	R1F04_07	Frequency	Code and Description
Label	R1: Concern: Mental retardation	170	0=No
Format	Num	Type	Source
Valid N	170	Mean	3042 -1/.N=Not Applicable
Minimum		Maximum	14 -8/.D=Don't know
			26 -9/.M=Missing
			97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1F04_08			Frequency	Code and Description
Label	R1: Concern: Development delay			142	0=No
Format	Num	Type	Source	28	8=Development delay
Valid N	170	Mean		3042	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				26	-9/.M=Missing
				97	SYSMIS/.
<hr/>					
Name	R1F04_09			Frequency	Code and Description
Label	R1: Concern: Autism or pervasive dvlpmntl disordr (PDD)			167	0=No
Format	Num	Type	Source	3	9=Autism (or PDD)
Valid N	170	Mean		3042	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				26	-9/.M=Missing
				97	SYSMIS/.
<hr/>					
Name	R1F04_10			Frequency	Code and Description
Label	R1: Concern: Behavior/hyperactivity/attention dfct (ADD/ADHD)			126	0=No
Format	Num	Type	Source	44	10=Behavior prob/hyperactivity/ADHD
Valid N	170	Mean		3042	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				26	-9/.M=Missing
				97	SYSMIS/.
<hr/>					
Name	R1F04_11			Frequency	Code and Description
Label	R1: Concern: Oppositional Defiant Disorder (ODD)			158	0=No
Format	Num	Type	Source	12	11=Opposition Defiant Disorder (ODD)
Valid N	170	Mean		3042	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				26	-9/.M=Missing
				97	SYSMIS/.
<hr/>					
Name	R1F04_12			Frequency	Code and Description
Label	R1: Concern: Other (specify)			137	0=No
Format	Num	Type	Source	33	12=Other
Valid N	170	Mean		3042	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				26	-9/.M=Missing
				97	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1F05_1	Frequency	Code and Description
Label	R1: Discussions/plans are in progress	233	0=No
Format	Num	Type	Source
Valid N	522	Mean	289 1=Discussions/plans are in progress
Minimum		Maximum	2661 -1/.N=Not Applicable
			35 -8/.D=Don't know
			34 -9/.M=Missing
			97 SYSMIS/.
Name	R1F05_2	Frequency	Code and Description
Label	R1: A specialist has been contacted	351	0=No
Format	Num	Type	Source
Valid N	522	Mean	171 2=A specialist has been contacted
Minimum		Maximum	2661 -1/.N=Not Applicable
			35 -8/.D=Don't know
			34 -9/.M=Missing
			97 SYSMIS/.
Name	R1F05_3	Frequency	Code and Description
Label	R1: The child has been observed or evaluated	336	0=No
Format	Num	Type	Source
Valid N	522	Mean	186 3=The child has been observed or evaluated
Minimum		Maximum	2661 -1/.N=Not Applicable
			35 -8/.D=Don't know
			34 -9/.M=Missing
			97 SYSMIS/.
Name	R1F05_4	Frequency	Code and Description
Label	R1: Meeting held w/parents and special needs team	432	0=No
Format	Num	Type	Source
Valid N	522	Mean	90 4=Meeting held w/parents and special needs team
Minimum		Maximum	2661 -1/.N=Not Applicable
			35 -8/.D=Don't know
			34 -9/.M=Missing
			97 SYSMIS/.
Name	R1F05_5	Frequency	Code and Description
Label	R1: IEP or IFSP has been developed	348	0=No
Format	Num	Type	Source
Valid N	522	Mean	174 5=IEP or IFSP has been developed
Minimum		Maximum	2661 -1/.N=Not Applicable
			35 -8/.D=Don't know
			34 -9/.M=Missing
			97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1F05_6		Frequency	Code and Description
Label	R1: Modifctn/accmdatns made to clsrn/classActivities		408	0=No
Format	Num	Type	Source	114 6=Modifctn/accmdatns made to clsrn/classActivities
Valid N	522	Mean		2661 -1/.N=Not Applicable
Minimum		Maximum		35 -8/.D=Don't know 34 -9/.M=Missing 97 SYSMIS/.

Name	R1F05a		Frequency	Code and Description
Label	R1: Teacher participate in child's IEP or IFSP meeting?		120	0=No
Format	Num	Type	Source	44 1=Yes
Valid N	164	Mean		3078 -1/.N=Not Applic
Minimum		Maximum		2 -8/.D=Don't know 8 -9/.M=Missing 97 SYSMIS/.

Name	R1F05b1		Frequency	Code and Description
Label	R1: Child received speech/language therapy		16	0=No
Format	Num	Type	Source	135 1=Speech or language therapy
Valid N	151	Mean		3078 -1/.N=Not Applicable
Minimum		Maximum		13 -8/.D=Don't know 10 -9/.M=Missing 97 SYSMIS/.

Name	R1F05b2		Frequency	Code and Description
Label	R1: Child received social work services		147	0=No
Format	Num	Type	Source	4 2=Social work services
Valid N	151	Mean		3078 -1/.N=Not Applicable
Minimum		Maximum		13 -8/.D=Don't know 10 -9/.M=Missing 97 SYSMIS/.

Name	R1F05b3		Frequency	Code and Description
Label	R1: Child received psychological services		146	0=No
Format	Num	Type	Source	5 3=Psychological services
Valid N	151	Mean		3078 -1/.N=Not Applicable
Minimum		Maximum		13 -8/.D=Don't know 10 -9/.M=Missing 97 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R1F05b4	Frequency	Code and Description
Label	R1: Child received special education teacher services	101	0=No
Format	Num	Type	Source
Valid N	151	Mean	50 4=Special education teacher services
Minimum		Maximum	3078 -1/.N=Not Applicable
			13 -8/.D=Don't know
			10 -9/.M=Missing
			97 SYSMIS/.

Name	R1F05b5	Frequency	Code and Description
Label	R1: Child received other services	128	0=No
Format	Num	Type	Source
Valid N	151	Mean	23 5=Other services
Minimum		Maximum	3078 -1/.N=Not Applicable
			13 -8/.D=Don't know
			10 -9/.M=Missing
			97 SYSMIS/.

Name	R1F05c1	Frequency	Code and Description
Label	R1: Services: Consultation in classroom	104	0=No
Format	Num	Type	Source
Valid N	148	Mean	44 1=Consultation in the classroom
Minimum		Maximum	3101 -1/.N=Not Applicable
			3 -8/.D=Don't know
			97 SYSMIS/.

Name	R1F05c2	Frequency	Code and Description
Label	R1: Services: Specialist direct teaching/serv in classrm	75	0=No
Format	Num	Type	Source
Valid N	148	Mean	73 2=Teaching/services by specialist in the classroom
Minimum		Maximum	3101 -1/.N=Not Applicable
			3 -8/.D=Don't know
			97 SYSMIS/.

Name	R1F05c3	Frequency	Code and Description
Label	R1: Services: Specialist direct teaching/serv in oth classrm	54	0=No
Format	Num	Type	Source
Valid N	148	Mean	94 3=Teaching/services by specialist: oth classroom/setting
Minimum		Maximum	3101 -1/.N=Not Applicable
			3 -8/.D=Don't know
			97 SYSMIS/.

Name	R2_Date	Frequency	Code and Description
Label	R2: TCR completed date	646	March 2010
Format	Num	Type	Source
Valid N	2886	Mean	1417 April 2010
Minimum		Maximum	739 May 2010
			84 June 2010
			463 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2B01			Frequency	Code and Description
Label	R2: Can child recognize letters			514	1=all letters of the alphabet
Format	Num	Type	Source	612	2=most of them
Valid N	2898	Mean		1434	3=some of them
Minimum		Maximum		338	4=none of them
				8	-9/.M=Missing
				443	SYSMIS/.
Name	R2B02			Frequency	Code and Description
Label	R2: How high child can count			65	1=Not at all
Format	Num	Type	Source	420	2=up to five
Valid N	2900	Mean		1186	3=up to ten
Minimum		Maximum		1028	4=up to twenty
				158	5=up to fifty
				43	6=up to 100 or more
				6	-9/.M=Missing
				443	SYSMIS/.
Name	R2B03			Frequency	Code and Description
Label	R2: How often child likes to write			105	1=never
Format	Num	Type	Source	277	2=has done it once or twice
Valid N	2900	Mean		1285	3=sometimes
Minimum		Maximum		1233	4=often
				6	-9/.M=Missing
				443	SYSMIS/.
Name	R2B04			Frequency	Code and Description
Label	R2: Can child identify colors			2166	1=all of them
Format	Num	Type	Source	653	2=some of them
Valid N	2900	Mean		76	3=none of them
Minimum		Maximum		5	4=Child is color blind
				6	-9/.M=Missing
				443	SYSMIS/.
Name	R2B04a			Frequency	Code and Description
Label	R2: Understand relationship btw sound and letters			746	1=Not at all
Format	Num	Type	Source	853	2=For one or two letters
Valid N	2895	Mean		636	3=For a few (up to 5) letters
Minimum		Maximum		660	4=For several (6 or more) letters
				11	-9/.M=Missing
				443	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2B05A	Frequency	Code and Description
Label	R2: Child writes rather than scribbles	925	0=No
Format	Num	Type	Source
Valid N	2903	Mean	1978 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			443 SYSMIS/.

Name	R2B05B	Frequency	Code and Description
Label	R2: Does child write own first name	1057	0=No
Format	Num	Type	Source
Valid N	2903	Mean	1846 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			443 SYSMIS/.

Name	R2B05C	Frequency	Code and Description
Label	R2: Child trips, stumbles, or falls easily	2696	0=No
Format	Num	Type	Source
Valid N	2903	Mean	207 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			443 SYSMIS/.

Name	R2B05D	Frequency	Code and Description
Label	R2: Child is understandable to strangers	398	0=No
Format	Num	Type	Source
Valid N	2904	Mean	2506 1=Yes
Minimum		Maximum	2 -9/.M=Missing
			443 SYSMIS/.

Name	R2B05E	Frequency	Code and Description
Label	R2: Child stutters or stammers	2659	0=No
Format	Num	Type	Source
Valid N	2903	Mean	244 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			443 SYSMIS/.

Name	R2B05F	Frequency	Code and Description
Label	R2: Child looks at book and pretends to read	145	0=No
Format	Num	Type	Source
Valid N	2904	Mean	2759 1=Yes
Minimum		Maximum	2 -9/.M=Missing
			443 SYSMIS/.

Name	R2B05G	Frequency	Code and Description
Label	R2: Child recognizes own first name	176	0=No
Format	Num	Type	Source
Valid N	2904	Mean	2728 1=Yes
Minimum		Maximum	2 -9/.M=Missing
			443 SYSMIS/.

Name	R2B05H	Frequency	Code and Description
Label	R2: Child read other words	1735	0=No
Format	Num	Type	Source
Valid N	2903	Mean	1168 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2B05I	Frequency	Code and Description
Label	R2: Child identify rhyming words	1724	0=No
Format	Num	Type	Source
Valid N	2903	Mean	1179 1=Yes
Minimum		Maximum	3 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_A	Frequency	Code and Description
Label	R2: Acts too young for his or her age	2082	1=Not True
Format	Num	Type	Source
Valid N	2905	Mean	667 2=Somewhat or Sometimes True
Minimum		Maximum	156 3=Very True or Often True
			1 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_B	Frequency	Code and Description
Label	R2: Can't concentrate/pay attention	1649	1=Not True
Format	Num	Type	Source
Valid N	2903	Mean	970 2=Somewhat or Sometimes True
Minimum		Maximum	284 3=Very True or Often True
			3 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_C	Frequency	Code and Description
Label	R2: Disobeys rules or requests	1710	1=Not True
Format	Num	Type	Source
Valid N	2903	Mean	1021 2=Somewhat or Sometimes True
Minimum		Maximum	172 3=Very True or Often True
			3 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_D	Frequency	Code and Description
Label	R2: Disrupts ongoing activities	1935	1=Not True
Format	Num	Type	Source
Valid N	2903	Mean	797 2=Somewhat or Sometimes True
Minimum		Maximum	171 3=Very True or Often True
			3 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_E	Frequency	Code and Description
Label	R2: Hard to understand what he/she is saying	2240	1=Not True
Format	Num	Type	Source
Valid N	2904	Mean	470 2=Somewhat or Sometimes True
Minimum		Maximum	194 3=Very True or Often True
			2 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_F	Frequency	Code and Description
Label	R2: Hits or fights with others	2093	1=Not True
Format	Num	Type	Source
Valid N	2905	Mean	684 2=Somewhat or Sometimes True
Minimum		Maximum	128 3=Very True or Often True
			1 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2D_G	Frequency	Code and Description
Label	R2: Keeps to herself/himself; withdraws	2188	1=Not True
Format	Num	Type	Source
Valid N	2905	Mean	606 2=Somewhat or Sometimes True
Minimum		Maximum	111 3=Very True or Often True
			1 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_H	Frequency	Code and Description
Label	R2: Lacks confidence to learn new things	1945	1=Not True
Format	Num	Type	Source
Valid N	2905	Mean	835 2=Somewhat or Sometimes True
Minimum		Maximum	125 3=Very True or Often True
			1 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_I	Frequency	Code and Description
Label	R2: Is nervous, high-strung, or tense	2408	1=Not True
Format	Num	Type	Source
Valid N	2905	Mean	407 2=Somewhat or Sometimes True
Minimum		Maximum	90 3=Very True or Often True
			1 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_J	Frequency	Code and Description
Label	R2: Is very restless, fidgets	2042	1=Not True
Format	Num	Type	Source
Valid N	2905	Mean	642 2=Somewhat or Sometimes True
Minimum		Maximum	221 3=Very True or Often True
			1 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_K	Frequency	Code and Description
Label	R2: Seems sleepy/tired in class	2433	1=Not True
Format	Num	Type	Source
Valid N	2904	Mean	414 2=Somewhat or Sometimes True
Minimum		Maximum	57 3=Very True or Often True
			2 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_L	Frequency	Code and Description
Label	R2: Has temper tantrums/hot temper	2361	1=Not True
Format	Num	Type	Source
Valid N	2903	Mean	415 2=Somewhat or Sometimes True
Minimum		Maximum	127 3=Very True or Often True
			3 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2D_M	Frequency	Code and Description
Label	R2: Seems unhappy, sad/depressed	2468	1=Not True
Format	Num	Type	Source
Valid N	2905	Mean	387 2=Somewhat or Sometimes True
Minimum		Maximum	50 3=Very True or Often True
			1 -9/.M=Missing
			443 SYSMIS/.

Name	R2D_N	Frequency	Code and Description
Label	R2: Worries about things for a long time	2521	1=Not True
Format	Num	Type	Source
Valid N	2903	Mean	338 2=Somewhat or Sometimes True
Minimum		Maximum	44 3=Very True or Often True
			3 -9/.M=Missing
			443 SYSMIS/.

Name	R2H_A	Frequency	Code and Description
Label	R2: Keeps belongings organized	164	1=Never
Format	Num	Type	Source
Valid N	2902	Mean	1209 2=Sometimes
Minimum		Maximum	885 3=Often
			644 4=Very often
			4 -9/.M=Missing
			443 SYSMIS/.

Name	R2H_B	Frequency	Code and Description
Label	R2: Pays attention well	122	1=Never
Format	Num	Type	Source
Valid N	2905	Mean	1159 2=Sometimes
Minimum		Maximum	902 3=Often
			722 4=Very often
			1 -9/.M=Missing
			443 SYSMIS/.

Name	R2H_C	Frequency	Code and Description
Label	R2: Shows eagerness to learn new things	83	1=Never
Format	Num	Type	Source
Valid N	2902	Mean	895 2=Sometimes
Minimum		Maximum	986 3=Often
			938 4=Very often
			4 -9/.M=Missing
			443 SYSMIS/.

Name	R2H_D	Frequency	Code and Description
Label	R2: Easily adapts to changes in routine	83	1=Never
Format	Num	Type	Source
Valid N	2905	Mean	801 2=Sometimes
Minimum		Maximum	1070 3=Often
			951 4=Very often
			1 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2H_E	Frequency	Code and Description
Label	R2: Persists in completing tasks	125	1=Never
Format	Num	Type	Source
Valid N	2905	Mean	978 2=Sometimes
Minimum		Maximum	945 3=Often
			857 4=Very often
			1 -9/.M=Missing
			443 SYSMIS/.
Name	R2H_F	Frequency	Code and Description
Label	R2: Works independently	100	1=Never
Format	Num	Type	Source
Valid N	2905	Mean	892 2=Sometimes
Minimum		Maximum	983 3=Often
			930 4=Very often
			1 -9/.M=Missing
			443 SYSMIS/.
Name	R2F01	Frequency	Code and Description
Label	R2: Profsnl said child has devlpmntl problem/delay	2238	0=No
Format	Num	Type	Source
Valid N	2670	Mean	432 1=Yes
Minimum		Maximum	216 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.
Name	R2F02_01	Frequency	Code and Description
Label	R2: Professional said: Vision impairment	402	0=No
Format	Num	Type	Source
Valid N	423	Mean	21 1=Vision impairment
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.
Name	R2F02_02	Frequency	Code and Description
Label	R2: Professional said: Blindness	422	0=No
Format	Num	Type	Source
Valid N	423	Mean	1 2=Blindness
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.
Name	R2F02_03	Frequency	Code and Description
Label	R2: Professional said: Hearing impairment/hard of hearing	412	0=No
Format	Num	Type	Source
Valid N	423	Mean	11 3=Hearing impairment/hard of hearing
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2F02_04	Frequency	Code and Description
Label	R2: Professional said: Deafness	423	0=No
Format	Num	Type	Source
Valid N	423	Mean	2454 -1/.N=Not Applicable
Minimum		Maximum	9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.
Name	R2F02_05	Frequency	Code and Description
Label	R2: Professional said: Motor impairment	391	0=No
Format	Num	Type	Source
Valid N	423	Mean	32 5=Motor impairment
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.
Name	R2F02_06	Frequency	Code and Description
Label	R2: Professional said: Speech impairmt/diffclt communicatng	115	0=No
Format	Num	Type	Source
Valid N	423	Mean	308 6=Speech impairment/diff. communicating
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.
Name	R2F02_07	Frequency	Code and Description
Label	R2: Professional said: Mental retardation	419	0=No
Format	Num	Type	Source
Valid N	423	Mean	4 7=Mental retardation
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.
Name	R2F02_08	Frequency	Code and Description
Label	R2: Professional said: Development delay	334	0=No
Format	Num	Type	Source
Valid N	423	Mean	89 8=Development delay
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.
Name	R2F02_09	Frequency	Code and Description
Label	R2: Professional said: Autism (or PDD)	414	0=No
Format	Num	Type	Source
Valid N	423	Mean	9 9=Autism (or PDD)
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2F02_10	Frequency	Code and Description
Label	R2: Profsnl said: Behavior/hyperactv/attentn problms(ADD/ADHD)	357	0=No
Format	Num	Type	Source
Valid N	423	Mean	66 10=Behavior prob/hyperactivity/ADHD
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.

Name	R2F02_11	Frequency	Code and Description
Label	R2: Professional said: Oppositional Defiant Disorder (ODD)	419	0=No
Format	Num	Type	Source
Valid N	423	Mean	4 11=Opposition Defiant Disorder (ODD)
Minimum		Maximum	2454 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.

Name	R2F02_12	Frequency	Code and Description
Label	R2: Professional said: Other (specify)	393	0=No
Format	Num	Type	Source
Valid N	422	Mean	29 12=Other
Minimum		Maximum	2455 -1/.N=Not Applicable
			9 -8/.D=Don't know
			20 -9/.M=Missing
			443 SYSMIS/.

Name	R2F03	Frequency	Code and Description
Label	R2: Concerns about child's health/development	2226	0=No
Format	Num	Type	Source
Valid N	2349	Mean	123 1=Yes
Minimum		Maximum	432 -1/.N=Not Applic
			102 -8/.D=Don't know
			23 -9/.M=Missing
			443 SYSMIS/.

Name	R2F04_01	Frequency	Code and Description
Label	R2: Concern: Vision impairment	110	0=No
Format	Num	Type	Source
Valid N	117	Mean	7 1=Vision impairment
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2F04_02	Frequency	Code and Description
Label	R2: Concern: Blindness	116	0=No
Format	Num	Type	Source
Valid N	117	Mean	1 2=Blindness
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F04_03	Frequency	Code and Description
Label	R2: Concern: Hearing impairment/hard of hearing	113	0=No
Format	Num	Type	Source
Valid N	117	Mean	4 3=Hearing impairment/hard of hearing
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F04_04	Frequency	Code and Description
Label	R2: Concern: Deafness	116	0=No
Format	Num	Type	Source
Valid N	117	Mean	1 4=Deafness
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F04_05	Frequency	Code and Description
Label	R2: Concern: Motor impairment	110	0=No
Format	Num	Type	Source
Valid N	117	Mean	7 5=Motor impairment
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F04_06	Frequency	Code and Description
Label	R2: Concern: Speech impairmnt/difficulty communicatng	71	0=No
Format	Num	Type	Source
Valid N	117	Mean	46 6=Speech impairment/diff. communicating
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F04_07	Frequency	Code and Description
Label	R2: Concern: Mental retardation	117	0=No
Format	Num	Type	Source
Valid N	117	Mean	2760 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2F04_08	Frequency	Code and Description
Label	R2: Concern: Development delay	100	0=No
Format	Num	Type	Source
Valid N	117	Mean	17 8=Development delay
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F04_09	Frequency	Code and Description
Label	R2: Concern: Autism or pervasive dvlpmntl disordr (PDD)	117	0=No
Format	Num	Type	Source
Valid N	117	Mean	2760 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F04_10	Frequency	Code and Description
Label	R2: Concern: Behavior/hyperactivity/attention dfct (ADD/ADHD)	80	0=No
Format	Num	Type	Source
Valid N	117	Mean	37 10=Behavior prob/hyperactivity/ADHD
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F04_11	Frequency	Code and Description
Label	R2: Concern: Oppositional Defiant Disorder (ODD)	113	0=No
Format	Num	Type	Source
Valid N	117	Mean	4 11=Opposition Defiant Disorder (ODD)
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F04_12	Frequency	Code and Description
Label	R2: Concern: Other (specify)	87	0=No
Format	Num	Type	Source
Valid N	117	Mean	30 12=Other
Minimum		Maximum	2760 -1/.N=Not Applicable
			5 -8/.D=Don't know
			24 -9/.M=Missing
			443 SYSMIS/.
Name	R2F05_1	Frequency	Code and Description
Label	R2: Discussions/plans are in progress	294	0=No
Format	Num	Type	Source
Valid N	525	Mean	231 1=Discussions/plans are in progress
Minimum		Maximum	2328 -1/.N=Not Applicable
			23 -8/.D=Don't know
			30 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2F05_2			Frequency	Code and Description
Label	R2: A specialist has been contacted			276	0=No
Format	Num	Type	Source	249	2=A specialist has been contacted
Valid N	525	Mean		2328	-1/.N=Not Applicable
Minimum		Maximum		23	-8/.D=Don't know
				30	-9/.M=Missing
				443	SYSMIS/.
<hr/>					
Name	R2F05_3			Frequency	Code and Description
Label	R2: The child has been observed or evaluated			244	0=No
Format	Num	Type	Source	281	3=The child has been observed or evaluated
Valid N	525	Mean		2328	-1/.N=Not Applicable
Minimum		Maximum		23	-8/.D=Don't know
				30	-9/.M=Missing
				443	SYSMIS/.
<hr/>					
Name	R2F05_4			Frequency	Code and Description
Label	R2: Meeting held w/parents and special needs team			325	0=No
Format	Num	Type	Source	200	4=Meeting held w/parents and special needs team
Valid N	525	Mean		2328	-1/.N=Not Applicable
Minimum		Maximum		23	-8/.D=Don't know
				30	-9/.M=Missing
				443	SYSMIS/.
<hr/>					
Name	R2F05_5			Frequency	Code and Description
Label	R2: IEP or IFSP has been developed			243	0=No
Format	Num	Type	Source	282	5=IEP or IFSP has been developed
Valid N	525	Mean		2328	-1/.N=Not Applicable
Minimum		Maximum		23	-8/.D=Don't know
				30	-9/.M=Missing
				443	SYSMIS/.
<hr/>					
Name	R2F05_6			Frequency	Code and Description
Label	R2: Modifctn/accmdatns made to clsrn/classActivities			348	0=No
Format	Num	Type	Source	177	6=Modifctn/accmdatns made to clsrn/classActivities
Valid N	525	Mean		2328	-1/.N=Not Applicable
Minimum		Maximum		23	-8/.D=Don't know
				30	-9/.M=Missing
				443	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2F05a	Frequency	Code and Description
Label	R2: Teacher participate in child's IEP or IFSP meeting?	100	0=No
Format	Num	Type	Source
Valid N	273	Mean	173 1=Yes
Minimum		Maximum	2624 -1/.N=Not Applicable
			1 -8/.D=Don't know
			8 -9/.M=Missing
			443 SYSMIS/.
Name	R2F05b1	Frequency	Code and Description
Label	R2: Child received speech/language therapy	33	0=No
Format	Num	Type	Source
Valid N	271	Mean	238 1=Speech or language therapy
Minimum		Maximum	2624 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			443 SYSMIS/.
Name	R2F05b2	Frequency	Code and Description
Label	R2: Child received social work services	255	0=No
Format	Num	Type	Source
Valid N	271	Mean	16 2=Social work services
Minimum		Maximum	2624 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			443 SYSMIS/.
Name	R2F05b3	Frequency	Code and Description
Label	R2: Child received psychological services	253	0=No
Format	Num	Type	Source
Valid N	271	Mean	18 3=Psychological services
Minimum		Maximum	2624 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			443 SYSMIS/.
Name	R2F05b4	Frequency	Code and Description
Label	R2: Child received special education teacher services	182	0=No
Format	Num	Type	Source
Valid N	271	Mean	89 4=Special education teacher services
Minimum		Maximum	2624 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			443 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R2F05b5			Frequency	Code and Description
Label	R2: Child received other services			236	0=No
Format	Num	Type	Source	35	5=Other services
Valid N	271	Mean		2624	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				8	-9/.M=Missing
				443	SYSMIS/.
<hr/>					
Name	R2F05c1			Frequency	Code and Description
Label	R2: Services: Consultation in classroom			148	0=No
Format	Num	Type	Source	113	1=Consultation in the classroom
Valid N	261	Mean		2624	-1/.N=Not Applicable
Minimum		Maximum		7	-8/.D=Don't know
				14	-9/.M=Missing
				443	SYSMIS/.
<hr/>					
Name	R2F05c2			Frequency	Code and Description
Label	R2: Services: Specialist direct teaching/serv in clssrm			139	0=No
Format	Num	Type	Source	122	2=Teaching/services by specialist in the classroom
Valid N	261	Mean		2624	-1/.N=Not Applicable
Minimum		Maximum		7	-8/.D=Don't know
				14	-9/.M=Missing
				443	SYSMIS/.
<hr/>					
Name	R2F05c3			Frequency	Code and Description
Label	R2: Services: Specialist direct teaching/serv in oth clssrm			93	0=No
Format	Num	Type	Source	168	3=Teaching/services by specialist: oth classroom/setting
Valid N	261	Mean		2624	-1/.N=Not Applicable
Minimum		Maximum		7	-8/.D=Don't know
				14	-9/.M=Missing
				443	SYSMIS/.
<hr/>					
Name	R2F06			Frequency	Code and Description
Label	R2: How often Child missed HS class during pst year			74	1=Never
Format	Num	Type	Source	1387	2=One to five days
Valid N	2862	Mean		817	3=Six to ten days
Minimum		Maximum		434	4=Eleven to twenty
				150	5=More than 20 days
				44	-9/.M=Missing
				443	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3_Date	Frequency	Code and Description
Label	R3: TCR completed date	367	March 2011
Format	Num	Type	Source
Valid N	1125	Mean	578 April 2011
Minimum		Maximum	180 May 2011

2224 SYSMIS/.

Name	R3B01	Frequency	Code and Description
Label	R3: Can child recognize letters	397	1=all letters of the alphabet
Format	Num	Type	Source
Valid N	1119	Mean	325 2=most of them
Minimum		Maximum	370 3=some of them

27 4=none of them

1220 -1/.N=Not Applicable

6 -9/.M=Missing

1004 SYSMIS/.

Name	R3B02	Frequency	Code and Description
Label	R3: How high child can count	3	1=Not at all
Format	Num	Type	Source
Valid N	1118	Mean	46 2=up to five
Minimum		Maximum	300 3=up to ten

559 4=up to twenty

149 5=up to fifty

61 6=up to 100 or more

1220 -1/.N=Not Applic

7 -9/.M=Missing

1004 SYSMIS/.

Name	R3B03	Frequency	Code and Description
Label	R3: How often child likes to write	17	1=never
Format	Num	Type	Source
Valid N	1119	Mean	65 2=has done it once or twice
Minimum		Maximum	371 3=sometimes

666 4=often

1220 -1/.N=Not Applicable

6 -9/.M=Missing

1004 SYSMIS/.

Name	R3B04	Frequency	Code and Description
Label	R3: Can child identify colors	1023	1=all of them
Format	Num	Type	Source
Valid N	1118	Mean	85 2=some of them
Minimum		Maximum	10 3=none of them

1220 -1/.N=Not Applicable

7 -9/.M=Missing

1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3B04a	Frequency	Code and Description
Label	R3: Understand relationship btw sound and letters	93	1=Not at all
Format	Num	Type	Source
Valid N	1115	Mean	220 2=For one or two letters
Minimum		Maximum	298 3=For a few (up to 5) letters
			504 4=For several (6 or more) letters
			1220 -1/.N=Not Applicable
			10 -9/.M=Missing
			1004 SYSMIS/.

Name	R3B05A	Frequency	Code and Description
Label	R3: Child writes rather than scribbles	118	0=No
Format	Num	Type	Source
Valid N	1121	Mean	1003 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			4 -9/.M=Missing
			1004 SYSMIS/.

Name	R3B05B	Frequency	Code and Description
Label	R3: Does child write own first name	99	0=No
Format	Num	Type	Source
Valid N	1123	Mean	1024 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -9/.M=Missing
			1004 SYSMIS/.

Name	R3B05C	Frequency	Code and Description
Label	R3: Child trips, stumbles, or falls easily	1063	0=No
Format	Num	Type	Source
Valid N	1123	Mean	60 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -9/.M=Missing
			1004 SYSMIS/.

Name	R3B05D	Frequency	Code and Description
Label	R3: Child is understandable to strangers	85	0=No
Format	Num	Type	Source
Valid N	1120	Mean	1035 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			5 -9/.M=Missing
			1004 SYSMIS/.

Name	R3B05E	Frequency	Code and Description
Label	R3: Child stutters or stammers	1053	0=No
Format	Num	Type	Source
Valid N	1119	Mean	66 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			6 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3B05F	Frequency	Code and Description
Label	R3: Child looks at book and pretends to read	27	0=No
Format	Num	Type	Source
Valid N	1122	Mean	1095 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			3 -9/.M=Missing
			1004 SYSMIS/.
Name	R3B05G	Frequency	Code and Description
Label	R3: Child recognizes own first name	15	0=No
Format	Num	Type	Source
Valid N	1122	Mean	1107 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			3 -9/.M=Missing
			1004 SYSMIS/.
Name	R3B05H	Frequency	Code and Description
Label	R3: Child read other words	423	0=No
Format	Num	Type	Source
Valid N	1120	Mean	697 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			5 -9/.M=Missing
			1004 SYSMIS/.
Name	R3B05I	Frequency	Code and Description
Label	R3: Child identify rhyming words	372	0=No
Format	Num	Type	Source
Valid N	1121	Mean	749 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			4 -9/.M=Missing
			1004 SYSMIS/.
Name	R3D_A	Frequency	Code and Description
Label	R3: Acts too young for his or her age	816	1=Not True
Format	Num	Type	Source
Valid N	1122	Mean	263 2=Somewhat or Sometimes True
Minimum		Maximum	43 3=Very True or Often True
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			1004 SYSMIS/.
Name	R3D_B	Frequency	Code and Description
Label	R3: Can't concentrate/pay attention	705	1=Not True
Format	Num	Type	Source
Valid N	1124	Mean	338 2=Somewhat or Sometimes True
Minimum		Maximum	81 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3D_C	Frequency	Code and Description
Label	R3: Disobeys rules or requests	700	1=Not True
Format	Num	Type	Source
Valid N	1122	Mean	377 2=Somewhat or Sometimes True
Minimum		Maximum	45 3=Very True or Often True
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			1004 SYSMIS/.

Name	R3D_D	Frequency	Code and Description
Label	R3: Disrupts ongoing activities	803	1=Not True
Format	Num	Type	Source
Valid N	1123	Mean	282 2=Somewhat or Sometimes True
Minimum		Maximum	38 3=Very True or Often True
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1004 SYSMIS/.

Name	R3D_E	Frequency	Code and Description
Label	R3: Hard to understand what he/she is saying	921	1=Not True
Format	Num	Type	Source
Valid N	1124	Mean	158 2=Somewhat or Sometimes True
Minimum		Maximum	45 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1 -9/.M=Missing
			1004 SYSMIS/.

Name	R3D_F	Frequency	Code and Description
Label	R3: Hits or fights with others	852	1=Not True
Format	Num	Type	Source
Valid N	1125	Mean	228 2=Somewhat or Sometimes True
Minimum		Maximum	45 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1004 SYSMIS/.

Name	R3D_G	Frequency	Code and Description
Label	R3: Keeps to herself/himself; withdraws	879	1=Not True
Format	Num	Type	Source
Valid N	1125	Mean	223 2=Somewhat or Sometimes True
Minimum		Maximum	23 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1004 SYSMIS/.

Name	R3D_H	Frequency	Code and Description
Label	R3: Lacks confidence to learn new things	822	1=Not True
Format	Num	Type	Source
Valid N	1124	Mean	273 2=Somewhat or Sometimes True
Minimum		Maximum	29 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3D_I			Frequency	Code and Description
Label	R3: Is nervous, high-strung, or tense			947	1=Not True
Format	Num	Type	Source	143	2=Somewhat or Sometimes True
Valid N	1125	Mean		35	3=Very True or Often True
Minimum		Maximum		1220	-1/.N=Not Applicable
				1004	SYSMIS/.

Name	R3D_J			Frequency	Code and Description
Label	R3: Is very restless, fidgets			844	1=Not True
Format	Num	Type	Source	206	2=Somewhat or Sometimes True
Valid N	1125	Mean		75	3=Very True or Often True
Minimum		Maximum		1220	-1/.N=Not Applicable
				1004	SYSMIS/.

Name	R3D_K			Frequency	Code and Description
Label	R3: Seems sleepy/tired in class			963	1=Not True
Format	Num	Type	Source	139	2=Somewhat or Sometimes True
Valid N	1125	Mean		23	3=Very True or Often True
Minimum		Maximum		1220	-1/.N=Not Applicable
				1004	SYSMIS/.

Name	R3D_L			Frequency	Code and Description
Label	R3: Has temper tantrums/hot temper			942	1=Not True
Format	Num	Type	Source	137	2=Somewhat or Sometimes True
Valid N	1125	Mean		46	3=Very True or Often True
Minimum		Maximum		1220	-1/.N=Not Applicable
				1004	SYSMIS/.

Name	R3D_M			Frequency	Code and Description
Label	R3: Seems unhappy, sad/depressed			974	1=Not True
Format	Num	Type	Source	139	2=Somewhat or Sometimes True
Valid N	1125	Mean		12	3=Very True or Often True
Minimum		Maximum		1220	-1/.N=Not Applicable
				1004	SYSMIS/.

Name	R3D_N			Frequency	Code and Description
Label	R3: Worries about things for a long time			971	1=Not True
Format	Num	Type	Source	147	2=Somewhat or Sometimes True
Valid N	1125	Mean		7	3=Very True or Often True
Minimum		Maximum		1220	-1/.N=Not Applicable
				1004	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3H_A	Frequency	Code and Description
Label	R3: Keeps belongings organized	43	1=Never
Format	Num	Type	Source
Valid N	1122	Mean	361 2=Sometimes
Minimum		Maximum	400 3=Often
			318 4=Very often
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			1004 SYSMIS/.

Name	R3H_B	Frequency	Code and Description
Label	R3: Pays attention well	28	1=Never
Format	Num	Type	Source
Valid N	1123	Mean	344 2=Sometimes
Minimum		Maximum	368 3=Often
			383 4=Very often
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1004 SYSMIS/.

Name	R3H_C	Frequency	Code and Description
Label	R3: Shows eagerness to learn new things	17	1=Never
Format	Num	Type	Source
Valid N	1124	Mean	251 2=Sometimes
Minimum		Maximum	367 3=Often
			489 4=Very often
			1220 -1/.N=Not Applicable
			1 -9/.M=Missing
			1004 SYSMIS/.

Name	R3H_D	Frequency	Code and Description
Label	R3: Easily adapts to changes in routine	23	1=Never
Format	Num	Type	Source
Valid N	1124	Mean	208 2=Sometimes
Minimum		Maximum	398 3=Often
			495 4=Very often
			1220 -1/.N=Not Applicable
			1 -9/.M=Missing
			1004 SYSMIS/.

Name	R3H_E	Frequency	Code and Description
Label	R3: Persists in completing tasks	20	1=Never
Format	Num	Type	Source
Valid N	1122	Mean	279 2=Sometimes
Minimum		Maximum	361 3=Often
			462 4=Very often
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3H_F	Frequency	Code and Description
Label	R3: Works independently	14	1=Never
Format	Num	Type	Source
Valid N	1123	Mean	254 2=Sometimes
Minimum		Maximum	345 3=Often
			510 4=Very often
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F01	Frequency	Code and Description
Label	R3: Profsnl said child has devlpmntl problem/delay	868	0=No
Format	Num	Type	Source
Valid N	1068	Mean	200 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			52 -8/.D=Don't know
			5 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F02_01	Frequency	Code and Description
Label	R3: Professional said: Vision impairment	180	0=No
Format	Num	Type	Source
Valid N	195	Mean	15 1=Vision impairment
Minimum		Maximum	2140 -1/.N=Not Applicable
			4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F02_02	Frequency	Code and Description
Label	R3: Professional said: Blindness	194	0=No
Format	Num	Type	Source
Valid N	195	Mean	1 2=Blindness
Minimum		Maximum	2140 -1/.N=Not Applicable
			4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F02_03	Frequency	Code and Description
Label	R3: Professional said: Hearing impairment/hard of hearing	188	0=No
Format	Num	Type	Source
Valid N	195	Mean	7 3=Hearing impairment/hard of hearing
Minimum		Maximum	2140 -1/.N=Not Applicable
			4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3F02_04	Frequency	Code and Description
Label	R3: Professional said: Deafness	194	0=No
Format	Num	Type	Source
Valid N	195	Mean	1 4=Deafness
Minimum		Maximum	2140 -1/.N=Not Applicable
			4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F02_05	Frequency	Code and Description
Label	R3: Professional said: Motor impairment	183	0=No
Format	Num	Type	Source
Valid N	195	Mean	12 5=Motor impairment
Minimum		Maximum	2140 -1/.N=Not Applicable
			4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F02_06	Frequency	Code and Description
Label	R3: Professional said: Speech impairmt/diffclt communicatng	50	0=No
Format	Num	Type	Source
Valid N	195	Mean	145 6=Speech impairment/diff. communicating
Minimum		Maximum	2140 -1/.N=Not Applicable
			4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F02_07	Frequency	Code and Description
Label	R3: Professional said: Mental retardation	192	0=No
Format	Num	Type	Source
Valid N	195	Mean	3 7=Mental retardation
Minimum		Maximum	2140 -1/.N=Not Applicable
			4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F02_08	Frequency	Code and Description
Label	R3: Professional said: Development delay	150	0=No
Format	Num	Type	Source
Valid N	195	Mean	45 8=Development delay
Minimum		Maximum	2140 -1/.N=Not Applicable
			4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3F02_09	Frequency	Code and Description
Label	R3: Professional said: Autism (or PDD)	193	0=No
Format	Num	Type	Source
Valid N	195	Mean	2140 -1/.N=Not Applicable
Minimum		Maximum	4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.

Name	R3F02_10	Frequency	Code and Description
Label	R3: Profsnl said: Behavior/hyperactv/attentn problms(ADD/ADHD)	175	0=No
Format	Num	Type	Source
Valid N	195	Mean	2140 -1/.N=Not Applicable
Minimum		Maximum	4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.

Name	R3F02_11	Frequency	Code and Description
Label	R3: Professional said: Oppositional Defiant Disorder (ODD)	193	0=No
Format	Num	Type	Source
Valid N	195	Mean	2140 -1/.N=Not Applicable
Minimum		Maximum	4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.

Name	R3F02_12	Frequency	Code and Description
Label	R3: Professional said: Other (specify)	182	0=No
Format	Num	Type	Source
Valid N	195	Mean	2140 -1/.N=Not Applicable
Minimum		Maximum	4 -8/.D=Don't know
			6 -9/.M=Missing
			1004 SYSMIS/.

Name	R3F03	Frequency	Code and Description
Label	R3: Concerns about child's health/development	842	0=No
Format	Num	Type	Source
Valid N	896	Mean	1420 -1/.N=Not Applic
Minimum		Maximum	27 -8/.D=Don't know
			2 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3F04_01	Frequency	Code and Description
Label	R3: Concern: Vision impairment	47	0=No
Format	Num	Type	Source
Valid N	49	Mean	2288 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know 3 -9/.M=Missing 1004 SYSMIS/.
Name	R3F04_02	Frequency	Code and Description
Label	R3: Concern: Blindness	49	0=No
Format	Num	Type	Source
Valid N	49	Mean	2288 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know 3 -9/.M=Missing 1004 SYSMIS/.
Name	R3F04_03	Frequency	Code and Description
Label	R3: Concern: Hearing impairment/hard of hearing	47	0=No
Format	Num	Type	Source
Valid N	49	Mean	2288 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know 3 -9/.M=Missing 1004 SYSMIS/.
Name	R3F04_04	Frequency	Code and Description
Label	R3: Concern: Deafness	49	0=No
Format	Num	Type	Source
Valid N	49	Mean	2288 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know 3 -9/.M=Missing 1004 SYSMIS/.
Name	R3F04_05	Frequency	Code and Description
Label	R3: Concern: Motor impairment	47	0=No
Format	Num	Type	Source
Valid N	49	Mean	2288 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know 3 -9/.M=Missing 1004 SYSMIS/.
Name	R3F04_06	Frequency	Code and Description
Label	R3: Concern: Speech impairmt/difficulty communicatng	35	0=No
Format	Num	Type	Source
Valid N	49	Mean	2288 -1/.N=Not Applicable
Minimum		Maximum	14 6=Speech impairment/diff. communicating 5 -8/.D=Don't know 3 -9/.M=Missing 1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3F04_07	Frequency	Code and Description
Label	R3: Concern: Mental retardation	49	0=No
Format	Num	Type	Source
Valid N	49	Mean	2288 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know
			3 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F04_08	Frequency	Code and Description
Label	R3: Concern: Development delay	44	0=No
Format	Num	Type	Source
Valid N	49	Mean	5 8=Development delay
Minimum		Maximum	2288 -1/.N=Not Applicable
			5 -8/.D=Don't know
			3 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F04_09	Frequency	Code and Description
Label	R3: Concern: Autism or pervasive dvlpmntl disordr (PDD)	49	0=No
Format	Num	Type	Source
Valid N	49	Mean	2288 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know
			3 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F04_10	Frequency	Code and Description
Label	R3: Concern: Behavior/hyperactivity/attention dfct (ADD/ADHD)	41	0=No
Format	Num	Type	Source
Valid N	49	Mean	8 10=Behavior prob/hyperactivity/ADHD
Minimum		Maximum	2288 -1/.N=Not Applicable
			5 -8/.D=Don't know
			3 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F04_11	Frequency	Code and Description
Label	R3: Concern: Oppositional Defiant Disorder (ODD)	49	0=No
Format	Num	Type	Source
Valid N	49	Mean	2288 -1/.N=Not Applicable
Minimum		Maximum	5 -8/.D=Don't know
			3 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F04_12	Frequency	Code and Description
Label	R3: Concern: Other (specify)	28	0=No
Format	Num	Type	Source
Valid N	49	Mean	21 12=Other
Minimum		Maximum	2288 -1/.N=Not Applicable
			5 -8/.D=Don't know
			3 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3F05_1	Frequency	Code and Description
Label	R3: Discussions/plans are in progress	153	0=No
Format	Num	Type	Source
Valid N	236	Mean	83 1=Discussions/plans are in progress
Minimum		Maximum	2088 -1/.N=Not Applicable
			14 -8/.D=Don't know
			7 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F05_2	Frequency	Code and Description
Label	R3: A specialist has been contacted	139	0=No
Format	Num	Type	Source
Valid N	236	Mean	97 2=A specialist has been contacted
Minimum		Maximum	2088 -1/.N=Not Applicable
			14 -8/.D=Don't know
			7 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F05_3	Frequency	Code and Description
Label	R3: The child has been observed or evaluated	103	0=No
Format	Num	Type	Source
Valid N	236	Mean	133 3=The child has been observed or evaluated
Minimum		Maximum	2088 -1/.N=Not Applicable
			14 -8/.D=Don't know
			7 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F05_4	Frequency	Code and Description
Label	R3: Meeting held w/parents and special needs team	145	0=No
Format	Num	Type	Source
Valid N	236	Mean	91 4=Meeting held w/parents and special needs team
Minimum		Maximum	2088 -1/.N=Not Applicable
			14 -8/.D=Don't know
			7 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F05_5	Frequency	Code and Description
Label	R3: IEP or IFSP has been developed	86	0=No
Format	Num	Type	Source
Valid N	236	Mean	150 5=IEP or IFSP has been developed
Minimum		Maximum	2088 -1/.N=Not Applicable
			14 -8/.D=Don't know
			7 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3F05_6	Frequency	Code and Description
Label	R3: Modifctn/accmdatns made to clsrn/classActivities	136	0=No
Format	Num	Type	Source
Valid N	236	Mean	100 6=Modifctn/accmdatns made to clsrn/classActivities
Minimum		Maximum	2088 -1/.N=Not Applicable
			14 -8/.D=Don't know
			7 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F05a	Frequency	Code and Description
Label	R3: Teacher participate in child's IEP or IFSP meeting?	44	0=No
Format	Num	Type	Source
Valid N	149	Mean	105 1=Yes
Minimum		Maximum	2195 -1/.N=Not Applic
			1 -8/.D=Don't know
			1004 SYSMIS/.
Name	R3F05b1	Frequency	Code and Description
Label	R3: Child received speech/language therapy	12	0=No
Format	Num	Type	Source
Valid N	149	Mean	137 1=Speech or language therapy
Minimum		Maximum	2195 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1004 SYSMIS/.
Name	R3F05b2	Frequency	Code and Description
Label	R3: Child received social work services	144	0=No
Format	Num	Type	Source
Valid N	149	Mean	5 2=Social work services
Minimum		Maximum	2195 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1004 SYSMIS/.
Name	R3F05b3	Frequency	Code and Description
Label	R3: Child received psychological services	142	0=No
Format	Num	Type	Source
Valid N	149	Mean	7 3=Psychological services
Minimum		Maximum	2195 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1004 SYSMIS/.
Name	R3F05b4	Frequency	Code and Description
Label	R3: Child received special education teacher services	105	0=No
Format	Num	Type	Source
Valid N	149	Mean	44 4=Special education teacher services
Minimum		Maximum	2195 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	R3F05b5	Frequency	Code and Description
Label	R3: Child received other services	131	0=No
Format	Num	Type	Source
Valid N	149	Mean	18 5=Other services
Minimum		Maximum	2195 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1004 SYSMIS/.
Name	R3F05c1	Frequency	Code and Description
Label	R3: Services: Consultation in classroom	81	0=No
Format	Num	Type	Source
Valid N	145	Mean	64 1=Consultation in the classroom
Minimum		Maximum	2196 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F05c2	Frequency	Code and Description
Label	R3: Services: Specialist direct teaching/serv in classrm	71	0=No
Format	Num	Type	Source
Valid N	145	Mean	74 2=Teaching/services by specialist in the classroom
Minimum		Maximum	2196 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F05c3	Frequency	Code and Description
Label	R3: Services: Specialist direct teaching/serv in oth classrm	43	0=No
Format	Num	Type	Source
Valid N	145	Mean	102 3=Teaching/services by specialist: oth classroom/setting
Minimum		Maximum	2196 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
			1004 SYSMIS/.
Name	R3F06	Frequency	Code and Description
Label	R3: How often Child missed HS class during pst year	36	1=Never
Format	Num	Type	Source
Valid N	1123	Mean	560 2=One to five days
Minimum		Maximum	326 3=Six to ten days
			137 4=Eleven to twenty
			64 5=More than 20 days
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1004 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3_Date			Frequency	Code and Description
Label	KR3: K TCR completed date			140	March 2011
Format	Num	Type	Source	199	April 2011
Valid N	832	Mean		319	May 2011
Minimum		Maximum		174	June 2011
2517 SYSMIS/.					
Name	KR3E01			Frequency	Code and Description
Label	KR3: [CHILD] been in class how much of school year?			711	1=Entire school year
Format	Num	Type	Source	56	2=More than one semester but less than the entire school year
Valid N	784	Mean		16	3=More than one quarter but less than one semester
Minimum		Maximum		1	4=Less than one quarter of the school year
<p>1181 -1/.N=Not Applicable</p> <p>48 -9/.M=Missing</p> <p>1336 SYSMIS/.</p>					
Name	KR3E02			Frequency	Code and Description
Label	KR3: What type of class? (e.g. am, pm, full)			66	1=Morning class only
Format	Num	Type	Source	42	2=Afternoon class only
Valid N	823	Mean		8	3=Morning & afternoon class
Minimum		Maximum		707	4=Full-day class
<p>1181 -1/.N=Not Applicable</p> <p>9 -9/.M=Missing</p> <p>1336 SYSMIS/.</p>					
Name	KR3F01a			Frequency	Code and Description
Label	KR3: Language and literacy skills rating			62	1=Far Below Average
Format	Num	Type	Source	181	2=Below Average
Valid N	831	Mean		326	3=Average
Minimum		Maximum		223	4=Above Average
<p>39 5=Far Above Average</p> <p>1181 -1/.N=Not Applicable</p> <p>1 -9/.M=Missing</p> <p>1336 SYSMIS/.</p>					

Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F01b	KR3: Science and Social Studies rating	Num			38	1=Far Below Average
					114	2=Below Average
					505	3=Average
					152	4=Above Average
					20	5=Far Above Average
					1181	-1/.N=Not Applicable
					3	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F01c	KR3: Mathematical skills rating	Num			51	1=Far Below Average
					141	2=Below Average
					429	3=Average
					183	4=Above Average
					26	5=Far Above Average
					1181	-1/.N=Not Applicable
					2	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F02a	KR3: Individual tutoring program in reading	Num			695	0=No
					124	1=Yes
					1181	-1/.N=Not Applic
					13	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F02b	KR3: Pull-out small group program in reading	Num			463	0=No
					364	1=Yes
					1181	-1/.N=Not Applic
					5	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F02c	KR3: Individual tutoring program in math	Num			757	0=No
					62	1=Yes
					1181	-1/.N=Not Applic
					13	-9/.M=Missing
					1336	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3F02d			Frequency	Code and Description
Label	KR3: Pull-out small group program in math			641	0=No
Format	Num	Type	Source	179	1=Yes
Valid N	820	Mean		1181	-1/.N=Not Applic
Minimum		Maximum		12	-9/.M=Missing
				1336	SYSMIS/.
Name	KR3F02e			Frequency	Code and Description
Label	KR3: Pull-out ESL program			731	0=No
Format	Num	Type	Source	88	1=Yes
Valid N	819	Mean		1181	-1/.N=Not Applic
Minimum		Maximum		13	-9/.M=Missing
				1336	SYSMIS/.
Name	KR3F02f			Frequency	Code and Description
Label	KR3: In-class ESL program			626	0=No
Format	Num	Type	Source	192	1=Yes
Valid N	818	Mean		1181	-1/.N=Not Applic
Minimum		Maximum		14	-9/.M=Missing
				1336	SYSMIS/.
Name	KR3F02g			Frequency	Code and Description
Label	KR3: Gifted and talented program			806	0=No
Format	Num	Type	Source	11	1=Yes
Valid N	817	Mean		1181	-1/.N=Not Applic
Minimum		Maximum		15	-9/.M=Missing
				1336	SYSMIS/.
Name	KR3F02h			Frequency	Code and Description
Label	KR3: Prog. for children w/ behavioral or emotional problems			807	0=No
Format	Num	Type	Source	11	1=Yes
Valid N	818	Mean		1181	-1/.N=Not Applic
Minimum		Maximum		14	-9/.M=Missing
				1336	SYSMIS/.
Name	KR3F03			Frequency	Code and Description
Label	KR3: Activity during structured play time			15	1=A lot less active than most
Format	Num	Type	Source	68	2=A little less active than most
Valid N	832	Mean		534	3=About the same as most
Minimum		Maximum		160	4=A little more active than most
				55	5=A lot more active than most
				1181	-1/.N=Not Applicable
				1336	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F04	KR3: Activity during unstructured play time	Num			15	1=A lot less active than most
					68	2=A little less active than most
					529	3=About the same as most
					152	4=A little more active than most
					66	5=A lot more active than most
					1181	-1/.N=Not Applicable
					2	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F05	KR3: Will child be promoted to first grade?	Num			776	1=Yes, will be promoted to regular first grade class
					8	2=Will attend transitional first grade or prefirst grade class
					36	3=Will repeat kindergarten
					11	4=Other (please specify)
					1181	-1/.N=Not Applicable
					1	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_A	KR3: Acts too young for his or her age	Num			546	1=Not True
					218	2=Somewhat or Sometimes True
					66	3=Very True or Often True
					1181	-1/.N=Not Applicable
					2	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_B	KR3: Can't concentrate/pay attention	Num			420	1=Not True
					276	2=Somewhat or Sometimes True
					134	3=Very True or Often True
					1181	-1/.N=Not Applicable
					2	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_C	KR3: Disobeys rules or requests	Num			478	1=Not True
					271	2=Somewhat or Sometimes True
					83	3=Very True or Often True
					1181	-1/.N=Not Applicable
					1336	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3H_D	Frequency	Code and Description
Label	KR3: Disrupts ongoing activities	524	1=Not True
Format	Num	Type	Source
Valid N	830	Mean	235 2=Somewhat or Sometimes True
Minimum		Maximum	71 3=Very True or Often True
			1181 -1/.N=Not Applicable
			2 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3H_E	Frequency	Code and Description
Label	KR3: Hard to understand what/is said	583	1=Not True
Format	Num	Type	Source
Valid N	832	Mean	200 2=Somewhat or Sometimes True
Minimum		Maximum	49 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1336 SYSMIS/.

Name	KR3H_F	Frequency	Code and Description
Label	KR3: Hits or fights with others	632	1=Not True
Format	Num	Type	Source
Valid N	832	Mean	163 2=Somewhat or Sometimes True
Minimum		Maximum	37 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1336 SYSMIS/.

Name	KR3H_G	Frequency	Code and Description
Label	KR3: Keeps to herself/himself; withdraws	612	1=Not True
Format	Num	Type	Source
Valid N	832	Mean	186 2=Somewhat or Sometimes True
Minimum		Maximum	34 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1336 SYSMIS/.

Name	KR3H_H	Frequency	Code and Description
Label	KR3: Lacks confidence to learn new things	514	1=Not True
Format	Num	Type	Source
Valid N	832	Mean	249 2=Somewhat or Sometimes True
Minimum		Maximum	69 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1336 SYSMIS/.

Name	KR3H_I	Frequency	Code and Description
Label	KR3: Is nervous, high-strung, or tense	667	1=Not True
Format	Num	Type	Source
Valid N	832	Mean	140 2=Somewhat or Sometimes True
Minimum		Maximum	25 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1336 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3H_J	Frequency	Code and Description
Label	KR3: Is very restless, fidgets	553	1=Not True
Format	Num	Type	Source
Valid N	831	Mean	186 2=Somewhat or Sometimes True
Minimum		Maximum	92 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3H_K	Frequency	Code and Description
Label	KR3: Seems sleepy/tired in class	637	1=Not True
Format	Num	Type	Source
Valid N	831	Mean	151 2=Somewhat or Sometimes True
Minimum		Maximum	43 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3H_L	Frequency	Code and Description
Label	KR3: Has temper tantrums/hot temper	720	1=Not True
Format	Num	Type	Source
Valid N	832	Mean	81 2=Somewhat or Sometimes True
Minimum		Maximum	31 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1336 SYSMIS/.

Name	KR3H_M	Frequency	Code and Description
Label	KR3: Seems unhappy, sad/depressed	660	1=Not True
Format	Num	Type	Source
Valid N	832	Mean	148 2=Somewhat or Sometimes True
Minimum		Maximum	24 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1336 SYSMIS/.

Name	KR3H_N	Frequency	Code and Description
Label	KR3: Worries about things for a long time	705	1=Not True
Format	Num	Type	Source
Valid N	831	Mean	108 2=Somewhat or Sometimes True
Minimum		Maximum	18 3=Very True or Often True
			1181 -1/.N=Not Applicable
			1 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3L_A	Frequency	Code and Description
Label	KR3: Keeps belongings organized	89	1=Never
Format	Num	Type	Source
Valid N	831	Mean	266 2=Sometimes
Minimum		Maximum	286 3=Often
			190 4=Very often
			1181 -1/.N=Not Applicable
			1 -9/.M=Missing
			1336 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3L_B	KR3: Pays attention well	Num			62	1=Never
					296	2=Sometimes
					265	3=Often
					207	4=Very often
					1181	-1/.N=Not Applicable
					2	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3L_C	KR3: Shows eagerness to learn new things	Num			37	1=Never
					244	2=Sometimes
					300	3=Often
					251	4=Very often
					1181	-1/.N=Not Applicable
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3L_D	KR3: Easily adapts to changes in routine	Num			42	1=Never
					206	2=Sometimes
					310	3=Often
					273	4=Very often
					1181	-1/.N=Not Applicable
					1	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3L_E	KR3: Persists in completing tasks	Num			74	1=Never
					249	2=Sometimes
					252	3=Often
					256	4=Very often
					1181	-1/.N=Not Applicable
					1	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3L_F	KR3: Works independently	Num			45	1=Never
					248	2=Sometimes
					273	3=Often
					266	4=Very often
					1181	-1/.N=Not Applicable
					1336	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3J01			Frequency	Code and Description
Label	KR3: Profsnl said child has devlpmntl problem/delay			567	0=No
Format	Num	Type	Source	85	1=Yes
Valid N	652	Mean		1181	-1/.N=Not Applic
Minimum		Maximum		180	-8/.D=Don't know
				1336	SYSMIS/.
Name	KR3J02_01			Frequency	Code and Description
Label	KR3: Professional said: Vision impairment			73	0=No
Format	Num	Type	Source	9	1=Vision impairment
Valid N	82	Mean		1928	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				1336	SYSMIS/.
Name	KR3J02_02			Frequency	Code and Description
Label	KR3: Professional said: Blindness			81	0=No
Format	Num	Type	Source	1	2=Blindness
Valid N	82	Mean		1928	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				1336	SYSMIS/.
Name	KR3J02_03			Frequency	Code and Description
Label	KR3: Profsnl said: Hearing impairment/hard of hearing			80	0=No
Format	Num	Type	Source	2	3=Hearing impairment/hard of hearing
Valid N	82	Mean		1928	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				1336	SYSMIS/.
Name	KR3J02_04			Frequency	Code and Description
Label	KR3: Professional said: Deafness			82	0=No
Format	Num	Type	Source	1928	-1/.N=Not Applicable
Valid N	82	Mean		3	-8/.D=Don't know
Minimum		Maximum		1336	SYSMIS/.
Name	KR3J02_05			Frequency	Code and Description
Label	KR3: Professional said: Motor impairment			79	0=No
Format	Num	Type	Source	3	5=Motor impairment
Valid N	82	Mean		1928	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				1336	SYSMIS/.
Name	KR3J02_06			Frequency	Code and Description
Label	KR3: Profsnl said:Speech impairmt/diffclt communicatng			26	0=No
Format	Num	Type	Source	56	6=Speech impairment/diff. communicating
Valid N	82	Mean		1928	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				1336	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3J02_07	Frequency	Code and Description
Label	KR3: Professional said: Mental retardation	81	0=No
Format	Num	Type	Source
Valid N	82	Mean	1928 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1336 SYSMIS/.
Name	KR3J02_08	Frequency	Code and Description
Label	KR3: Professional said: Development delay	69	0=No
Format	Num	Type	Source
Valid N	82	Mean	1928 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1336 SYSMIS/.
Name	KR3J02_09	Frequency	Code and Description
Label	KR3: Professional said: Autism (or PDD)	77	0=No
Format	Num	Type	Source
Valid N	82	Mean	1928 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1336 SYSMIS/.
Name	KR3J02_10	Frequency	Code and Description
Label	KR3: Profsnl said:Behavior/hyperactv/attentn problems (ADHD)	67	0=No
Format	Num	Type	Source
Valid N	82	Mean	1928 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1336 SYSMIS/.
Name	KR3J02_11	Frequency	Code and Description
Label	KR3: Profsnl said: Opposition Defiant Disorder (ODD)	79	0=No
Format	Num	Type	Source
Valid N	82	Mean	1928 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1336 SYSMIS/.
Name	KR3J02_12	Frequency	Code and Description
Label	KR3: Professional said: Other (specify)	76	0=No
Format	Num	Type	Source
Valid N	82	Mean	1928 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1336 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3J03	Frequency	Code and Description
Label	KR3: Concerns about child's health/development	596	0=No
Format	Num	Type	Source
Valid N	670	Mean	74 1=Yes
Minimum		Maximum	1266 -1/.N=Not Applic
			76 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.
Name	KR3J04_01	Frequency	Code and Description
Label	KR3: Concern: Vision impairment	63	0=No
Format	Num	Type	Source
Valid N	68	Mean	5 1=Vision impairment
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.
Name	KR3J04_02	Frequency	Code and Description
Label	KR3: Concern: Blindness	68	0=No
Format	Num	Type	Source
Valid N	68	Mean	1938 -1/.N=Not Applicable
Minimum		Maximum	6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.
Name	KR3J04_03	Frequency	Code and Description
Label	KR3: Concern: Hearing impairment/hard of hearing	61	0=No
Format	Num	Type	Source
Valid N	68	Mean	7 3=Hearing impairment/hard of hearing
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.
Name	KR3J04_04	Frequency	Code and Description
Label	KR3: Concern: Deafness	68	0=No
Format	Num	Type	Source
Valid N	68	Mean	1938 -1/.N=Not Applicable
Minimum		Maximum	6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.
Name	KR3J04_05	Frequency	Code and Description
Label	KR3: Concern: Motor impairment	65	0=No
Format	Num	Type	Source
Valid N	68	Mean	3 5=Motor impairment
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3J04_06	Frequency	Code and Description
Label	KR3: Concern:Speech impairmnt/difficulty communicatng	56	0=No
Format	Num	Type	Source
Valid N	68	Mean	12 6=Speech impairment/diff. communicating
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J04_07	Frequency	Code and Description
Label	KR3: Concern: Mental retardation	67	0=No
Format	Num	Type	Source
Valid N	68	Mean	1 7=Mental retardation
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J04_08	Frequency	Code and Description
Label	KR3: Concern: Development delay	55	0=No
Format	Num	Type	Source
Valid N	68	Mean	13 8=Development delay
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J04_09	Frequency	Code and Description
Label	KR3: Concern: Autism (or PDD)	65	0=No
Format	Num	Type	Source
Valid N	68	Mean	3 9=Autism (or PDD)
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J04_10	Frequency	Code and Description
Label	KR3: Concern:Behavior/hyperactivity/attention problms (ADHD)	37	0=No
Format	Num	Type	Source
Valid N	68	Mean	31 10=Behavior prob/hyperactivity/ADHD
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3J04_11	Frequency	Code and Description
Label	KR3: Concern: Opposition Defiant Disorder (ODD)	64	0=No
Format	Num	Type	Source
Valid N	68	Mean	4 11=Opposition Defiant Disorder (ODD)
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J04_12	Frequency	Code and Description
Label	KR3: Concern: Other (specify)	53	0=No
Format	Num	Type	Source
Valid N	68	Mean	15 12=Other
Minimum		Maximum	1938 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J05_1	Frequency	Code and Description
Label	KR3: Discussions/plans are in progress	91	0=No
Format	Num	Type	Source
Valid N	141	Mean	50 1=Discussions/plans are in progress
Minimum		Maximum	1853 -1/.N=Not Applicable
			17 -8/.D=Don't know
			2 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J05_2	Frequency	Code and Description
Label	KR3: A specialist has been contacted	105	0=No
Format	Num	Type	Source
Valid N	141	Mean	36 2=A specialist has been contacted
Minimum		Maximum	1853 -1/.N=Not Applicable
			17 -8/.D=Don't know
			2 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J05_3	Frequency	Code and Description
Label	KR3: The child has been observed or evaluated	89	0=No
Format	Num	Type	Source
Valid N	141	Mean	52 3=The child has been observed or evaluated
Minimum		Maximum	1853 -1/.N=Not Applicable
			17 -8/.D=Don't know
			2 -9/.M=Missing
			1336 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3J05_4	Frequency	Code and Description
Label	KR3: Meeting held w/parents and special needs team	100	0=No
Format	Num	Type	Source
Valid N	141	Mean	41 4=Meeting held w/parents and special needs team
Minimum		Maximum	1853 -1/.N=Not Applicable
			17 -8/.D=Don't know
			2 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J05_5	Frequency	Code and Description
Label	KR3: IEP or IFSP has been developed	78	0=No
Format	Num	Type	Source
Valid N	141	Mean	63 5=IEP or IFSP has been developed
Minimum		Maximum	1853 -1/.N=Not Applicable
			17 -8/.D=Don't know
			2 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J05_6	Frequency	Code and Description
Label	KR3: Modifctn/accmdatns made to clsrn/classActivities	64	0=No
Format	Num	Type	Source
Valid N	141	Mean	77 6=Modifctn/accmdatns made to clsrn/classActivities
Minimum		Maximum	1853 -1/.N=Not Applicable
			17 -8/.D=Don't know
			2 -9/.M=Missing
			1336 SYSMIS/.

Name	KR3J05a	Frequency	Code and Description
Label	KR3: Teacher participate in child's IEP or IFSP meeting?	17	0=No
Format	Num	Type	Source
Valid N	62	Mean	45 1=Yes
Minimum		Maximum	1950 -1/.N=Not Applic
			1 -8/.D=Don't know
			1336 SYSMIS/.

Name	KR3J05b01	Frequency	Code and Description
Label	KR3: Child received speech/language therapy	9	0=No
Format	Num	Type	Source
Valid N	62	Mean	53 1=Speech or language therapy
Minimum		Maximum	1950 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1336 SYSMIS/.

Name	KR3J05b02	Frequency	Code and Description
Label	KR3: Child received social work services	61	0=No
Format	Num	Type	Source
Valid N	62	Mean	1 2=Social work services
Minimum		Maximum	1950 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1336 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR3J05b03	Frequency	Code and Description
Label	KR3: Child received psychological services	58	0=No
Format	Num	Type	Source
Valid N	62	Mean	4 3=Psychological services
Minimum		Maximum	1950 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1336 SYSMIS/.
Name	KR3J05b04	Frequency	Code and Description
Label	KR3: Child received special education teacher services	40	0=No
Format	Num	Type	Source
Valid N	62	Mean	22 4=Special education teacher services
Minimum		Maximum	1950 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1336 SYSMIS/.
Name	KR3J05b05	Frequency	Code and Description
Label	KR3: Child received other services	52	0=No
Format	Num	Type	Source
Valid N	62	Mean	10 5=Other services
Minimum		Maximum	1950 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1336 SYSMIS/.
Name	KR3J05c01	Frequency	Code and Description
Label	KR3: Services: Consultation in classroom	45	0=No
Format	Num	Type	Source
Valid N	62	Mean	17 1=Consultation in the classroom
Minimum		Maximum	1950 -1/.N=Not Applicable
			1 -9/.M=Missing
			1336 SYSMIS/.
Name	KR3J05c02	Frequency	Code and Description
Label	KR3: Services: Specialist direct teaching/serv in clssrm	48	0=No
Format	Num	Type	Source
Valid N	62	Mean	14 2=Teaching/services by specialist in the classroom
Minimum		Maximum	1950 -1/.N=Not Applicable
			1 -9/.M=Missing
			1336 SYSMIS/.
Name	KR3J05c03	Frequency	Code and Description
Label	KR3: Services: Specialist direct teaching/serv in oth clssrm	6	0=No
Format	Num	Type	Source
Valid N	62	Mean	56 3=Teaching/services by specialist: oth classroom/setting
Minimum		Maximum	1950 -1/.N=Not Applicable
			1 -9/.M=Missing
			1336 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3J06	KR3: How often Child missed K class during past year	Num			31	1=Never
					458	2=One to five days
					210	3=Six to ten days
					86	4=Eleven to twenty
					38	5=More than 20 days
					1181	-1/.N=Not Applicable
					9	-9/.M=Missing
					1336	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4_Date	KR4: K TCR completed date	Num			145	February 2012
					370	March 2012
					239	April 2012
					138	May 2012
					2457	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4E01	KR4: [CHILD] been in class how much of school year?	Num			729	1=Entire school year
					83	2=More than one semester but less than the entire school year
					15	3=More than one quarter but less than one semester
					4	4=Less than one quarter of the school year
					1220	-1/.N=Not Applicable
					61	-9/.M=Missing
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4E02	KR4: What type of class? (e.g. am, pm, full)	Num			73	1=Morning class only
					38	2=Afternoon class only
					4	3=Morning & afternoon class
					768	4=Full-day class
					1220	-1/.N=Not Applicable
					9	-9/.M=Missing
					1237	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4F01a	Frequency	Code and Description
Label	KR4: Language and literacy skills rating	54	1=Far Below Average
Format	Num	Type	Source
Valid N	888	Mean	193 2=Below Average
Minimum		Maximum	369 3=Average
			232 4=Above Average
			40 5=Far Above Average
			1220 -1/.N=Not Applicable
			4 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4F01b	Frequency	Code and Description
Label	KR4: Science and Social Studies rating	39	1=Far Below Average
Format	Num	Type	Source
Valid N	886	Mean	108 2=Below Average
Minimum		Maximum	558 3=Average
			154 4=Above Average
			27 5=Far Above Average
			1220 -1/.N=Not Applicable
			6 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4F01c	Frequency	Code and Description
Label	KR4: Mathematical skills rating	50	1=Far Below Average
Format	Num	Type	Source
Valid N	887	Mean	160 2=Below Average
Minimum		Maximum	439 3=Average
			205 4=Above Average
			33 5=Far Above Average
			1220 -1/.N=Not Applicable
			5 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4F02a	Frequency	Code and Description
Label	KR4: Individual tutoring program in reading	766	0=No
Format	Num	Type	Source
Valid N	879	Mean	113 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			13 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4F02b	Frequency	Code and Description
Label	KR4: Pull-out small group program in reading	555	0=No
Format	Num	Type	Source
Valid N	884	Mean	329 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4F02c	Frequency	Code and Description
Label	KR4: Individual tutoring program in math	821	0=No
Format	Num	Type	Source
Valid N	876	Mean	55 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			16 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4F02d	Frequency	Code and Description
Label	KR4: Pull-out small group program in math	720	0=No
Format	Num	Type	Source
Valid N	879	Mean	159 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			13 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4F02e	Frequency	Code and Description
Label	KR4: Pull-out ESL program	795	0=No
Format	Num	Type	Source
Valid N	876	Mean	81 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			16 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4F02f	Frequency	Code and Description
Label	KR4: In-class ESL program	738	0=No
Format	Num	Type	Source
Valid N	877	Mean	139 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			15 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4F02g	Frequency	Code and Description
Label	KR4: Gifted and talented program	869	0=No
Format	Num	Type	Source
Valid N	876	Mean	7 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			16 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4F02h	Frequency	Code and Description
Label	KR4: Prog. for children w/ behavioral/emotional problems	858	0=No
Format	Num	Type	Source
Valid N	877	Mean	19 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			15 -9/.M=Missing
			1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F03	KR4: Activity during structured play time	Num			15	1=A lot less active than most
					73	2=A little less active than most
					584	3=About the same as most
					153	4=A little more active than most
					64	5=A lot more active than most
					1220	-1/.N=Not Applicable
					3	-9/.M=Missing
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F04	KR4: Activity during unstructured play time	Num			10	1=A lot less active than most
					66	2=A little less active than most
					586	3=About the same as most
					152	4=A little more active than most
					74	5=A lot more active than most
					1220	-1/.N=Not Applicable
					4	-9/.M=Missing
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F05	KR4: Will child be promoted to first grade?	Num			806	1=Yes, will be promoted to regular first grade class
					10	2=Will attend transitional first grade or prefirst grade class
					41	3=Will repeat kindergarten
					32	4=Other (please specify)
					1220	-1/.N=Not Applicable
					3	-9/.M=Missing
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_A	KR4: Acts too young for his or her age	Num			599	1=Not True
					227	2=Somewhat or Sometimes True
					66	3=Very True or Often True
					1220	-1/.N=Not Applicable
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_B	KR4: Can't concentrate/pay attention	Num			470	1=Not True
					268	2=Somewhat or Sometimes True
					154	3=Very True or Often True
					1220	-1/.N=Not Applicable
					1237	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4H_C	Frequency	Code and Description
Label	KR4: Disobeys rules or requests	507	1=Not True
Format	Num	Type	Source
Valid N	892	Mean	296 2=Somewhat or Sometimes True
Minimum		Maximum	89 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1237 SYSMIS/.

Name	KR4H_D	Frequency	Code and Description
Label	KR4: Disrupts ongoing activities	561	1=Not True
Format	Num	Type	Source
Valid N	892	Mean	235 2=Somewhat or Sometimes True
Minimum		Maximum	96 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1237 SYSMIS/.

Name	KR4H_E	Frequency	Code and Description
Label	KR4: Hard to understand what is said	655	1=Not True
Format	Num	Type	Source
Valid N	892	Mean	179 2=Somewhat or Sometimes True
Minimum		Maximum	58 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1237 SYSMIS/.

Name	KR4H_F	Frequency	Code and Description
Label	KR4: Hits or fights with others	681	1=Not True
Format	Num	Type	Source
Valid N	892	Mean	187 2=Somewhat or Sometimes True
Minimum		Maximum	24 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1237 SYSMIS/.

Name	KR4H_G	Frequency	Code and Description
Label	KR4: Keeps to herself/himself; withdraws	664	1=Not True
Format	Num	Type	Source
Valid N	892	Mean	194 2=Somewhat or Sometimes True
Minimum		Maximum	34 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1237 SYSMIS/.

Name	KR4H_H	Frequency	Code and Description
Label	KR4: Lacks confidence to learn new things	558	1=Not True
Format	Num	Type	Source
Valid N	892	Mean	264 2=Somewhat or Sometimes True
Minimum		Maximum	70 3=Very True or Often True
			1220 -1/.N=Not Applicable
			1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_I	KR4: Is nervous, high-strung, or tense	Num			724	1=Not True
					142	2=Somewhat or Sometimes True
					25	3=Very True or Often True
					1220	-1/.N=Not Applicable
					1	-9/.M=Missing
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_J	KR4: Is very restless, fidgets	Num			588	1=Not True
					193	2=Somewhat or Sometimes True
					109	3=Very True or Often True
					1220	-1/.N=Not Applicable
					2	-9/.M=Missing
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_K	KR4: Seems sleepy/tired in class	Num			703	1=Not True
					154	2=Somewhat or Sometimes True
					35	3=Very True or Often True
					1220	-1/.N=Not Applicable
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_L	KR4: Has temper tantrums/hot temper	Num			768	1=Not True
					97	2=Somewhat or Sometimes True
					27	3=Very True or Often True
					1220	-1/.N=Not Applicable
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_M	KR4: Seems unhappy, sad/depressed	Num			723	1=Not True
					142	2=Somewhat or Sometimes True
					24	3=Very True or Often True
					1220	-1/.N=Not Applicable
					3	-9/.M=Missing
					1237	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_N	KR4: Worries about things for a long time	Num			770	1=Not True
					105	2=Somewhat or Sometimes True
					16	3=Very True or Often True
					1220	-1/.N=Not Applicable
					1	-9/.M=Missing
					1237	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4L_A			Frequency	Code and Description
Label	KR4: Keeps belongings organized			90	1=Never
Format	Num	Type	Source	298	2=Sometimes
Valid N	892	Mean		281	3=Often
Minimum		Maximum		223	4=Very often
				1220	-1/.N=Not Applicable
				1237	SYSMIS/.

Name	KR4L_B			Frequency	Code and Description
Label	KR4: Pays attention well			55	1=Never
Format	Num	Type	Source	328	2=Sometimes
Valid N	892	Mean		294	3=Often
Minimum		Maximum		215	4=Very often
				1220	-1/.N=Not Applicable
				1237	SYSMIS/.

Name	KR4L_C			Frequency	Code and Description
Label	KR4: Shows eagerness to learn new things			44	1=Never
Format	Num	Type	Source	251	2=Sometimes
Valid N	892	Mean		299	3=Often
Minimum		Maximum		298	4=Very often
				1220	-1/.N=Not Applicable
				1237	SYSMIS/.

Name	KR4L_D			Frequency	Code and Description
Label	KR4: Easily adapts to changes in routine			31	1=Never
Format	Num	Type	Source	189	2=Sometimes
Valid N	892	Mean		351	3=Often
Minimum		Maximum		321	4=Very often
				1220	-1/.N=Not Applicable
				1237	SYSMIS/.

Name	KR4L_E			Frequency	Code and Description
Label	KR4: Persists in completing tasks			57	1=Never
Format	Num	Type	Source	254	2=Sometimes
Valid N	892	Mean		301	3=Often
Minimum		Maximum		280	4=Very often
				1220	-1/.N=Not Applicable
				1237	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4L_F	Frequency	Code and Description
Label	KR4: Works independently	43	1=Never
Format	Num	Type	Source
Valid N	892	Mean	249 2=Sometimes
Minimum		Maximum	296 3=Often
			304 4=Very often
			1220 -1/.N=Not Applicable
			1237 SYSMIS/.
Name	KR4J01	Frequency	Code and Description
Label	KR4: Profsnl said child has devlpmntl problem/delay	608	0=No
Format	Num	Type	Source
Valid N	720	Mean	112 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			172 -8/.D=Don't know
			1237 SYSMIS/.
Name	KR4J02_01	Frequency	Code and Description
Label	KR4: Professional said: Vision impairment	104	0=No
Format	Num	Type	Source
Valid N	108	Mean	4 1=Vision impairment
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.
Name	KR4J02_02	Frequency	Code and Description
Label	KR4: Professional said: Blindness	108	0=No
Format	Num	Type	Source
Valid N	108	Mean	2000 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.
Name	KR4J02_03	Frequency	Code and Description
Label	KR4: Profsnl said: Hearing impairment/hard of hearing	104	0=No
Format	Num	Type	Source
Valid N	108	Mean	4 3=Hearing impairment/hard of hearing
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.
Name	KR4J02_04	Frequency	Code and Description
Label	KR4: Professional said: Deafness	108	0=No
Format	Num	Type	Source
Valid N	108	Mean	2000 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4J02_05	Frequency	Code and Description
Label	KR4: Professional said: Motor impairment	102	0=No
Format	Num	Type	Source
Valid N	108	Mean	6 5=Motor impairment
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J02_06	Frequency	Code and Description
Label	KR4: Profsnl said:Speech impairmt/diffcft communicatng	35	0=No
Format	Num	Type	Source
Valid N	108	Mean	73 6=Speech impairment/diff. communicating
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J02_07	Frequency	Code and Description
Label	KR4: Professional said: Mental retardation	107	0=No
Format	Num	Type	Source
Valid N	108	Mean	1 7=Mental retardation
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J02_08	Frequency	Code and Description
Label	KR4: Professional said: Development delay	89	0=No
Format	Num	Type	Source
Valid N	108	Mean	19 8=Development delay
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J02_09	Frequency	Code and Description
Label	KR4: Professional said: Autism (or PDD)	103	0=No
Format	Num	Type	Source
Valid N	108	Mean	5 9=Autism (or PDD)
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4J02_10	Frequency	Code and Description
Label	KR4: Profsnl said:Behavior/hyperactv/attentn problems	77	0=No
Format	Num	Type	Source
Valid N	108	Mean	31 10=Behavior prob/hyperactivity/ADHD
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J02_11	Frequency	Code and Description
Label	KR4: Profsnl said: Opposition Defiant Disorder (ODD)	106	0=No
Format	Num	Type	Source
Valid N	108	Mean	2 11=Opposition Defiant Disorder (ODD)
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J02_12	Frequency	Code and Description
Label	KR4: Professional said: Other (specify)	104	0=No
Format	Num	Type	Source
Valid N	108	Mean	4 12=Other
Minimum		Maximum	2000 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J03	Frequency	Code and Description
Label	KR4: Concerns about child's health/development	667	0=No
Format	Num	Type	Source
Valid N	717	Mean	50 1=Yes
Minimum		Maximum	1332 -1/.N=Not Applic
			63 -8/.D=Don't know
			1237 SYSMIS/.

Name	KR4J04_01	Frequency	Code and Description
Label	KR4: Concern: Vision impairment	41	0=No
Format	Num	Type	Source
Valid N	47	Mean	6 1=Vision impairment
Minimum		Maximum	2062 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1237 SYSMIS/.

Name	KR4J04_02	Frequency	Code and Description
Label	KR4: Concern: Blindness	47	0=No
Format	Num	Type	Source
Valid N	47	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4J04_03	Frequency	Code and Description
Label	KR4: Concern: Hearing impairment/hard of hearing	45	0=No
Format	Num	Type	Source
Valid N	47	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know 1237 SYSMIS/.
Name	KR4J04_04	Frequency	Code and Description
Label	KR4: Concern: Deafness	47	0=No
Format	Num	Type	Source
Valid N	47	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know 1237 SYSMIS/.
Name	KR4J04_05	Frequency	Code and Description
Label	KR4: Concern: Motor impairment	45	0=No
Format	Num	Type	Source
Valid N	47	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know 1237 SYSMIS/.
Name	KR4J04_06	Frequency	Code and Description
Label	KR4: Concern:Speech impairmnt/difficulty communicatng	38	0=No
Format	Num	Type	Source
Valid N	47	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	9 6=Speech impairment/diff. communicating 3 -8/.D=Don't know 1237 SYSMIS/.
Name	KR4J04_07	Frequency	Code and Description
Label	KR4: Concern: Mental retardation	47	0=No
Format	Num	Type	Source
Valid N	47	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know 1237 SYSMIS/.
Name	KR4J04_08	Frequency	Code and Description
Label	KR4: Concern: Development delay	40	0=No
Format	Num	Type	Source
Valid N	47	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	7 8=Development delay 3 -8/.D=Don't know 1237 SYSMIS/.
Name	KR4J04_09	Frequency	Code and Description
Label	KR4: Concern: Autism (or PDD)	47	0=No
Format	Num	Type	Source
Valid N	47	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know 1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4J04_10	Frequency	Code and Description
Label	KR4: Profsnl said:Behavior/hyperactv/attentn problems	29	0=No
Format	Num	Type	Source
Valid N	47	Mean	18 10=Behavior prob/hyperactivity/ADHD
Minimum		Maximum	2062 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1237 SYSMIS/.
Name	KR4J04_11	Frequency	Code and Description
Label	KR4: Concern: Opposition Defiant Disorder (ODD)	47	0=No
Format	Num	Type	Source
Valid N	47	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1237 SYSMIS/.
Name	KR4J04_12	Frequency	Code and Description
Label	KR4: Concern: Other (specify)	34	0=No
Format	Num	Type	Source
Valid N	47	Mean	13 12=Other
Minimum		Maximum	2062 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1237 SYSMIS/.
Name	KR4J05_1	Frequency	Code and Description
Label	KR4: Discussions/plans are in progress	81	0=No
Format	Num	Type	Source
Valid N	148	Mean	67 1=Discussions/plans are in progress
Minimum		Maximum	1950 -1/.N=Not Applicable
			8 -8/.D=Don't know
			6 -9/.M=Missing
			1237 SYSMIS/.
Name	KR4J05_2	Frequency	Code and Description
Label	KR4: A specialist has been contacted	101	0=No
Format	Num	Type	Source
Valid N	148	Mean	47 2=A specialist has been contacted
Minimum		Maximum	1950 -1/.N=Not Applicable
			8 -8/.D=Don't know
			6 -9/.M=Missing
			1237 SYSMIS/.
Name	KR4J05_3	Frequency	Code and Description
Label	KR4: The child has been observed or evaluated	78	0=No
Format	Num	Type	Source
Valid N	148	Mean	70 3=The child has been observed or evaluated
Minimum		Maximum	1950 -1/.N=Not Applicable
			8 -8/.D=Don't know
			6 -9/.M=Missing
			1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4J05_4	Frequency	Code and Description
Label	KR4: Meeting held w/parents and special needs team	91	0=No
Format	Num	Type	Source
Valid N	148	Mean	57 4=Meeting held w/parents and special needs team
Minimum		Maximum	1950 -1/.N=Not Applicable
			8 -8/.D=Don't know
			6 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J05_5	Frequency	Code and Description
Label	KR4: IEP or IFSP has been developed	70	0=No
Format	Num	Type	Source
Valid N	148	Mean	78 5=IEP or IFSP has been developed
Minimum		Maximum	1950 -1/.N=Not Applicable
			8 -8/.D=Don't know
			6 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J05_6	Frequency	Code and Description
Label	KR4: Modifctn/accm-datns made to clsrn/classActivities	72	0=No
Format	Num	Type	Source
Valid N	148	Mean	76 6=Modifctn/accm-datns made to clsrn/classActivities
Minimum		Maximum	1950 -1/.N=Not Applicable
			8 -8/.D=Don't know
			6 -9/.M=Missing
			1237 SYSMIS/.

Name	KR4J05a	Frequency	Code and Description
Label	KR4: Teacher participate in child's IEP or IFSP meeting?	22	0=No
Format	Num	Type	Source
Valid N	78	Mean	56 1=Yes
Minimum		Maximum	2034 -1/.N=Not Applicable
			1237 SYSMIS/.

Name	KR4J05b01	Frequency	Code and Description
Label	KR4: Child received speech/language therapy	10	0=No
Format	Num	Type	Source
Valid N	78	Mean	68 1=Speech or language therapy
Minimum		Maximum	2034 -1/.N=Not Applicable
			1237 SYSMIS/.

Name	KR4J05b02	Frequency	Code and Description
Label	KR4: Child received social work services	74	0=No
Format	Num	Type	Source
Valid N	78	Mean	4 2=Social work services
Minimum		Maximum	2034 -1/.N=Not Applicable
			1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4J05b03	Frequency	Code and Description
Label	KR4: Child received psychological services	74	0=No
Format	Num	Type	Source
Valid N	78	Mean	4 3=Psychological services
Minimum		Maximum	2034 -1/.N=Not Applicable
			1237 SYSMIS/.
Name	KR4J05b04	Frequency	Code and Description
Label	KR4: Child received special education teacher services	51	0=No
Format	Num	Type	Source
Valid N	78	Mean	27 4=Special education teacher services
Minimum		Maximum	2034 -1/.N=Not Applicable
			1237 SYSMIS/.
Name	KR4J05b05	Frequency	Code and Description
Label	KR4: Child received other services	61	0=No
Format	Num	Type	Source
Valid N	78	Mean	17 5=Other services
Minimum		Maximum	2034 -1/.N=Not Applicable
			1237 SYSMIS/.
Name	KR4J05c01	Frequency	Code and Description
Label	KR4: Services: Consultation in classroom	52	0=No
Format	Num	Type	Source
Valid N	76	Mean	24 1=Consultation in the classroom
Minimum		Maximum	2034 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1237 SYSMIS/.
Name	KR4J05c02	Frequency	Code and Description
Label	KR4: Services: Specialist direct teaching/serv in classrm	57	0=No
Format	Num	Type	Source
Valid N	76	Mean	19 2=Teaching/services by specialist in the classroom
Minimum		Maximum	2034 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1237 SYSMIS/.
Name	KR4J05c03	Frequency	Code and Description
Label	KR4: Srvcs: Specialist dirct teaching/serv in oth classrm	15	0=No
Format	Num	Type	Source
Valid N	76	Mean	61 3=Teaching/services by specialist: oth classroom/setting
Minimum		Maximum	2034 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1237 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	KR4J06	Frequency	Code and Description
Label	KR4: How often Child missed K class during past year	55	1=Never
Format	Num	Type	Source
Valid N	892	Mean	590 2=One to five days
Minimum		Maximum	165 3=Six to ten days
			64 4=Eleven to twenty
			18 5=More than 20 days
			1220 -1/.N=Not Applicable
			1237 SYSMIS/.

Name	P1_Date	Frequency	Code and Description
Label	P1: Date of Interview	658	September 2009
Format	Num	Type	Source
Valid N	3120	Mean	1579 October 2009
Minimum		Maximum	883 November 2009
			229 SYSMIS/.

Name	P1_Lang	Frequency	Code and Description
Label	P1: Language	2310	1=English
Format	Num	Type	Source
Valid N	3120	Mean	810 2=Spanish
Minimum		Maximum	229 SYSMIS/.

Name	P1_RGender	Frequency	Code and Description
Label	P1: Respondent Gender	2889	1=Girl/female
Format	Num	Type	Source
Valid N	3120	Mean	231 2=Boy/male
Minimum		Maximum	229 SYSMIS/.

Name	P1_SC7	Frequency	Code and Description
Label	P1: Respondent birth date	3114	valid numeric value
Format	Num	Type	Source
Valid N	3114	Mean	1978.88
Minimum	1962	Maximum	1989
			3 -7/.R=Refused
			3 -8/.D=Don't know
			229 SYSMIS/.

Name	P1_SC9	Frequency	Code and Description
Label	P1: Resp Relationship to child	2733	11=Bio/adopt/step mother
Format	Num	Type	Source
Valid N	3120	Mean	225 12=Bio/adopt/step father
Minimum		Maximum	115 17=(great)grandparent
			47 31=Other
			229 SYSMIS/.

Name	P1SC10	Frequency	Code and Description
Label	P1: Are you child's legal guardian?	27	0=No
Format	Num	Type	Source
Valid N	162	Mean	135 1=Yes
Minimum		Maximum	2958 -1/.N=Not Applic
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnA06	Frequency	Code and Description
Label	Pn: Country of child's birth (P1 or updated)	3172	059=United States
Format	Num	Type	Source
Valid N	3247	Mean	29 303=Mexico
Minimum		Maximum	46 600=Other
			8 -8/.D=Don't know
			94 SYSMIS/.

Name	PnA07	Frequency	Code and Description
Label	Pn: Number of years child in USA (P1 or updated)	83	valid numeric value
Format	Num	Type	Source
Valid N	83	Mean	2.24
Minimum	0	Maximum	5
			3172 -1/.N=Not Applicable
			94 SYSMIS/.

Name	PnA08	Frequency	Code and Description
Label	Pn: Child participated in Early Head Start(P1/updated)	2788	0=No
Format	Num	Type	Source
Valid N	3222	Mean	434 1=Yes
Minimum		Maximum	
			33 -8/.D=Don't know
			94 SYSMIS/.

Name	PnA09yrs	Frequency	Code and Description
Label	Pn: EHS Years of Participation (P1 or updated)	427	valid numeric value
Format	Num	Type	Source
Valid N	427	Mean	0.90
Minimum	0	Maximum	4
			2788 -1/.N=Not Applicable
			40 -8/.D=Don't know
			94 SYSMIS/.

Name	PnA09mths	Frequency	Code and Description
Label	Pn: EHS Months of Participation (P1 or updated)	425	valid numeric value
Format	Num	Type	Source
Valid N	425	Mean	2.22
Minimum	0	Maximum	11
			2788 -1/.N=Not Applicable
			42 -8/.D=Don't know
			94 SYSMIS/.

Name	PnA10	Frequency	Code and Description
Label	Pn: Child attended any other HS program (P1/updated)	3111	0=No
Format	Num	Type	Source
Valid N	3241	Mean	130 1=Yes
Minimum		Maximum	
			14 -8/.D=Don't know
			94 SYSMIS/.

Name	P1B01	Frequency	Code and Description
Label	P1: Number of adults living in household	3120	valid numeric value
Format	Num	Type	Source
Valid N	3120	Mean	2.02
Minimum	1	Maximum	7
			229 SYSMIS/.

Name	P1B02	Frequency	Code and Description
Label	P1: Number of children living in house	3120	valid numeric value
Format	Num	Type	Source
Valid N	3120	Mean	2.59
Minimum	1	Maximum	10
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B04_01	Frequency	Code and Description
Label	P1: Household member 1 age	3120	valid numeric value
Format	Num	Type	Source
Valid N	3120	Mean	3.47
Minimum	2	Maximum	6
Name	P1B05_01	Frequency	Code and Description
Label	P1: Household member 1 relationship to child	3120	19=Focus child
Format	Num	Type	Source
Valid N	3120	Mean	
Minimum		Maximum	
Name	P1B06_01	Frequency	Code and Description
Label	P1: Household member 1 attended Head Start	3120	-9/.M=Missing
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	
Name	P1B07_01	Frequency	Code and Description
Label	P1: Currently in Head Start, person #01	3102	1=Yes
Format	Num	Type	Source
Valid N	3102	Mean	
Minimum		Maximum	
Name	P1B08_01	Frequency	Code and Description
Label	P1: Early Head Start, person #01	2689	0=No
Format	Num	Type	Source
Valid N	3090	Mean	
Minimum		Maximum	
Name	P1B04_02	Frequency	Code and Description
Label	P1: Household member 2 age	3115	valid numeric value
Format	Num	Type	Source
Valid N	3115	Mean	30.23
Minimum	12	Maximum	80

Codebook for Child-Level PUF, continued

Name	P1B05_02	Frequency	Code and Description
Label	P1: Household member 2 relationship to child	2725	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	3120	Mean	219 2=Bio/adoptive father
Minimum		Maximum	8 3=Stepmother
			6 4=Stepfather
			99 5=Grandmother
			4 6=Grandfather
			12 7=Great grandmother
			1 10=Brother/half/stepbrother
			29 11=Other relative or in-law (female)
			12 13=Foster parent (female)
			1 14=Foster parent (male)
			4 15=Other non-relative (female)
			229 SYSMIS/.

Name	P1B06_02	Frequency	Code and Description
Label	P1: Household member 2 attended Head Start	2081	0=No
Format	Num	Type	Source
Valid N	2862	Mean	781 1=Yes
Minimum		Maximum	110 -1/.N=Not Applic
			3 -7/.R=Refused
			140 -8/.D=Don't know
			5 -9/.M=Missing
			229 SYSMIS/.

Name	P1B07_02	Frequency	Code and Description
Label	P1: Currently in Head Start, person #02	3120	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	

Name	P1B08_02	Frequency	Code and Description
Label	P1: Early Head Start, person #02	3114	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	6 -9/.M=Missing
Minimum		Maximum	229 SYSMIS/.

Name	P1B04_03	Frequency	Code and Description
Label	P1: Household member 3 age	2912	valid numeric value
Format	Num	Type	Source
Valid N	2912	Mean	24.69
Minimum	0	Maximum	89
			197 -1/.N=Not Applicable
			2 -7/.R=Refused
			9 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B05_03	Frequency	Code and Description
Label	P1: Household member 3 relationship to child	125	1=Bio/adoptive mother
Format	Num	889	2=Bio/adoptive father
Valid N	2923	7	3=Stepmother
Minimum		102	4=Stepfather
		239	5=Grandmother
		95	6=Grandfather
		23	7=Great grandmother
		14	8=Great grandfather
		555	9=Sister/half/sister
		621	10=Brother/half/stepbrother
		94	11=Other relative or in-law (female)
		78	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		9	14=Foster parent (male)
		19	15=Other non-relative (female)
		19	16=Other non-relative (male)
		3	17=Parent's partner (female)
		30	18=Parent's partner (male)
		197	-1/.N=Not Applicable
		229	SYSMIS/.

Name	P1B06_03	Frequency	Code and Description
Label	P1: Household member 3 attended Head Start	1411	0=No
Format	Num	794	1=Yes
Valid N	2205	765	-1/.N=Not Applic
Minimum		2	-7/.R=Refused
		148	-8/.D=Don't know
		229	SYSMIS/.

Name	P1B07_03	Frequency	Code and Description
Label	P1: Currently in Head Start, person #03	77	0=No
Format	Num	70	1=Yes
Valid N	147	2973	-1/.N=Not Applic
Minimum		229	SYSMIS/.

Name	P1B08_03	Frequency	Code and Description
Label	P1: Early Head Start, person #03	934	0=No
Format	Num	152	1=Yes
Valid N	1086	2019	-1/.N=Not Applic
Minimum		15	-8/.D=Don't know
		229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B04_04	Frequency	Code and Description
Label	P1: Household member 4 age	2313	valid numeric value
Format	Num	Type	Source
Valid N	2313	Mean	16.15
Minimum	0	Maximum	95
			795 -1/.N=Not Applicable
			1 -7/.R=Refused
			11 -8/.D=Don't know
			229 SYSMIS/.
Name	P1B05_04	Frequency	Code and Description
Label	P1: Household member 4 relationship to child	25	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	2325	Mean	105 2=Bio/adoptive father
Minimum		Maximum	23 4=Stepfather
			126 5=Grandmother
			87 6=Grandfather
			15 7=Great grandmother
			10 8=Great grandfather
			768 9=Sister/half/stepsister
			827 10=Brother/half/stepbrother
			126 11=Other relative or in-law (female)
			147 12=Other relative or in-law (male)
			2 13=Foster parent (female)
			1 14=Foster parent (male)
			18 15=Other non-relative (female)
			37 16=Other non-relative (male)
			8 18=Parent's partner (male)
			795 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1B06_04	Frequency	Code and Description
Label	P1: Household member 4 attended Head Start	855	0=No
Format	Num	Type	Source
Valid N	1678	Mean	823 1=Yes
Minimum		Maximum	1376 -1/.N=Not Applic
			2 -7/.R=Refused
			64 -8/.D=Don't know
			229 SYSMIS/.
Name	P1B07_04	Frequency	Code and Description
Label	P1: Currently in Head Start, person #04	97	0=No
Format	Num	Type	Source
Valid N	175	Mean	78 1=Yes
Minimum		Maximum	2945 -1/.N=Not Applic
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B08_04	Frequency	Code and Description
Label	P1: Early Head Start, person #04	1291	0=No
Format	Num	Type	Source
Valid N	1496	Mean	205 1=Yes
Minimum		Maximum	1608 -1/.N=Not Applic
			16 -8/.D=Don't know
			229 SYSMIS/.
Name	P1B04_05	Frequency	Code and Description
Label	P1: Household member 5 age	1461	valid numeric value
Format	Num	Type	Source
Valid N	1461	Mean	14.18
Minimum	0	Maximum	88
			1656 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			229 SYSMIS/.
Name	P1B05_05	Frequency	Code and Description
Label	P1: Household member 5 relationship to child	23	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	1463	Mean	101 2=Bio/adoptive father
Minimum		Maximum	12 4=Stepfather
			35 5=Grandmother
			37 6=Grandfather
			7 7=Great grandmother
			7 8=Great grandfather
			485 9=Sister/half/sstepsister
			477 10=Brother/half/stepbrother
			104 11=Other relative or in-law (female)
			132 12=Other relative or in-law (male)
			2 13=Foster parent (female)
			20 15=Other non-relative (female)
			17 16=Other non-relative (male)
			2 17=Parent's partner (female)
			2 18=Parent's partner (male)
			1656 -1/.N=Not Applicable
			1 -7/.R=Refused
			229 SYSMIS/.
Name	P1B06_05	Frequency	Code and Description
Label	P1: Household member 5 attended Head Start	548	0=No
Format	Num	Type	Source
Valid N	1048	Mean	500 1=Yes
Minimum		Maximum	2042 -1/.N=Not Applic
			2 -7/.R=Refused
			28 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B07_05	Frequency	Code and Description
Label	P1: Currently in Head Start, person #05	52	0=No
Format	Num	Type	Source
Valid N	106	Mean	54 1=Yes
Minimum		Maximum	3014 -1/.N=Not Applic
			229 SYSMIS/.
Name	P1B08_05	Frequency	Code and Description
Label	P1: Early Head Start, person #05	850	0=No
Format	Num	Type	Source
Valid N	975	Mean	125 1=Yes
Minimum		Maximum	2134 -1/.N=Not Applic
			11 -8/.D=Don't know
			229 SYSMIS/.
Name	P1B04_06	Frequency	Code and Description
Label	P1: Household member 6 age	770	valid numeric value
Format	Num	Type	Source
Valid N	770	Mean	13.96
Minimum	0	Maximum	80
			2347 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.
Name	P1B05_06	Frequency	Code and Description
Label	P1: Household member 6 relationship to child	7	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	770	Mean	57 2=Bio/adoptive father
Minimum		Maximum	2 3=Stepmother
			6 4=Stepfather
			18 5=Grandmother
			19 6=Grandfather
			5 7=Great grandmother
			1 8=Great grandfather
			216 9=Sister/half/sister
			236 10=Brother/half/stepbrother
			81 11=Other relative or in-law (female)
			95 12=Other relative or in-law (male)
			8 15=Other non-relative (female)
			18 16=Other non-relative (male)
			1 18=Parent's partner (male)
			2347 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B06_06	Frequency	Code and Description
Label	P1: Household member 6 attended Head Start	294	0=No
Format	Num	Type	Source
Valid N	517	Mean	223 1=Yes
Minimum		Maximum	2577 -1/.N=Not Applic
			1 -7/.R=Refused
			23 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.

Name	P1B07_06	Frequency	Code and Description
Label	P1: Currently in Head Start, person #06	29	0=No
Format	Num	Type	Source
Valid N	64	Mean	35 1=Yes
Minimum		Maximum	3056 -1/.N=Not Applic
			229 SYSMIS/.

Name	P1B08_06	Frequency	Code and Description
Label	P1: Early Head Start, person #06	470	0=No
Format	Num	Type	Source
Valid N	520	Mean	50 1=Yes
Minimum		Maximum	2591 -1/.N=Not Applic
			7 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.

Name	P1B04_07	Frequency	Code and Description
Label	P1: Household member 7 age	369	valid numeric value
Format	Num	Type	Source
Valid N	369	Mean	13.05
Minimum	0	Maximum	83
			2750 -1/.N=Not Applicable
			1 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B05_07	Frequency	Code and Description
Label	P1: Household member 7 relationship to child	4	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	370	Mean	28 2=Bio/adoptive father
Minimum		Maximum	2 3=Stepmother
			10 5=Grandmother
			11 6=Grandfather
			2 7=Great grandmother
			1 8=Great grandfather
			90 9=Sister/half/stepmother
			101 10=Brother/half/stepbrother
			55 11=Other relative or in-law (female)
			53 12=Other relative or in-law (male)
			1 14=Foster parent (male)
			5 15=Other non-relative (female)
			7 16=Other non-relative (male)
			2750 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1B06_07	Frequency	Code and Description
Label	P1: Household member 7 attended Head Start	154	0=No
Format	Num	Type	Source
Valid N	247	Mean	93 1=Yes
Minimum		Maximum	2862 -1/.N=Not Applic
			11 -8/.D=Don't know
			229 SYSMIS/.
Name	P1B07_07	Frequency	Code and Description
Label	P1: Currently in Head Start, person #07	16	0=No
Format	Num	Type	Source
Valid N	36	Mean	20 1=Yes
Minimum		Maximum	3084 -1/.N=Not Applic
			229 SYSMIS/.
Name	P1B08_07	Frequency	Code and Description
Label	P1: Early Head Start, person #07	224	0=No
Format	Num	Type	Source
Valid N	251	Mean	27 1=Yes
Minimum		Maximum	2860 -1/.N=Not Applic
			9 -8/.D=Don't know
			229 SYSMIS/.
Name	P1B04_08	Frequency	Code and Description
Label	P1: Household member 8 age	176	valid numeric value
Format	Num	Type	Source
Valid N	176	Mean	10.65
Minimum	0	Maximum	64
			2944 -1/.N=Not Applicable
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B05_08	Frequency	Code and Description
Label	P1: Household member 8 relationship to child	1	1=Bio/adoptive mother
Format	Num	5	2=Bio/adoptive father
Valid N	175	4	5=Grandmother
Minimum		4	6=Grandfather
		1	8=Great grandfather
		48	9=Sister/half/sister
		47	10=Brother/half/stepbrother
		29	11=Other relative or in-law (female)
		26	12=Other relative or in-law (male)
		1	14=Foster parent (male)
		3	15=Other non-relative (female)
		5	16=Other non-relative (male)
		1	17=Parent's partner (female)
		2944	-1/.N=Not Applicable
		1	-8/.D=Don't know
		229	SYSMIS/.

Name	P1B06_08	Frequency	Code and Description
Label	P1: Household member 8 attended Head Start	58	0=No
Format	Num	50	1=Yes
Valid N	108	3007	-1/.N=Not Applic
Minimum		5	-8/.D=Don't know
		229	SYSMIS/.

Name	P1B07_08	Frequency	Code and Description
Label	P1: Currently in Head Start, person #08	4	0=No
Format	Num	19	1=Yes
Valid N	23	3097	-1/.N=Not Applic
Minimum		229	SYSMIS/.

Name	P1B08_08	Frequency	Code and Description
Label	P1: Early Head Start, person #08	127	0=No
Format	Num	9	1=Yes
Valid N	136	2979	-1/.N=Not Applic
Minimum		5	-8/.D=Don't know
		229	SYSMIS/.

Name	P1B04_09	Frequency	Code and Description
Label	P1: Household member 9 age	74	valid numeric value
Format	Num	3046	-1/.N=Not Applicable
Valid N	74	229	SYSMIS/.
Minimum	0		
			51

Codebook for Child-Level PUF, continued

Name	P1B05_09	Frequency	Code and Description
Label	P1: Household member 9 relationship to child	1	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	74	Mean	4 2=Bio/adoptive father
Minimum		Maximum	2 5=Grandmother
			1 6=Grandfather
			18 9=Sister/half/sstepsister
			15 10=Brother/half/stepbrother
			15 11=Other relative or in-law (female)
			11 12=Other relative or in-law (male)
			2 15=Other non-relative (female)
			4 16=Other non-relative (male)
			1 17=Parent's partner (female)
			3046 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1B06_09	Frequency	Code and Description
Label	P1: Household member 9 attended Head Start	28	0=No
Format	Num	Type	Source
Valid N	47	Mean	19 1=Yes
Minimum		Maximum	3072 -1/.N=Not Applic
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1B07_09	Frequency	Code and Description
Label	P1: Currently in Head Start, person #09	3	0=No
Format	Num	Type	Source
Valid N	8	Mean	5 1=Yes
Minimum		Maximum	3112 -1/.N=Not Applic
			229 SYSMIS/.
Name	P1B08_09	Frequency	Code and Description
Label	P1: Early Head Start, person #09	47	0=No
Format	Num	Type	Source
Valid N	50	Mean	3 1=Yes
Minimum		Maximum	3068 -1/.N=Not Applic
			2 -8/.D=Don't know
			229 SYSMIS/.
Name	P1B04_10	Frequency	Code and Description
Label	P1: Household member 10 age	32	valid numeric value
Format	Num	Type	Source
Valid N	32	Mean	11.88
Minimum	0	Maximum	71
			3088 -1/.N=Not Applicable
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B05_10	Frequency	Code and Description
Label	P1: Household member 10 relationship to child	3	2=Bio/adoptive father
Format	Num	Type	Source
Valid N	32	Mean	1 7=Great grandmother
Minimum		Maximum	6 9=Sister/half/sister
			4 10=Brother/half/stepbrother
			7 11=Other relative or in-law (female)
			11 12=Other relative or in-law (male)
			3088 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1B06_10	Frequency	Code and Description
Label	P1: Household member 10 attended Head Start	10	0=No
Format	Num	Type	Source
Valid N	16	Mean	6 1=Yes
Minimum		Maximum	3104 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1B07_10	Frequency	Code and Description
Label	P1: Currently in Head Start, person #10	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	3119 -1/.N=Not Applicable
Minimum		Maximum	229 SYSMIS/.

Name	P1B08_10	Frequency	Code and Description
Label	P1: Early Head Start, person #10	21	0=No
Format	Num	Type	Source
Valid N	23	Mean	2 1=Yes
Minimum		Maximum	3097 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1B04_11	Frequency	Code and Description
Label	P1: Household member 11 age	17	valid numeric value
Format	Num	Type	Source
Valid N	17	Mean	9.24
Minimum	0	Maximum	42
			3103 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1B05_11	Frequency	Code and Description
Label	P1: Household member 11 relationship to child	1	2=Bio/adoptive father
Format	Num	Type	Source
Valid N	17	Mean	4 9=Sister/half/sister
Minimum		Maximum	3 10=Brother/half/stepbrother
			3 11=Other relative or in-law (female)
			6 12=Other relative or in-law (male)
			3103 -1/.N=Not Applicable
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B06_11	Frequency	Code and Description
Label	P1: Household member 11 attended Head Start	8	0=No
Format	Num	Type	Source
Valid N	9	Mean	1 1=Yes
Minimum		Maximum	3111 -1/.N=Not Applic
			229 SYSMIS/.
Name	P1B07_11	Frequency	Code and Description
Label	P1: Currently in Head Start, person #11	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	3119 -1/.N=Not Applic
Minimum		Maximum	229 SYSMIS/.
Name	P1B08_11	Frequency	Code and Description
Label	P1: Early Head Start, person #11	13	0=No
Format	Num	Type	Source
Valid N	13	Mean	3107 -1/.N=Not Applic
Minimum		Maximum	229 SYSMIS/.
Name	P1B04_12	Frequency	Code and Description
Label	P1: Household member 12 age	6	valid numeric value
Format	Num	Type	Source
Valid N	6	Mean	11.17
Minimum	1	Maximum	26
Name	P1B05_12	Frequency	Code and Description
Label	P1: Household member 12 relationship to child	1	9=Sister/half/stepsister
Format	Num	Type	Source
Valid N	6	Mean	2 11=Other relative or in-law (female)
Minimum		Maximum	3 12=Other relative or in-law (male)
			3114 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1B06_12	Frequency	Code and Description
Label	P1: Household member 12 attended Head Start	3	0=No
Format	Num	Type	Source
Valid N	5	Mean	2 1=Yes
Minimum		Maximum	3115 -1/.N=Not Applic
			229 SYSMIS/.
Name	P1B07_12	Frequency	Code and Description
Label	P1: Currently in Head Start, person #12	2	1=Yes
Format	Num	Type	Source
Valid N	2	Mean	3118 -1/.N=Not Applic
Minimum		Maximum	229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1B08_12	Frequency	Code and Description
Label	P1: Early Head Start, person #12	2	0=No
Format	Num	Type	Source
Valid N	3	Mean	3116 -1/.N=Not Applic
Minimum		Maximum	1 -8/.D=Don't know 229 SYSMIS/.
Name	P1B04_13	Frequency	Code and Description
Label	P1: Household member 13 age	2	valid numeric value
Format	Num	Type	Source
Valid N	2	Mean	3118 -1/.N=Not Applicable 229 SYSMIS/.
Minimum	15	Maximum	19.50 24
Name	P1B05_13	Frequency	Code and Description
Label	P1: Household member 13 relationship to child	2	11=Other relative or in-law (female)
Format	Num	Type	Source
Valid N	2	Mean	3118 -1/.N=Not Applicable 229 SYSMIS/.
Minimum		Maximum	
Name	P1B06_13	Frequency	Code and Description
Label	P1: Household member 13 attended Head Start	2	0=No
Format	Num	Type	Source
Valid N	2	Mean	3118 -1/.N=Not Applic 229 SYSMIS/.
Minimum		Maximum	
Name	P1B07_13	Frequency	Code and Description
Label	P1: Currently in Head Start, person #13	3120	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	
Name	P1B08_13	Frequency	Code and Description
Label	P1: Early Head Start, person #13	3120	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	
Name	P1B04_14	Frequency	Code and Description
Label	P1: Household member 14 age	1	valid numeric value
Format	Num	Type	Source
Valid N	1	Mean	3119 -1/.N=Not Applicable 229 SYSMIS/.
Minimum	27	Maximum	27.00 27
Name	P1B05_14	Frequency	Code and Description
Label	P1: Household member 14 relationship to child	1	12=Other relative or in-law (male)
Format	Num	Type	Source
Valid N	1	Mean	3119 -1/.N=Not Applicable 229 SYSMIS/.
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P1B06_14	Frequency	Code and Description
Label	P1: Household member 14 attended Head Start	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	3119 -1/.N=Not Applic
Minimum		Maximum	229 SYSMIS/.

Name	P1B07_14	Frequency	Code and Description
Label	P1: Currently in Head Start, person #14	3120	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	

Name	P1B08_14	Frequency	Code and Description
Label	P1: Early Head Start, person #14	3120	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	

Name	P1B04_15	Frequency	Code and Description
Label	P1: Household member 15 age	3120	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	

Name	P1B05_15	Frequency	Code and Description
Label	P1: Household member 15 relationship to child	3120	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	

Name	P1B06_15	Frequency	Code and Description
Label	P1: Household member 15 attended Head Start	3120	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	

Name	P1B07_15	Frequency	Code and Description
Label	P1: Currently in Head Start, person #15	3120	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	

Name	P1B08_15	Frequency	Code and Description
Label	P1: Early Head Start, person #15	3120	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	229 SYSMIS/.
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P1B09			Frequency	Code and Description
Label	P1: R marital status w/ other parent in HH			888	1=married
Format	Num	Type	Source	29	2=divorced
Valid N	1500	Mean		26	3=separated
Minimum		Maximum		557	4=not married
				1617	-1/.N=Not Applic
				1	-8/.D=Don't know
				2	-9/.M=Missing
				229	SYSMIS/.
Name	P1B10			Frequency	Code and Description
Label	P1: R relationship status w/ oth parent in HH			426	1=we are romantically involved on a steady basis
Format	Num	Type	Source	19	2=involved in an on-again/off-again relationship
Valid N	606	Mean		47	3=we are just friends
Minimum		Maximum		114	4=we are not in any kind of relationship
				2505	-1/.N=Not Applicable
				1	-7/.R=Refused
				6	-8/.D=Don't know
				2	-9/.M=Missing
				229	SYSMIS/.
Name	PnC01			Frequency	Code and Description
Label	Pn: How found out about H.S. Program (P1 or updated)			1432	1=Family/friend
Format	Num	Type	Source	374	2=Referral from another agency
Valid N	3218	Mean		219	3=Word of mouth
Minimum		Maximum		41	4=Head Start came to visit at our home
				258	5=Previous children in Head Start
				487	6=Outreach: flyer/mailling/sign
				287	7=Other
				120	8=Went to Head Start as child
				18	-8/.D=Don't know
				19	-9/.M=Missing
				94	SYSMIS/.
Name	P1C03			Frequency	Code and Description
Label	P1: # dys/wk child attended HS program			3118	valid numeric value
Format	Num	Type	Source	1	-7/.R=Refused
Valid N	3118	Mean	4.57	1	-8/.D=Don't know
Minimum	1	Maximum	7	229	SYSMIS/.
Name	P1C04			Frequency	Code and Description
Label	P1: # of hrs/ wk child attended HS prog			3097	valid numeric value
Format	Num	Type	Source	1	-7/.R=Refused
Valid N	3097	Mean	24.93	22	-8/.D=Don't know
Minimum	1	Maximum	60	229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D01	Frequency	Code and Description
Label	P1: Freq. child read to in past week	63	1=not at all
Format	Num	Type	Source
Valid N	3119	Mean	704 2=once or twice
Minimum		Maximum	1147 3=3+ times, but not daily
			1205 4=every day
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D02	Frequency	Code and Description
Label	P1: No of minutes/day child is read to	3115	valid numeric value
Format	Num	Type	Source
Valid N	3115	Mean	22.08
Minimum	0	Maximum	120
			5 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D03a	Frequency	Code and Description
Label	P1: Told [him/her] a story	578	0=No
Format	Num	Type	Source
Valid N	3116	Mean	2538 1=Yes
Minimum		Maximum	
			4 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D03b	Frequency	Code and Description
Label	P1: Taught child letters, words, numb	107	0=No
Format	Num	Type	Source
Valid N	3120	Mean	3013 1=Yes
Minimum		Maximum	
			229 SYSMIS/.

Name	P1D03c	Frequency	Code and Description
Label	P1: Taught child songs or music	536	0=No
Format	Num	Type	Source
Valid N	3119	Mean	2583 1=Yes
Minimum		Maximum	
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D03d	Frequency	Code and Description
Label	P1: Worked on arts/crafts with child	1082	0=No
Format	Num	Type	Source
Valid N	3115	Mean	2033 1=Yes
Minimum		Maximum	
			5 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D03e	Frequency	Code and Description
Label	P1: Played with toys/games indoors	83	0=No
Format	Num	Type	Source
Valid N	3120	Mean	3037 1=Yes
Minimum		Maximum	
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D03f			Frequency	Code and Description
Label	P1: Played game, sport, exercise			469	0=No
Format	Num	Type	Source	2651	1=Yes
Valid N	3120	Mean		229	SYSMIS/.
Minimum		Maximum			
Name	P1D03g			Frequency	Code and Description
Label	P1: Took child on errands			170	0=No
Format	Num	Type	Source	2949	1=Yes
Valid N	3119	Mean		1	-8/.D=Don't know
Minimum		Maximum		229	SYSMIS/.
Name	P1D03h			Frequency	Code and Description
Label	P1: Involved child in household chores			347	0=No
Format	Num	Type	Source	2773	1=Yes
Valid N	3120	Mean		229	SYSMIS/.
Minimum		Maximum			
Name	P1D03i			Frequency	Code and Description
Label	P1: Talk about what happened in HS			182	0=No
Format	Num	Type	Source	2936	1=Yes
Valid N	3118	Mean		2	-8/.D=Don't know
Minimum		Maximum		229	SYSMIS/.
Name	P1D03j			Frequency	Code and Description
Label	P1: Talked about TV programs/videos			844	0=No
Format	Num	Type	Source	2275	1=Yes
Valid N	3119	Mean		1	-8/.D=Don't know
Minimum		Maximum		229	SYSMIS/.
Name	P1D03k			Frequency	Code and Description
Label	P1: Played counting games			369	0=No
Format	Num	Type	Source	2750	1=Yes
Valid N	3119	Mean		1	-8/.D=Don't know
Minimum		Maximum		229	SYSMIS/.
Name	P1D03l			Frequency	Code and Description
Label	P1: Played a board or card game			1818	0=No
Format	Num	Type	Source	1301	1=Yes
Valid N	3119	Mean		1	-8/.D=Don't know
Minimum		Maximum		229	SYSMIS/.
Name	P1D03m			Frequency	Code and Description
Label	P1: Played with blocks			1548	0=No
Format	Num	Type	Source	1567	1=Yes
Valid N	3115	Mean		5	-8/.D=Don't know
Minimum		Maximum		229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D03n	Frequency	Code and Description
Label	P1: Counted different things	328	0=No
Format	Num	Type	Source
Valid N	3116	Mean	2788 1=Yes
Minimum		Maximum	1 -7/.R=Refused 3 -8/.D=Don't know 229 SYSMIS/.

Name	P1D04a	Frequency	Code and Description
Label	P1: Visited a library w/child	1934	0=No
Format	Num	Type	Source
Valid N	3120	Mean	1186 1=Yes
Minimum		Maximum	229 SYSMIS/.

Name	P1D04b	Frequency	Code and Description
Label	P1: Gone to a movie w/child	2012	0=No
Format	Num	Type	Source
Valid N	3120	Mean	1108 1=Yes
Minimum		Maximum	229 SYSMIS/.

Name	P1D04c	Frequency	Code and Description
Label	P1: Gone to a play or concert w/child	2636	0=No
Format	Num	Type	Source
Valid N	3119	Mean	483 1=Yes
Minimum		Maximum	1 -8/.D=Don't know 229 SYSMIS/.

Name	P1D04d	Frequency	Code and Description
Label	P1: Gone to a mall w/child	746	0=No
Format	Num	Type	Source
Valid N	3120	Mean	2374 1=Yes
Minimum		Maximum	229 SYSMIS/.

Name	P1D04e	Frequency	Code and Description
Label	P1: Visited art gallery or museum	2578	0=No
Format	Num	Type	Source
Valid N	3119	Mean	541 1=Yes
Minimum		Maximum	1 -8/.D=Don't know 229 SYSMIS/.

Name	P1D04f	Frequency	Code and Description
Label	P1: Visited playground or park	318	0=No
Format	Num	Type	Source
Valid N	3119	Mean	2801 1=Yes
Minimum		Maximum	1 -8/.D=Don't know 229 SYSMIS/.

Name	P1D04g	Frequency	Code and Description
Label	P1: Visited zoo or aquarium with child	2254	0=No
Format	Num	Type	Source
Valid N	3119	Mean	865 1=Yes
Minimum		Maximum	1 -8/.D=Don't know 229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D04h	Frequency	Code and Description
Label	P1: Talked with child about heritage	1730	0=No
Format	Num	Type	Source
Valid N	3118	Mean	1388 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D04i	Frequency	Code and Description
Label	P1: Attend event sponsored by community	1805	0=No
Format	Num	Type	Source
Valid N	3117	Mean	1312 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D04j	Frequency	Code and Description
Label	P1: Attended athletic event with child	2019	0=No
Format	Num	Type	Source
Valid N	3115	Mean	1096 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			4 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D04k	Frequency	Code and Description
Label	P1: Attended church activity/school	1471	0=No
Format	Num	Type	Source
Valid N	3118	Mean	1647 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D05	Frequency	Code and Description
Label	P1: No of childrens books in household	3118	valid numeric value
Format	Num	Type	Source
Valid N	3118	Mean	33.83
Minimum	0	Maximum	300
			2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D06	Frequency	Code and Description
Label	P1: R frequency of reading during pst wk	188	1=not at all
Format	Num	Type	Source
Valid N	3120	Mean	811 2=once or twice
Minimum		Maximum	999 3=3+ times, but not daily
			1122 4=every day
			229 SYSMIS/.

Name	P1D07	Frequency	Code and Description
Label	P1: Other language spoken in home	1859	0=No
Format	Num	Type	Source
Valid N	3120	Mean	1261 1=Yes
Minimum		Maximum	229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D08_11	Frequency	Code and Description
Label	P1: In home- French	1246	0=No
Format	Num	Type	Source
Valid N	1261	Mean	15 11=French
Minimum		Maximum	1859 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1D08_12	Frequency	Code and Description
Label	P1: In home- Spanish	155	0=No
Format	Num	Type	Source
Valid N	1261	Mean	1106 12=Spanish
Minimum		Maximum	1859 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1D08_16	Frequency	Code and Description
Label	P1: In home- Hmong	1246	0=No
Format	Num	Type	Source
Valid N	1261	Mean	15 16=Hmong
Minimum		Maximum	1859 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1D08_20	Frequency	Code and Description
Label	P1: In home- Arabic	1243	0=No
Format	Num	Type	Source
Valid N	1261	Mean	18 20=Arabic
Minimum		Maximum	1859 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1D08_21	Frequency	Code and Description
Label	P1: In home- Other	1157	0=No
Format	Num	Type	Source
Valid N	1256	Mean	99 21=Other
Minimum		Maximum	1863 -1/.N=Not Applicable
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1D08_30	Frequency	Code and Description
Label	P1: In home-African lang	1213	0=No
Format	Num	Type	Source
Valid N	1261	Mean	48 30=African language
Minimum		Maximum	1859 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1D08a	Frequency	Code and Description
Label	P1: N of adults speaking another lang to child	1260	valid numeric value
Format	Num	Type	Source
Valid N	1260	Mean	1.99
Minimum	0	Maximum	13
			1859 -1/.N=Not Applicable
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1D08b	Frequency	Code and Description
Label	P1: N of children speaking another lang to child	1259	valid numeric value
Format	Num	Type	Source
Valid N	1259	Mean	1.23
Minimum	0	Maximum	21
			1859 -1/.N=Not Applicable
			2 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D09			Frequency	Code and Description
Label	P1: R's First Language			4	11=French
Format	Num	Type	Source	919	12=Spanish
Valid N	1259	Mean		14	16=Hmong
Minimum		Maximum		15	20=Arabic
				50	21=Other
				223	25=English
				34	30=African language
				1859	-1/.N=Not Applicable
				2	-8/.D=Don't know
				229	SYSMIS/.
Name	P1D10			Frequency	Code and Description
Label	P1: Language spoke often to child			4	11=French
Format	Num	Type	Source	836	12=Spanish
Valid N	1261	Mean		9	16=Hmong
Minimum		Maximum		14	20=Arabic
				32	21=Other
				351	25=English
				15	30=African language
				1859	-1/.N=Not Applicable
				229	SYSMIS/.
Name	P1D12			Frequency	Code and Description
Label	P1: Language(s) child first learned			69	1=English
Format	Num	Type	Source	764	2=Spanish
Valid N	909	Mean		19	3=English and Spanish equally
Minimum		Maximum		4	4=English and another language equally
				53	5=Another language
				2210	-1/.N=Not Applicable
				1	-8/.D=Don't know
				229	SYSMIS/.
Name	P1D12a			Frequency	Code and Description
Label	P1: Lang child 1st learned to speak (w/English)			3120	-1/.N=Not Applicable
Format	Num	Type	Source	229	SYSMIS/.
Valid N	0	Mean			
Minimum		Maximum			
Name	P1D12b			Frequency	Code and Description
Label	P1: Language child first learned to speak			1	11=French
Format	Num	Type	Source	1	16=Hmong
Valid N	5	Mean		3	21=Other
Minimum		Maximum		3115	-1/.N=Not Applicable
				229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D13	Frequency	Code and Description
Label	P1: Language(s) child speaks most at home	228	1=English
Format	Num	Type	Source
Valid N	909	Mean	508 2=Spanish
Minimum		Maximum	138 3=English and Spanish equally
			6 4=English and another language equally
			29 5=Another language
			2210 -1/.N=Not Applicable
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D13a	Frequency	Code and Description
Label	P1: Lang child speaks most at home (w/English)	3120	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	
			229 SYSMIS/.

Name	P1D13b	Frequency	Code and Description
Label	P1: Language child speaks most at home	1	11=French
Format	Num	Type	Source
Valid N	4	Mean	1 16=Hmong
Minimum		Maximum	2 21=Other
			3116 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1D14	Frequency	Code and Description
Label	P1: Lang(s) child is mostly read to by R	261	1=English
Format	Num	Type	Source
Valid N	910	Mean	508 2=Language from D10
Minimum		Maximum	138 3=Both (English & D10)
			3 4=Doesn't read to child
			2210 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1D14a	Frequency	Code and Description
Label	P1: N of children's books in another language	889	valid numeric value
Format	Num	Type	Source
Valid N	889	Mean	6.19
Minimum	0	Maximum	300
			2230 -1/.N=Not Applicable
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D14b1	Frequency	Code and Description
Label	P1: Comic books and magz for chld in Eng	381	0=No
Format	Num	Type	Source
Valid N	909	Mean	528 1=Yes
Minimum		Maximum	
			2210 -1/.N=Not Applic
			1 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D14b2	Frequency	Code and Description
Label	P1: Comic books and magz for chld in anoth lang	511	0=No
Format	Num	Type	Source
Valid N	910	Mean	399 1=Yes
Minimum		Maximum	2210 -1/.N=Not Applic
			229 SYSMIS/.

Name	P1D14b3	Frequency	Code and Description
Label	P1: Computer progs games for chld in Eng	523	0=No
Format	Num	Type	Source
Valid N	910	Mean	387 1=Yes
Minimum		Maximum	2210 -1/.N=Not Applic
			229 SYSMIS/.

Name	P1D14b4	Frequency	Code and Description
Label	P1: Computer progs games for child in anoth lang	714	0=No
Format	Num	Type	Source
Valid N	909	Mean	195 1=Yes
Minimum		Maximum	2210 -1/.N=Not Applic
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D14b5	Frequency	Code and Description
Label	P1: Books or magz for adults in Eng	476	0=No
Format	Num	Type	Source
Valid N	910	Mean	434 1=Yes
Minimum		Maximum	2210 -1/.N=Not Applic
			229 SYSMIS/.

Name	P1D14b6	Frequency	Code and Description
Label	P1: Books or magz for adults in anoth lang	368	0=No
Format	Num	Type	Source
Valid N	884	Mean	516 1=Yes
Minimum		Maximum	2228 -1/.N=Not Applic
			2 -8/.D=Don't know
			6 -9/.M=Missing
			229 SYSMIS/.

Name	P1D14b7	Frequency	Code and Description
Label	P1: CDs or tapes with singing in English	262	0=No
Format	Num	Type	Source
Valid N	910	Mean	648 1=Yes
Minimum		Maximum	2210 -1/.N=Not Applic
			229 SYSMIS/.

Name	P1D14b8	Frequency	Code and Description
Label	P1: CDs or tapes with singing in anoth lang	116	0=No
Format	Num	Type	Source
Valid N	909	Mean	793 1=Yes
Minimum		Maximum	2210 -1/.N=Not Applic
			1 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D15a			Frequency	Code and Description
Label	P1: How well R understands English			125	1=Not at all
Format	Num	Type	Source	426	2=Not well
Valid N	884	Mean		199	3=Well
Minimum		Maximum		134	4=Very well
				2228	-1/.N=Not Applic
				2	-8/.D=Don't know
				6	-9/.M=Missing
				229	SYSMIS/.

Name	P1D15b			Frequency	Code and Description
Label	P1: How well R speaks English			166	1=Not at all
Format	Num	Type	Source	435	2=Not well
Valid N	883	Mean		179	3=Well
Minimum		Maximum		103	4=Very well
				2228	-1/.N=Not Applic
				1	-7/.R=Refused
				2	-8/.D=Don't know
				6	-9/.M=Missing
				229	SYSMIS/.

Name	P1D15c			Frequency	Code and Description
Label	P1: How well R reads English			214	1=Not at all
Format	Num	Type	Source	361	2=Not well
Valid N	884	Mean		194	3=Well
Minimum		Maximum		115	4=Very well
				2228	-1/.N=Not Applic
				2	-8/.D=Don't know
				6	-9/.M=Missing
				229	SYSMIS/.

Name	P1D16c			Frequency	Code and Description
Label	P1: How well R understands first language			13	2=Not well
Format	Num	Type	Source	256	3=Well
Valid N	884	Mean		615	4=Very well
Minimum		Maximum		2228	-1/.N=Not Applic
				2	-8/.D=Don't know
				6	-9/.M=Missing
				229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D16d			Frequency	Code and Description
Label	P1: How well R speaks first language			2	1=Not at all
Format	Num	Type	Source	10	2=Not well
Valid N	884	Mean		259	3=Well
Minimum		Maximum		613	4=Very well
				2228	-1/.N=Not Applic
				2	-8/.D=Don't know
				6	-9/.M=Missing
				229	SYSMIS/.

Name	P1D16a			Frequency	Code and Description
Label	P1: How well R reads first language			8	1=Not at all
Format	Num	Type	Source	35	2=Not well
Valid N	884	Mean		272	3=Well
Minimum		Maximum		569	4=Very well
				2228	-1/.N=Not Applic
				2	-8/.D=Don't know
				6	-9/.M=Missing
				229	SYSMIS/.

Name	P1D16b			Frequency	Code and Description
Label	P1: How well R writes first language			9	1=Not at all
Format	Num	Type	Source	48	2=Not well
Valid N	884	Mean		302	3=Well
Minimum		Maximum		525	4=Very well
				2228	-1/.N=Not Applic
				2	-8/.D=Don't know
				6	-9/.M=Missing
				229	SYSMIS/.

Name	P1D16e1			Frequency	Code and Description
Label	P1: Importance to R that chld knows Eng			267	1=Essential
Format	Num	Type	Source	616	2=Very important
Valid N	910	Mean		25	3=Somewhat important
Minimum		Maximum		2	4=Not at all important
				2210	-1/.N=Not Applicable
				229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D16e2	Frequency	Code and Description
Label	P1: Importance to R that child communicates in primary lang	225	1=Essential
Format	Num	Type	Source
Valid N	907	Mean	612 2=Very important
Minimum		Maximum	68 3=Somewhat important
			2 4=Not at all important
			2210 -1/.N=Not Applicable
			3 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D16e3	Frequency	Code and Description
Label	P1: Importance to R to improve English skills	222	1=Essential
Format	Num	Type	Source
Valid N	883	Mean	607 2=Very important
Minimum		Maximum	51 3=Somewhat important
			3 4=Not at all important
			2228 -1/.N=Not Applicable
			3 -8/.D=Don't know
			6 -9/.M=Missing
			229 SYSMIS/.

Name	P1D17	Frequency	Code and Description
Label	P1: Someone able to speak language	666	1=always
Format	Num	Type	Source
Valid N	878	Mean	141 2=sometimes
Minimum		Maximum	71 3=never
			2228 -1/.N=Not Applicable
			8 -8/.D=Don't know
			6 -9/.M=Missing
			229 SYSMIS/.

Name	P1D17a1	Frequency	Code and Description
Label	P1: HS teacher or assistant teachers speaks lang	195	0=No
Format	Num	Type	Source
Valid N	799	Mean	604 1=[Child]'s teacher/assistant teacher
Minimum		Maximum	2299 -1/.N=Not Applicable
			16 -8/.D=Don't know
			6 -9/.M=Missing
			229 SYSMIS/.

Name	P1D17a2	Frequency	Code and Description
Label	P1: HS family service worker speaks lang	713	0=No
Format	Num	Type	Source
Valid N	799	Mean	86 2=Family service worker
Minimum		Maximum	2299 -1/.N=Not Applicable
			16 -8/.D=Don't know
			6 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1D17a3	Frequency	Code and Description
Label	P1: HS other staff member speaks lang	440	0=No
Format	Num	Type	Source
Valid N	799	Mean	359 3=Another staff member
Minimum		Maximum	2299 -1/.N=Not Applicable
			16 -8/.D=Don't know
			6 -9/.M=Missing
			229 SYSMIS/.

Name	P1D17a4	Frequency	Code and Description
Label	P1: HS volunteer speaks lang	784	0=No
Format	Num	Type	Source
Valid N	799	Mean	15 4=A volunteer
Minimum		Maximum	2299 -1/.N=Not Applicable
			16 -8/.D=Don't know
			6 -9/.M=Missing
			229 SYSMIS/.

Name	P1D17a5	Frequency	Code and Description
Label	P1: Other person at HS who speaks lang	769	0=No
Format	Num	Type	Source
Valid N	794	Mean	25 5=Someone else
Minimum		Maximum	2299 -1/.N=Not Applicable
			21 -8/.D=Don't know
			6 -9/.M=Missing
			229 SYSMIS/.

Name	P1D18	Frequency	Code and Description
Label	P1: Child want to speak in language	170	0=No
Format	Num	Type	Source
Valid N	514	Mean	344 1=Yes
Minimum		Maximum	2583 -1/.N=Not Applic
			1 -7/.R=Refused
			22 -8/.D=Don't know
			229 SYSMIS/.

Name	P1D19	Frequency	Code and Description
Label	P1: Someone in class to speak lang	273	1=always
Format	Num	Type	Source
Valid N	341	Mean	56 2=sometimes
Minimum		Maximum	12 3=never
			2753 -1/.N=Not Applicable
			1 -7/.R=Refused
			25 -8/.D=Don't know
			229 SYSMIS/.

Name	P1E01	Frequency	Code and Description
Label	P1: TV in Child's household	18	0=No
Format	Num	Type	Source
Valid N	3120	Mean	3102 1=Yes
Minimum		Maximum	229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1E02	Frequency	Code and Description
Label	P1: Computer in household child can use	1213	0=No
Format	Num	Type	Source
Valid N	3120	Mean	1907 1=Yes
Minimum		Maximum	229 SYSMIS/.

Name	P1E03a	Frequency	Code and Description
Label	P1: Child spent time watching TV	271	0=No
Format	Num	Type	Source
Valid N	3101	Mean	2830 1=Yes
Minimum		Maximum	18 -1/.N=Not Applic 1 -8/.D=Don't know 229 SYSMIS/.

Name	P1E03b	Frequency	Code and Description
Label	P1: Child spent time watching video/DVD	1064	0=No
Format	Num	Type	Source
Valid N	3111	Mean	2047 1=Yes
Minimum		Maximum	8 -1/.N=Not Applic 1 -8/.D=Don't know 229 SYSMIS/.

Name	P1E03c	Frequency	Code and Description
Label	P1: Child spent time playing outside	552	0=No
Format	Num	Type	Source
Valid N	3120	Mean	2568 1=Yes
Minimum		Maximum	229 SYSMIS/.

Name	P1E03d	Frequency	Code and Description
Label	P1: Spent time reading or being read to	286	0=No
Format	Num	Type	Source
Valid N	3120	Mean	2834 1=Yes
Minimum		Maximum	229 SYSMIS/.

Name	P1E03e	Frequency	Code and Description
Label	P1: Child spent time playing video games	2452	0=No
Format	Num	Type	Source
Valid N	3119	Mean	667 1=Yes
Minimum		Maximum	1 -8/.D=Don't know 229 SYSMIS/.

Name	P1E03f	Frequency	Code and Description
Label	P1: Spent time playing inside with toys	53	0=No
Format	Num	Type	Source
Valid N	3120	Mean	3067 1=Yes
Minimum		Maximum	229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1E03g	Frequency	Code and Description
Label	P1: Spent time playing computer games	907	0=No
Format	Num	Type	Source
Valid N	1907	Mean	1000 1=Yes
Minimum		Maximum	1213 -1/.N=Not Applic
			229 SYSMIS/.

Name	P1E03h	Frequency	Code and Description
Label	P1: Used PC for s/thing oth than games	1453	0=No
Format	Num	Type	Source
Valid N	1907	Mean	454 1=Yes
Minimum		Maximum	1213 -1/.N=Not Applic
			229 SYSMIS/.

Name	P1E04a	Frequency	Code and Description
Label	P1: Time spent watching TV	586	1=More than two hours
Format	Num	Type	Source
Valid N	2829	Mean	1482 2=One to two hours
Minimum		Maximum	761 3=Less than one hour
			289 -1/.N=Not Applicable
			2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1E04b	Frequency	Code and Description
Label	P1: Time spent watching video/ DVD	252	1=More than two hours
Format	Num	Type	Source
Valid N	2045	Mean	1115 2=One to two hours
Minimum		Maximum	678 3=Less than one hour
			1072 -1/.N=Not Applicable
			3 -8/.D=Don't know
			229 SYSMIS/.

Name	P1E04c	Frequency	Code and Description
Label	P1: Time spent playing outside	835	1=More than two hours
Format	Num	Type	Source
Valid N	2567	Mean	1246 2=One to two hours
Minimum		Maximum	486 3=Less than one hour
			552 -1/.N=Not Applicable
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1E04d	Frequency	Code and Description
Label	P1: Time spent reading or being read to	173	1=More than two hours
Format	Num	Type	Source
Valid N	2834	Mean	663 2=One to two hours
Minimum		Maximum	1998 3=Less than one hour
			286 -1/.N=Not Applicable
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1E04e	Frequency	Code and Description
Label	P1: Time spent playing video games	29	1=More than two hours
Format	Num	Type	Source
Valid N	665	Mean	183 2=One to two hours
Minimum		Maximum	453 3=Less than one hour
			2452 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1E04f	Frequency	Code and Description
Label	P1: Time spent playing inside with toys	1249	1=More than two hours
Format	Num	Type	Source
Valid N	3065	Mean	1352 2=One to two hours
Minimum		Maximum	464 3=Less than one hour
			53 -1/.N=Not Applicable
			2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1E04g	Frequency	Code and Description
Label	P1: Time spent playing computer games	49	1=More than two hours
Format	Num	Type	Source
Valid N	1000	Mean	278 2=One to two hours
Minimum		Maximum	673 3=Less than one hour
			2120 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1E04h	Frequency	Code and Description
Label	P1: Time spent on PC other than games	19	1=More than two hours
Format	Num	Type	Source
Valid N	454	Mean	112 2=One to two hours
Minimum		Maximum	323 3=Less than one hour
			2666 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1E05a	Frequency	Code and Description
Label	P1: Child watches TV/DVD/Videos while eating	2193	0=No
Format	Num	Type	Source
Valid N	3112	Mean	919 1=Yes
Minimum		Maximum	8 -1/.N=Not Applic
			229 SYSMIS/.

Name	P1E05b1	Frequency	Code and Description
Label	P1: English spoken in TV child watches	119	0=No
Format	Num	Type	Source
Valid N	1249	Mean	1130 1=English
Minimum		Maximum	1870 -1/.N=Not Applicable
			1 -7/.R=Refused
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1E05b2	Frequency	Code and Description
Label	P1: Spanish spoken in TV child watches	739	0=No
Format	Num	Type	Source
Valid N	1249	Mean	510 2=Spanish
Minimum		Maximum	1870 -1/.N=Not Applicable
			1 -7/.R=Refused
			229 SYSMIS/.

Name	P1E05b3	Frequency	Code and Description
Label	P1: Another lang spoken in TV child wathces	1197	0=No
Format	Num	Type	Source
Valid N	1249	Mean	52 3=Another language
Minimum		Maximum	1870 -1/.N=Not Applicable
			1 -7/.R=Refused
			229 SYSMIS/.

Name	P1F01	Frequency	Code and Description
Label	P1: Can [child] recognize letters	316	1=all letters of the alphabet
Format	Num	Type	Source
Valid N	3112	Mean	858 2=most of them
Minimum		Maximum	1624 3=some of them
			314 4=none of them
			8 -8/.D=Don't know
			229 SYSMIS/.

Name	P1F02	Frequency	Code and Description
Label	P1: How high child can count	58	1=Not at all
Format	Num	Type	Source
Valid N	3119	Mean	465 2=up to five
Minimum		Maximum	1393 3=up to ten
			1026 4=up to twenty
			135 5=up to fifty
			42 6=up to 100 or more
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1F03	Frequency	Code and Description
Label	P1: How often child likes to write	23	1=never
Format	Num	Type	Source
Valid N	3118	Mean	128 2=has done it once or twice
Minimum		Maximum	673 3=sometimes
			2294 4=often
			2 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1F04	Frequency	Code and Description
Label	P1: Child writes rather than scribbles	1228	0=No
Format	Num	Type	Source
Valid N	3080	Mean	1852 1=Yes
Minimum		Maximum	23 -1/.N=Not Applic
			2 -7/.R=Refused
			15 -8/.D=Don't know
			229 SYSMIS/.

Name	P1F05	Frequency	Code and Description
Label	P1: Does child write own first name	1908	0=No
Format	Num	Type	Source
Valid N	3091	Mean	1183 1=Yes
Minimum		Maximum	23 -1/.N=Not Applic
			6 -8/.D=Don't know
			229 SYSMIS/.

Name	P1F06	Frequency	Code and Description
Label	P1: Can child identify colors	1872	1=all of them
Format	Num	Type	Source
Valid N	3118	Mean	1088 2=some of them
Minimum		Maximum	156 3=none of them
			2 4=Child is color blind
			1 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1F07	Frequency	Code and Description
Label	P1: Child is understandable to strangers	465	0=No
Format	Num	Type	Source
Valid N	3105	Mean	2640 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			14 -8/.D=Don't know
			229 SYSMIS/.

Name	P1F08	Frequency	Code and Description
Label	P1: Child spoke later than others	2345	0=No
Format	Num	Type	Source
Valid N	3094	Mean	749 1=Yes
Minimum		Maximum	26 -8/.D=Don't know
			229 SYSMIS/.

Name	P1F09	Frequency	Code and Description
Label	P1: Child stutters or stammers	2563	0=No
Format	Num	Type	Source
Valid N	3098	Mean	535 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			20 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1H01	Frequency	Code and Description
Label	P1: # dys/wk family eats dinner together	3117	valid numeric value
Format	Num	Type	Source
Valid N	3117	Mean	5.37
Minimum	0	Maximum	7
			1 -7/.R=Refused
			2 -8/.D=Don't know
			229 SYSMIS/.
Name	P1H02	Frequency	Code and Description
Label	P1: Freq. Child drank milk in past week	648	1=four or more times a day
Format	Num	Type	Source
Valid N	3114	Mean	1447
Minimum		Maximum	378
			493
			107
			41
			6 -8/.D=Don't know
			229 SYSMIS/.
Name	P1H03	Frequency	Code and Description
Label	P1: Kind of milk child drank in pst 7 dys	1126	1=Whole milk
Format	Num	Type	Source
Valid N	3057	Mean	1367
Minimum		Maximum	66
			379
			49
			10
			18
			42
			42 -1/.N=Not Applicable
			21 -8/.D=Don't know
			229 SYSMIS/.
Name	P1H04	Frequency	Code and Description
Label	P1: Freq. child drank sweet bev.,pst wk	128	1=four or more times a day
Format	Num	Type	Source
Valid N	3117	Mean	460
Minimum		Maximum	516
			267
			1001
			745
			3 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1H05	Frequency	Code and Description
Label	P1: Freq. child ate fast food, pst wk	9	1=four or more times a day
Format	Num	Type	Source
Valid N	3118	Mean	63 2=two to three times a day
Minimum		Maximum	164 3=once a day
			39 4=almost every day
			1840 5=1-3 times during past 7 days
			1003 6=Child did not eat fast food
			2 -8/.D=Don't know
			229 SYSMIS/.
Name	P1H06	Frequency	Code and Description
Label	P1: Freq. child ate sweets, past week	49	1=four or more times a day
Format	Num	Type	Source
Valid N	3116	Mean	258 2=two to three times a day
Minimum		Maximum	721 3=once a day
			340 4=almost every day
			1514 5=1-3 times during past week
			234 6=Child did not eat candy
			4 -8/.D=Don't know
			229 SYSMIS/.
Name	P1H07	Frequency	Code and Description
Label	P1: Freq. child ate salty snacks,pst wk	38	1=four or more times a day
Format	Num	Type	Source
Valid N	3119	Mean	185 2=two to three times a day
Minimum		Maximum	551 3=once a day
			258 4=almost every day
			1624 5=1 to 3 times during the past 7 days
			463 6=Child did not eat salty snack foods
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1H07a	Frequency	Code and Description
Label	P1: Freq. child ate fruit, pst wk	249	1=four or more times a day
Format	Num	Type	Source
Valid N	3119	Mean	948 2=two to three times a day
Minimum		Maximum	722 3=once a day
			766 4=almost every day
			360 5=1 to 3 times during the past 7 days
			74 6=(he/she) did not eat fruit
			1 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1H07b		Frequency	Code and Description
Label	P1: Freq. child ate vegetables, pst wk		198	1=four or more times a day
Format	Num	Type	860	2=two or three times a day
Valid N	3120	Mean	687	3=once a day
Minimum		Maximum	744	4=almost every day
			487	5=1 to 3 times during the past 7 days
			144	6=(he/she) did not eat vegetables
			229	SYSMIS/.

Name	P1H08hr		Frequency	Code and Description
Label	P1: What time [child] goes to bed (hr)		3117	valid numeric value
Format	Num	Type	3	-8/.D=Don't know
Valid N	3117	Mean	8.59	229 SYSMIS/.
Minimum	5	Maximum	98	

Name	P1H08min		Frequency	Code and Description
Label	P1: What time [child] goes to bed (min)		3117	valid numeric value
Format	Num	Type	3	-8/.D=Don't know
Valid N	3117	Mean	9.88	229 SYSMIS/.
Minimum	0	Maximum	98	

Codebook for Child-Level PUF, continued

Name	P1H08			Frequency	Code and Description
Label	P1: Child's regular bedtime			1	17:30
Format	Num	Type	Source	1	18:00
Valid N	3113	Mean		4	18:30
Minimum		Maximum		75	19:00
				112	19:30
				1	19:38
				10	19:45
				828	20:00
				2	20:03
				1	20:10
				8	20:15
				627	20:30
				1	20:40
				10	20:45
				994	21:00
				1	21:01
				3	21:10
				1	21:15
				203	21:30
				1	21:35
				173	22:00
				19	22:30
				31	23:00
				4	23:30
				2	23:59
				3	D
				4	N
				229	SYSMIS/.

Name	P1H09			Frequency	Code and Description
Label	P1: Time child in bed on sched in pst wk			3108	valid numeric value
Format	Num	Type	Source	4	-1/.N=Not Applicable
Valid N	3108	Mean	4.58	1	-7/.R=Refused
Minimum	0	Maximum	5	7	-8/.D=Don't know
				229	SYSMIS/.

Name	P1H10hr			Frequency	Code and Description
Label	P1: Time child wakes up on weekdays (hr)			3119	valid numeric value
Format	Num	Type	Source	1	-8/.D=Don't know
Valid N	3119	Mean	6.88	229	SYSMIS/.
Minimum	4	Maximum	98		

Codebook for Child-Level PUF, continued

Name	P1H10min	Frequency	Code and Description
Label	P1: Time child wakes up on weekdays(min)	3119	valid numeric value
Format	Num	Type	Source
Valid N	3119	Mean	13.20
Minimum	0	Maximum	98

Codebook for Child-Level PUF, continued

Name	P1H10		Frequency	Code and Description
Label	P1: Time child wakes up on weekdays		2	4:00
Format	Num	Type	1	4:25
Valid N	3118	Mean	1	4:30
Minimum		Maximum	34	5:00
			1	5:15
			41	5:30
			1	5:40
			8	5:45
			2	5:50
			335	6:00
			2	6:10
			37	6:15
			1	6:19
			14	6:20
			2	6:25
			470	6:30
			1	6:35
			22	6:40
			111	6:45
			1	6:48
			19	6:50
			2	6:55
			980	7:00
			2	7:05
			9	7:10
			1	7:11
			73	7:15
			19	7:20
			1	7:22
			1	7:25
			380	7:30
			3	7:40
			29	7:45
			3	7:50
			266	8:00
			1	8:08
			5	8:15
			1	8:20
			56	8:30
			101	9:00
			1	9:03

Codebook for Child-Level PUF, continued

20 9:30
 46 10:00
 8 10:30
 4 11:00

1 D
 1 N
 229 SYSMIS/.

Name	P1H11	Frequency	Code and Description
Label	P1: # times child wakes up in a night	3115	valid numeric value
Format	Num	Type	Source
Valid N	3115	Mean	0.31
Minimum	0	Maximum	7

3 -8/.D=Don't know
 2 -9/.M=Missing
 229 SYSMIS/.

Name	P1H11a1	Frequency	Code and Description
Label	P1: Child has safe place to sleep at night	2499	1=Strongly agree
Format	Num	Type	Source
Valid N	3118	Mean	11
Minimum		Maximum	3

605 2=Agree
 11 3=Disagree
 3 4=Strongly disagree
 2 -9/.M=Missing
 229 SYSMIS/.

Name	P1H11a2	Frequency	Code and Description
Label	P1: Child sleeps soundly through night	1987	1=Strongly agree
Format	Num	Type	Source
Valid N	3109	Mean	959
Minimum		Maximum	138

25 4=Strongly disagree
 9 -8/.D=Don't know
 2 -9/.M=Missing
 229 SYSMIS/.

Name	P1H11a3	Frequency	Code and Description
Label	P1: Child wakes up full of energy	1807	1=Strongly agree
Format	Num	Type	Source
Valid N	3116	Mean	1058
Minimum		Maximum	222

29 4=Strongly disagree
 2 -8/.D=Don't know
 2 -9/.M=Missing
 229 SYSMIS/.

Name	P1H11b	Frequency	Code and Description
Label	P1: Freq. child brushed teeth last 7 nights	3113	valid numeric value
Format	Num	Type	Source
Valid N	3113	Mean	5.70
Minimum	0	Maximum	7

1 -7/.R=Refused
 4 -8/.D=Don't know
 2 -9/.M=Missing
 229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1H12	Frequency	Code and Description
Label	P1: Spanked child in past week	2086	0=No
Format	Num	Type	Source
Valid N	3110	Mean	1024 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			4 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.

Name	P1H13	Frequency	Code and Description
Label	P1: Number times spanked child	1022	valid numeric value
Format	Num	Type	Source
Valid N	1022	Mean	2086 -1/.N=Not Applicable
Minimum	1	Maximum	15
			5 -7/.R=Refused
			5 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.

Name	P1H14	Frequency	Code and Description
Label	P1: Have used 'time out'	906	0=No
Format	Num	Type	Source
Valid N	3118	Mean	2212 1=Yes
Minimum		Maximum	2 -9/.M=Missing
			229 SYSMIS/.

Name	P1H15	Frequency	Code and Description
Label	P1: Number times used 'time out'	2210	valid numeric value
Format	Num	Type	Source
Valid N	2210	Mean	2.91
Minimum	1	Maximum	30
			906 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.

Name	P1H16a	Frequency	Code and Description
Label	P1: Warn kids about bad things	1049	1=Exactly
Format	Num	Type	Source
Valid N	3110	Mean	971 2=Very much
Minimum		Maximum	733 3=Somewhat
			178 4=Not much
			179 5=Not at all
			4 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1H16b	Frequency	Code and Description
Label	P1: No energy to make child behave	213	1=Exactly
Format	Num	Type	Source
Valid N	3110	Mean	227 2=Very much
Minimum		Maximum	784 3=Somewhat
			520 4=Not much
			1366 5=Not at all
			1 -7/.R=Refused
			9 -8/.D=Don't know
			229 SYSMIS/.

Name	P1H16c	Frequency	Code and Description
Label	P1: Warm intimate moment with child	1465	1=Exactly
Format	Num	Type	Source
Valid N	3072	Mean	1178 2=Very much
Minimum		Maximum	286 3=Somewhat
			43 4=Not much
			100 5=Not at all
			20 -7/.R=Refused
			28 -8/.D=Don't know
			229 SYSMIS/.

Name	P1H16d	Frequency	Code and Description
Label	P1: Teach misbehavior is punished	1312	1=Exactly
Format	Num	Type	Source
Valid N	3117	Mean	904 2=Very much
Minimum		Maximum	631 3=Somewhat
			135 4=Not much
			135 5=Not at all
			1 -7/.R=Refused
			2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1H16e	Frequency	Code and Description
Label	P1: Encourage child to be curious	1457	1=Exactly
Format	Num	Type	Source
Valid N	3113	Mean	1045 2=Very much
Minimum		Maximum	503 3=Somewhat
			72 4=Not much
			36 5=Not at all
			1 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1H16f			Frequency	Code and Description
Label	P1: Don't allow child get angry w/me			648	1=Exactly
Format	Num	Type	Source	496	2=Very much
Valid N	3098	Mean		1058	3=Somewhat
Minimum		Maximum		421	4=Not much
				475	5=Not at all
					5 -7/.R=Refused
					17 -8/.D=Don't know
					229 SYSMIS/.

Name	P1H16g			Frequency	Code and Description
Label	P1: Am easygoing/relaxed with child			1175	1=Exactly
Format	Num	Type	Source	990	2=Very much
Valid N	3117	Mean		825	3=Somewhat
Minimum		Maximum		89	4=Not much
				38	5=Not at all
					1 -7/.R=Refused
					2 -8/.D=Don't know
					229 SYSMIS/.

Name	P1H16h			Frequency	Code and Description
Label	P1: Believe child be seen not heard			364	1=Exactly
Format	Num	Type	Source	285	2=Very much
Valid N	3044	Mean		418	3=Somewhat
Minimum		Maximum		297	4=Not much
				1680	5=Not at all
					10 -7/.R=Refused
					66 -8/.D=Don't know
					229 SYSMIS/.

Name	P1H16i			Frequency	Code and Description
Label	P1: Make sure child knows I appreciate			1903	1=Exactly
Format	Num	Type	Source	1111	2=Very much
Valid N	3116	Mean		88	3=Somewhat
Minimum		Maximum		8	4=Not much
				6	5=Not at all
					4 -8/.D=Don't know
					229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1H16j	Frequency	Code and Description
Label	P1: No difficulty sticking w/rules	1251	1=Exactly
Format	Num	Type	Source
Valid N	3107	Mean	808 2=Very much
Minimum		Maximum	759 3=Somewhat
			152 4=Not much
			137 5=Not at all
			2 -7/.R=Refused
			11 -8/.D=Don't know
			229 SYSMIS/.

Name	P1H16k	Frequency	Code and Description
Label	P1: Encourage child to be independent	1332	1=Exactly
Format	Num	Type	Source
Valid N	3105	Mean	1019 2=Very much
Minimum		Maximum	615 3=Somewhat
			73 4=Not much
			66 5=Not at all
			3 -7/.R=Refused
			12 -8/.D=Don't know
			229 SYSMIS/.

Name	P1H16l	Frequency	Code and Description
Label	P1: Follow thru on deal w/misbehavior	1336	1=Exactly
Format	Num	Type	Source
Valid N	3104	Mean	945 2=Very much
Minimum		Maximum	689 3=Somewhat
			92 4=Not much
			42 5=Not at all
			16 -8/.D=Don't know
			229 SYSMIS/.

Name	P1H16m	Frequency	Code and Description
Label	P1: Physical punishment is best	89	1=Exactly
Format	Num	Type	Source
Valid N	3100	Mean	91 2=Very much
Minimum		Maximum	446 3=Somewhat
			539 4=Not much
			1935 5=Not at all
			4 -7/.R=Refused
			16 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J01_11	Frequency	Code and Description
Label	P1: Mom is deceased	188	0=No
Format	Num	Type	Source
Valid N	196	Mean	8 11=Deceased
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_12	Frequency	Code and Description
Label	P1: Mom did not have \$ to raise child	187	0=No
Format	Num	Type	Source
Valid N	196	Mean	9 12=Did not have enough money to raise him/her
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_13	Frequency	Code and Description
Label	P1: Mom too sick to take care of child	193	0=No
Format	Num	Type	Source
Valid N	196	Mean	3 13=Got too sick to take care of Child
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_14	Frequency	Code and Description
Label	P1: Mom had drinking problem	186	0=No
Format	Num	Type	Source
Valid N	196	Mean	10 14=Drinking problem and could not take care of Child
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_15	Frequency	Code and Description
Label	P1: Mom had drug problem	157	0=No
Format	Num	Type	Source
Valid N	196	Mean	39 15=Drug problem and could not take care of Child
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J01_16	Frequency	Code and Description
Label	P1: Mom had mental/ emotional problem	181	0=No
Format	Num	Type	Source
Valid N	196	Mean	15 16=Mental/emotional problem, could not take care of Child
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_17	Frequency	Code and Description
Label	P1: Mom in trouble w/ the law, in jail	178	0=No
Format	Num	Type	Source
Valid N	196	Mean	18 17=In trouble with the law or had to go to jail
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_18	Frequency	Code and Description
Label	P1: Child abused/ neglected with Mom	167	0=No
Format	Num	Type	Source
Valid N	196	Mean	29 18=Child was neglected/abused while living with mother
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_19	Frequency	Code and Description
Label	P1: Child Welfare Office said couldn't	186	0=No
Format	Num	Type	Source
Valid N	196	Mean	10 19=Child Welfare Office said child couldn't live w/mother
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_20	Frequency	Code and Description
Label	P1: No explanation given	188	0=No
Format	Num	Type	Source
Valid N	196	Mean	8 20=No explanation given
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J01_21	Frequency	Code and Description
Label	P1: Something else (specify)	125	0=No
Format	Num	Type	Source
Valid N	196	Mean	71 21=Something else
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_22	Frequency	Code and Description
Label	P1: Divorced/separated	182	0=No
Format	Num	Type	Source
Valid N	196	Mean	14 22=Divorced/separated
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_24	Frequency	Code and Description
Label	P1: Mom in residential treatment program	191	0=No
Format	Num	Type	Source
Valid N	196	Mean	5 24=In substance abuse residential treatment program
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_25	Frequency	Code and Description
Label	P1: Child's family is homeless	192	0=No
Format	Num	Type	Source
Valid N	196	Mean	4 25=Child's family is homeless
Minimum		Maximum	2909 -1/.N=Not Applicable
			14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J01_26	Frequency	Code and Description
Label	P1: Mother and child live together	196	0=No
Format	Num	Type	Source
Valid N	196	Mean	2909 -1/.N=Not Applicable
Minimum		Maximum	14 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J02	Frequency	Code and Description
Label	P1: Mom ever in same household w/ child	22	0=No
Format	Num	Type	Source
Valid N	200	Mean	178 1=Yes
Minimum		Maximum	2917 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1J03	Frequency	Code and Description
Label	P1: Mother lives same city as child	78	0=No
Format	Num	Type	Source
Valid N	196	Mean	118 1=Yes
Minimum		Maximum	2917 -1/.N=Not Applic
			1 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.

Name	P1J04	Frequency	Code and Description
Label	P1: Number days child has seen mother	196	valid numeric value
Format	Num	Type	Source
Valid N	196	Mean	2917 -1/.N=Not Applicable
Minimum	0	Maximum	87.99
			3 -7/.R=Refused
			4 -8/.D=Don't know
			229 SYSMIS/.

Name	P1J05num	Frequency	Code and Description
Label	P1: How long since child had contact	196	valid numeric value
Format	Num	Type	Source
Valid N	196	Mean	2921 -1/.N=Not Applicable
Minimum	1	Maximum	3.41
			2 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1J05code	Frequency	Code and Description
Label	P1: Unit code for last contact w/ mom	4	0=Never had contact
Format	Num	Type	Source
Valid N	200	Mean	101 1=Days ago
Minimum		Maximum	26 2=Weeks ago
			48 3=Months ago
			21 4=Years ago
			2917 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J06	Frequency	Code and Description
Label	P1: Any child support from mother	189	0=No
Format	Num	Type	Source
Valid N	202	Mean	2917 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused
			229 SYSMIS/.

Name	P1J07	Frequency	Code and Description
Label	P1: Received other support from mom	181	0=No
Format	Num	Type	Source
Valid N	202	Mean	2917 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused
			229 SYSMIS/.

Name	P1J07a	Frequency	Code and Description
Label	P1: Any other mother-figure to child	84	0=No
Format	Num	Type	Source
Valid N	202	Mean	2917 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused
			229 SYSMIS/.

Name	P1J07b	Frequency	Code and Description
Label	P1: Relat of mother-figure to child	52	1=You
Format	Num	Type	Source
Valid N	118	Mean	38 3=a relative of Child
Minimum		Maximum	12 4=a friend of the family
			3001 -1/.N=Not Applicable
			1 -7/.R=Refused
			229 SYSMIS/.

Name	P1J07c	Frequency	Code and Description
Label	P1: Mother-figure in same household	31	0=No
Format	Num	Type	Source
Valid N	50	Mean	3069 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused
			229 SYSMIS/.

Name	PnJ08	Frequency	Code and Description
Label	Pn: Mother's year of birth (P1 or updated)	3171	valid numeric value
Format	Num	Type	Source
Valid N	3171	Mean	1979.93
Minimum	1965	Maximum	1989
			9 -7/.R=Refused
			75 -8/.D=Don't know
			94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnJ09	Frequency	Code and Description
Label	Pn: Age mom gave birth first time (P1 or updated)	3202	valid numeric value
Format	Num	Type	Source
Valid N	3202	Mean	4 -7/.R=Refused
Minimum		Maximum	49 -8/.D=Don't know
			94 SYSMIS/.
Name	PnJ10	Frequency	Code and Description
Label	Pn: Spanish, Hispanic, Latino origin (P1 or updated)	2029	0=No
Format	Num	Type	Source
Valid N	3248	Mean	1219 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			6 -8/.D=Don't know
			94 SYSMIS/.
Name	PnJ11	Frequency	Code and Description
Label	Pn: Which one best describes you/her (P1 or updated)	849	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	1214	Mean	72 2=Puerto Rican
Minimum		Maximum	293 4=Some other Spanish/Hispanic/Latino group
			2029 -1/.N=Not Applicable
			1 -7/.R=Refused
			11 -8/.D=Don't know
			94 SYSMIS/.
Name	PnJ12_11	Frequency	Code and Description
Label	Pn: Mother White (P1 or updated)	2098	0=No
Format	Num	Type	Source
Valid N	3228	Mean	1130 11=White
Minimum		Maximum	5 -7/.R=Refused
			22 -8/.D=Don't know
			94 SYSMIS/.
Name	PnJ12_12	Frequency	Code and Description
Label	Pn: Mother Black or African American (P1 or updated)	2115	0=No
Format	Num	Type	Source
Valid N	3228	Mean	1113 12=Black or African American
Minimum		Maximum	5 -7/.R=Refused
			22 -8/.D=Don't know
			94 SYSMIS/.
Name	PnJ12_13	Frequency	Code and Description
Label	Pn: Mother American Indian/Alaska Native(P1/updated)	3154	0=No
Format	Num	Type	Source
Valid N	3228	Mean	74 13=American Indian or Alaska Native
Minimum		Maximum	5 -7/.R=Refused
			22 -8/.D=Don't know
			94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnJ12_20	Frequency	Code and Description
Label	Pn: Mother Asian / Pacific Islander (P1 or updated)	3150	0=No
Format	Num	Type	Source
Valid N	3228	Mean	78 20=Asian or Pacific Islander
Minimum		Maximum	5 -7/.R=Refused
			22 -8/.D=Don't know
			94 SYSMIS/.

Name	PnJ12_25	Frequency	Code and Description
Label	Pn: Mother Another race (P1 or updated)	2250	0=No
Format	Num	Type	Source
Valid N	3228	Mean	978 25=Another race
Minimum		Maximum	5 -7/.R=Refused
			22 -8/.D=Don't know
			94 SYSMIS/.

Name	PnJ13	Frequency	Code and Description
Label	Pn: In what country mother born (P1 or updated)	2200	059=United States
Format	Num	Type	Source
Valid N	3244	Mean	58 249=Asia
Minimum		Maximum	614 303=Mexico
			128 317=Central America
			76 344=Caribbean Island
			77 374=South America
			67 462=Africa
			24 600=Other
			3 -7/.R=Refused
			7 -8/.D=Don't know
			1 -9/.M=Missing
			94 SYSMIS/.

Name	PnJ14	Frequency	Code and Description
Label	Pn: Number of years mother lived in USA (P1/updated)	1043	valid numeric value
Format	Num	Type	Source
Valid N	1043	Mean	11.06
Minimum	0	Maximum	43
			2202 -1/.N=Not Applicable
			2 -7/.R=Refused
			8 -8/.D=Don't know
			94 SYSMIS/.

Name	P1J15	Frequency	Code and Description
Label	P1: Marital status of Child's bio mom/dad	13	1=married
Format	Num	Type	Source
Valid N	183	Mean	13 2=divorced
Minimum		Maximum	14 3=separated
			143 4=not married
			2923 -1/.N=Not Applicable
			3 -7/.R=Refused
			11 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J16	Frequency	Code and Description
Label	P1: Relationship of Child's bio mom/dad	3	1=they are romantically involved on a steady basis
Format	Num	Type	Source
Valid N	162	Mean	13
Minimum		Maximum	29
			117
			2936
			3
			19
			229

Name	P1J16a	Frequency	Code and Description
Label	P1: Numb. of mother / child 1-week separations, last 12 mths	2901	valid numeric value
Format	Num	Type	Source
Valid N	2901	Mean	0.28
Minimum	0	Maximum	30
			211
			1
			6
			1
			229

Name	P1J16b12	Frequency	Code and Description
Label	P1: Mom did not have \$ to raise child	363	0=No
Format	Num	Type	Source
Valid N	364	Mean	1
Minimum		Maximum	12
			2746
			4
			6
			229

Name	P1J16b13	Frequency	Code and Description
Label	P1: Mom too sick to take care of child	339	0=No
Format	Num	Type	Source
Valid N	364	Mean	25
Minimum		Maximum	13
			2746
			4
			6
			229

Name	P1J16b14	Frequency	Code and Description
Label	P1: Mom had drinking problem	363	0=No
Format	Num	Type	Source
Valid N	364	Mean	1
Minimum		Maximum	14
			2746
			4
			6
			229

Codebook for Child-Level PUF, continued

Name	P1J16b15	Frequency	Code and Description
Label	P1: Mom had drug problem	362	0=No
Format	Num	Type	Source
Valid N	364	Mean	2746 -1/.N=Not Applicable
Minimum		Maximum	4 -7/.R=Refused 6 -8/.D=Don't know 229 SYSMIS/.

Name	P1J16b16	Frequency	Code and Description
Label	P1: Mom had mental/ emotional problem	364	0=No
Format	Num	Type	Source
Valid N	364	Mean	2746 -1/.N=Not Applicable
Minimum		Maximum	4 -7/.R=Refused 6 -8/.D=Don't know 229 SYSMIS/.

Name	P1J16b17	Frequency	Code and Description
Label	P1: Mom in trouble w/ the law, in jail	356	0=No
Format	Num	Type	Source
Valid N	364	Mean	2746 -1/.N=Not Applicable
Minimum		Maximum	8 17=In trouble with the law or had to go to jail 4 -7/.R=Refused 6 -8/.D=Don't know 229 SYSMIS/.

Name	P1J16b18	Frequency	Code and Description
Label	P1: Child abused/ neglected with Mom	363	0=No
Format	Num	Type	Source
Valid N	364	Mean	1 18=Child was neglected/abused while living with mother
Minimum		Maximum	2746 -1/.N=Not Applicable 4 -7/.R=Refused 6 -8/.D=Don't know 229 SYSMIS/.

Name	P1J16b19	Frequency	Code and Description
Label	P1: Child Welfare Office said couldn't	362	0=No
Format	Num	Type	Source
Valid N	364	Mean	2 19=Child Welfare Office said child couldn't live w/mother
Minimum		Maximum	2746 -1/.N=Not Applicable 4 -7/.R=Refused 6 -8/.D=Don't know 229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J16b20	Frequency	Code and Description
Label	P1: No explanation given	355	0=No
Format	Num	Type	Source
Valid N	364	Mean	9 20=No explanation given
Minimum		Maximum	2746 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J16b21	Frequency	Code and Description
Label	P1: Something else (specify)	264	0=No
Format	Num	Type	Source
Valid N	364	Mean	100 21=Something else
Minimum		Maximum	2746 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J16b22	Frequency	Code and Description
Label	P1: Divorced/separated	354	0=No
Format	Num	Type	Source
Valid N	364	Mean	10 22=Divorced/separated
Minimum		Maximum	2746 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J16b24	Frequency	Code and Description
Label	P1: Mom in residential treatment program	362	0=No
Format	Num	Type	Source
Valid N	364	Mean	2 24=In substance abuse residential treatment program
Minimum		Maximum	2746 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J16b25	Frequency	Code and Description
Label	P1: Child's family is homeless	364	0=No
Format	Num	Type	Source
Valid N	364	Mean	2746 -1/.N=Not Applicable
Minimum		Maximum	4 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J16b27	Frequency	Code and Description
Label	P1: Child is on vacation/visiting relatives	218	0=No
Format	Num	Type	Source
Valid N	364	Mean	146 27=Child is on vacation/visiting relatives
Minimum		Maximum	2746 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.

Name	P1J16b28	Frequency	Code and Description
Label	P1: Mom is on vacation/taking a trip	297	0=No
Format	Num	Type	Source
Valid N	364	Mean	67 28=Mom is on vacation/taking a trip
Minimum		Maximum	2746 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.

Name	P1J17	Frequency	Code and Description
Label	P1: Mother work for pay in past week	1569	0=No
Format	Num	Type	Source
Valid N	2906	Mean	1321 1=Yes
Minimum		Maximum	3 2=Retired
			13 3=Disabled/unable to work
			211 -1/.N=Not Applicable
			3 -8/.D=Don't know
			229 SYSMIS/.

Name	P1J18	Frequency	Code and Description
Label	P1: Mother on leave/ vacation in past wk	1512	0=No
Format	Num	Type	Source
Valid N	1569	Mean	57 1=Yes
Minimum		Maximum	1548 -1/.N=Not Applic
			3 -8/.D=Don't know
			229 SYSMIS/.

Name	P1J19	Frequency	Code and Description
Label	P1: Mother looked for work in past 4 wks	930	0=No
Format	Num	Type	Source
Valid N	1569	Mean	639 1=Yes
Minimum		Maximum	1548 -1/.N=Not Applic
			3 -8/.D=Don't know
			229 SYSMIS/.

Name	P1J20	Frequency	Code and Description
Label	P1: Mother worked for pay in pst 12 mths	1104	0=No
Format	Num	Type	Source
Valid N	1569	Mean	465 1=Yes
Minimum		Maximum	1548 -1/.N=Not Applic
			3 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J21		Frequency	Code and Description
Label	P1: Total hours/ week mother works		1774	valid numeric value
Format	Num	Type	Source	1331 -1/.N=Not Applicable
Valid N	1774	Mean	32.39	2 -7/.R=Refused
Minimum	1	Maximum	99	13 -8/.D=Don't know
				229 SYSMIS/.

Name	P1J23		Frequency	Code and Description
Label	P1: Mother occupation		18	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source	2 2=Engineers, surveyors, and architects
Valid N	1755	Mean		23 4=Social scientists, social workers, religious workers and lawyers
Minimum		Maximum		75 5=Teachers
				27 7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
				8 8=Writers, artists, entertainers and athletes
				174 9=Health technologists and technicians
				13 10=Technologists and technicians, except health
				248 11=Marketing and sales occupations
				238 12=Administrative support occupation,including clerical
				699 13=Service occupations
				3 14=Agricultural, forestry, and fishing occupations
				2 15=Mechanics and repairers
				8 16=Construction and extractive occupations
				53 17=Precision production occupations
				34 18=Transportation and materials moving occupations
				95 19=Handlers, equipment cleaners, helpers andlaborers
				35 20=Miscellaneous occupations
				1331 -1/.N=Not Applicable
				11 -7/.R=Refused
				16 -8/.D=Don't know
				7 -9/.M=Missing
				229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnJ24	Frequency	Code and Description
Label	Pn: Grade of school mom completed (P1 or updated)	338	1=Up to 8th grade
Format	Num	620	2=9th to 11th grade
Valid N	3016	141	3=12th grade but no diploma
Minimum		998	4=High school diploma/equivalent
		33	5=Voc/tech post-HS, no voc/tech diploma
		77	6=Voc/tech diploma after high school
		464	7=Some college but no degree
		169	8=Associate's degree
		126	9=Bachelor's degree
		11	10=Graduate/professional schl, no degree
		25	11=Master's degree (MA, MS)
		9	12=Doctorate degree (PhD, EDD)
		5	13=Professional degree(MD,DDS,JD,LLB,etc)
		222	-1/.N=Not Applicable
		1	-7/.R=Refused
		16	-8/.D=Don't know
		94	SYSMIS/.

Name	PnJ25	Frequency	Code and Description
Label	Pn: Mom has HS diploma (not just GED)(P1 or updated)	254	0=GED
Format	Num	1309	1=High school diploma
Valid N	1563	1666	-1/.N=Not Applicable
Minimum		1	-7/.R=Refused
		25	-8/.D=Don't know
		94	SYSMIS/.

Name	P1J26	Frequency	Code and Description
Label	P1: Mother taken programs or courses since...	2187	0=No
Format	Num	719	1=Yes
Valid N	2906	211	-1/.N=Not Applic
Minimum		3	-8/.D=Don't know
		229	SYSMIS/.

Name	P1J27	Frequency	Code and Description
Label	P1: Mother now taking full/part-time courses	295	1=Full time
Format	Num	390	2=Part time
Valid N	717	32	3=No
Minimum		2398	-1/.N=Not Applic
		5	-8/.D=Don't know
		229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1J28	Frequency	Code and Description
Label	P1: Mother currently in job training	2119	0=No
Format	Num	Type	67 1=Yes
Valid N	2186	Mean	930 -1/.N=Not Applic
Minimum		Maximum	4 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J31	Frequency	Code and Description
Label	P1: Did HS help mother locate courses	613	0=No
Format	Num	Type	106 1=Yes
Valid N	719	Mean	2398 -1/.N=Not Applic
Minimum		Maximum	3 -8/.D=Don't know
			229 SYSMIS/.
Name	P1J32	Frequency	Code and Description
Label	P1: Reason mom prevented taking courses	16	1=Admission requirement/ qualification
Format	Num	Type	4 2=Too old to take any courses
Valid N	2055	Mean	39 3=Health problem
Minimum		Maximum	5 4=Don't like learning
			19 5=language barrier
			19 6=No information about offering
			240 7=Lack of child care
			643 8=Time constraints (home or work)
			178 9=Cost
			46 10=Inconvenient location/transportation not available
			41 11=Did not need more
			193 12=Other
			171 13=Did not want to/no interest
			410 14=Child related reasons (pregnant/at home w/child)
			6 15=Mental health problem
			5 16=Learning disability
			17 17=Physical disability
			3 18=Lack of confidence
			999 -1/.N=Not Applicable
			10 -7/.R=Refused
			56 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1K01_11			Frequency	Code and Description
Label	P1: Father is deceased			1546	0=No
Format	Num	Type	Source	40	11=Deceased
Valid N	1586	Mean		1422	-1/.N=Not Applicable
Minimum		Maximum		93	-7/.R=Refused
				19	-8/.D=Don't know
				229	SYSMIS/.
<hr/>					
Name	P1K01_12			Frequency	Code and Description
Label	P1: Father not have \$ to raise child			1551	0=No
Format	Num	Type	Source	35	12=Did not have enough money to raise him/her
Valid N	1586	Mean		1422	-1/.N=Not Applicable
Minimum		Maximum		93	-7/.R=Refused
				19	-8/.D=Don't know
				229	SYSMIS/.
<hr/>					
Name	P1K01_13			Frequency	Code and Description
Label	P1: Father too sick to take care of child			1582	0=No
Format	Num	Type	Source	4	13=Got too sick to take care of Child
Valid N	1586	Mean		1422	-1/.N=Not Applicable
Minimum		Maximum		93	-7/.R=Refused
				19	-8/.D=Don't know
				229	SYSMIS/.
<hr/>					
Name	P1K01_14			Frequency	Code and Description
Label	P1: Father had drinking problem			1564	0=No
Format	Num	Type	Source	22	14=Drinking problem and could not take care of Child
Valid N	1586	Mean		1422	-1/.N=Not Applicable
Minimum		Maximum		93	-7/.R=Refused
				19	-8/.D=Don't know
				229	SYSMIS/.
<hr/>					
Name	P1K01_15			Frequency	Code and Description
Label	P1: Father had drug problem			1553	0=No
Format	Num	Type	Source	33	15=Drug problem and could not take care of Child
Valid N	1586	Mean		1422	-1/.N=Not Applicable
Minimum		Maximum		93	-7/.R=Refused
				19	-8/.D=Don't know
				229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1K01_16	Frequency	Code and Description
Label	P1: Father had mental/ emotional problem	1568	0=No
Format	Num	Type	Source
Valid N	1586	Mean	18 16=Mental/emotional problem, could not take care of Child
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.
Name	P1K01_17	Frequency	Code and Description
Label	P1: Father in trouble w/ the law, in jail	1417	0=No
Format	Num	Type	Source
Valid N	1586	Mean	169 17=In trouble with the law or had to go to jail
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.
Name	P1K01_18	Frequency	Code and Description
Label	P1: Child abused/ neglected with Father	1553	0=No
Format	Num	Type	Source
Valid N	1586	Mean	33 18=Child was neglected/abused while living with father
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.
Name	P1K01_19	Frequency	Code and Description
Label	P1: Child Welfare Office said couldn't	1580	0=No
Format	Num	Type	Source
Valid N	1586	Mean	6 19=Child Welfare Office said child couldn't live w/father
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.
Name	P1K01_20	Frequency	Code and Description
Label	P1: No explanation given	1511	0=No
Format	Num	Type	Source
Valid N	1586	Mean	75 20=No explanation given
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1K01_21	Frequency	Code and Description
Label	P1: Something else (specify)	1043	0=No
Format	Num	Type	Source
Valid N	1582	Mean	539 21=Something else
Minimum		Maximum	1423 -1/.N=Not Applicable
			94 -7/.R=Refused
			21 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K01_22	Frequency	Code and Description
Label	P1: Divorced/separated	1072	0=No
Format	Num	Type	Source
Valid N	1586	Mean	514 22=Divorced/separated
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K01_23	Frequency	Code and Description
Label	P1: Father left/did not want child	1382	0=No
Format	Num	Type	Source
Valid N	1586	Mean	204 23=Father left/did not want child
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K01_24	Frequency	Code and Description
Label	P1: Father in residential treatment program	1585	0=No
Format	Num	Type	Source
Valid N	1586	Mean	1 24=In substance abuse residential treatment program
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K01_25	Frequency	Code and Description
Label	P1: Child's family is homeless	1584	0=No
Format	Num	Type	Source
Valid N	1586	Mean	2 25=Child's family is homeless
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1K01_26	Frequency	Code and Description
Label	P1: Father and child live together	1585	0=No
Format	Num	Type	Source
Valid N	1586	Mean	1 26=Father and child currently live together
Minimum		Maximum	1422 -1/.N=Not Applicable
			93 -7/.R=Refused
			19 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K02	Frequency	Code and Description
Label	P1: Father ever same household w/ child	667	0=No
Format	Num	Type	Source
Valid N	1635	Mean	968 1=Yes
Minimum		Maximum	1461 -1/.N=Not Applic
			14 -7/.R=Refused
			10 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K03	Frequency	Code and Description
Label	P1: Father lives in same city as child	709	0=No
Format	Num	Type	Source
Valid N	1570	Mean	861 1=Yes
Minimum		Maximum	1461 -1/.N=Not Applic
			13 -7/.R=Refused
			76 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K04	Frequency	Code and Description
Label	P1: Number days child has seen father	1582	valid numeric value
Format	Num	Type	Source
Valid N	1582	Mean	95.20
Minimum	0	Maximum	365
			1461 -1/.N=Not Applicable
			27 -7/.R=Refused
			50 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K05num	Frequency	Code and Description
Label	P1: How long since child contact w/ dad	1439	valid numeric value
Format	Num	Type	Source
Valid N	1439	Mean	2.38
Minimum	1	Maximum	30
			1631 -1/.N=Not Applicable
			25 -7/.R=Refused
			25 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1K05code	Frequency	Code and Description
Label	P1: Unit code for last contact w/ father	170	0=Never had contact
Format	Num	Type	Source
Valid N	1608	Mean	748 1=Days ago
Minimum		Maximum	197 2=Weeks ago
			276 3=Months ago
			217 4=Years ago
			1461 -1/.N=Not Applicable
			25 -7/.R=Refused
			26 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K06	Frequency	Code and Description
Label	P1: Any child support from father	1119	0=No
Format	Num	Type	Source
Valid N	1639	Mean	520 1=Yes
Minimum		Maximum	1461 -1/.N=Not Applic
			19 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K07	Frequency	Code and Description
Label	P1: Any other support from father	1217	0=No
Format	Num	Type	Source
Valid N	1638	Mean	421 1=Yes
Minimum		Maximum	1461 -1/.N=Not Applic
			19 -7/.R=Refused
			2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1K07a	Frequency	Code and Description
Label	P1: Anyone like father to child	943	0=No
Format	Num	Type	Source
Valid N	1654	Mean	711 1=Yes
Minimum		Maximum	1461 -1/.N=Not Applic
			5 -7/.R=Refused
			229 SYSMIS/.

Name	P1K07b	Frequency	Code and Description
Label	P1: Relat of father-figure to child	8	1=You
Format	Num	Type	Source
Valid N	707	Mean	382 2=your spouse or partner
Minimum		Maximum	235 3=a relative of Child
			82 4=a friend of the family
			2404 -1/.N=Not Applicable
			7 -7/.R=Refused
			2 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1K07c			Frequency	Code and Description
Label	P1: Father-figure in same household			233	0=No
Format	Num	Type	Source	84	1=Yes
Valid N	317	Mean		2794	-1/.N=Not Applic
Minimum		Maximum		7	-7/.R=Refused
				2	-8/.D=Don't know
				229	SYSMIS/.
<hr/>					
Name	PnK08			Frequency	Code and Description
Label	Pn: Father's year of birth (P1 or updated)			2719	valid numeric value
Format	Num	Type	Source	71	-7/.R=Refused
Valid N	2719	Mean	1977.14	447	-8/.D=Don't know
Minimum	1962	Maximum	1989	18	-9/.M=Missing
				94	SYSMIS/.
<hr/>					
Name	PnK10			Frequency	Code and Description
Label	Pn: Spanish, Hispanic, Latino origin (P1 or updated)			1973	0=No
Format	Num	Type	Source	1204	1=Yes
Valid N	3177	Mean		16	-7/.R=Refused
Minimum		Maximum		40	-8/.D=Don't know
				22	-9/.M=Missing
				94	SYSMIS/.
<hr/>					
Name	PnK11			Frequency	Code and Description
Label	Pn: Which one best describes you/him (P1 or updated)			833	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source	62	2=Puerto Rican
Valid N	1197	Mean		302	4=Some other Spanish/Hispanic/Latino group
Minimum		Maximum		1973	-1/.N=Not Applicable
				19	-7/.R=Refused
				44	-8/.D=Don't know
				22	-9/.M=Missing
				94	SYSMIS/.
<hr/>					
Name	PnK12_11			Frequency	Code and Description
Label	Pn: Father White (P1 or updated)			2183	0=No
Format	Num	Type	Source	986	11=White
Valid N	3169	Mean		21	-7/.R=Refused
Minimum		Maximum		43	-8/.D=Don't know
				22	-9/.M=Missing
				94	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnK12_12			Frequency	Code and Description
Label	Pn: Father Black or African American (P1 or updated)			1990	0=No
Format	Num	Type	Source	1179	12=Black or African American
Valid N	3169	Mean			21 -7/.R=Refused
Minimum		Maximum			43 -8/.D=Don't know
					22 -9/.M=Missing
					94 SYSMIS/.
Name	PnK12_13			Frequency	Code and Description
Label	Pn: Father American Indian/Alaska Native(P1/updated)			3108	0=No
Format	Num	Type	Source	61	13=American Indian or Alaska Native
Valid N	3169	Mean			21 -7/.R=Refused
Minimum		Maximum			43 -8/.D=Don't know
					22 -9/.M=Missing
					94 SYSMIS/.
Name	PnK12_20			Frequency	Code and Description
Label	Pn: Father Asian / PacificIslander (P1 or updated)			3102	0=No
Format	Num	Type	Source	67	20=Asian or Pacific Islander
Valid N	3169	Mean			21 -7/.R=Refused
Minimum		Maximum			43 -8/.D=Don't know
					22 -9/.M=Missing
					94 SYSMIS/.
Name	PnK12_25			Frequency	Code and Description
Label	Pn: Father Another race (P1 or updated)			2177	0=No
Format	Num	Type	Source	989	25=Another race
Valid N	3166	Mean			22 -7/.R=Refused
Minimum		Maximum			45 -8/.D=Don't know
					22 -9/.M=Missing
					94 SYSMIS/.
Name	PnK13			Frequency	Code and Description
Label	Pn: In what country father born (P1 or updated)			2052	059=United States
Format	Num	Type	Source	52	249=Asia
Valid N	3154	Mean		650	303=Mexico
Minimum		Maximum		151	317=Central America
				89	344=Caribbean Island
				66	374=South America
				69	462=Africa
				25	600=Other
					21 -7/.R=Refused
					58 -8/.D=Don't know
					22 -9/.M=Missing
					94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnK14	Frequency	Code and Description
Label	Pn: Number of years father lived in USA (P1/updated)	1020	valid numeric value
Format	Num	Type	Source
Valid N	1020	Mean	12.47
Minimum	0	Maximum	42
			2063 -1/.N=Not Applicable
			21 -7/.R=Refused
			130 -8/.D=Don't know
			21 -9/.M=Missing
			94 SYSMIS/.
Name	P1K17	Frequency	Code and Description
Label	P1: Father worked for pay in past week	393	0=No
Format	Num	Type	Source
Valid N	1415	Mean	7
Minimum		Maximum	
			1015 1=Yes
			7 3=Disabled/unable to work
			1700 -1/.N=Not Applicable
			5 -8/.D=Don't know
			229 SYSMIS/.
Name	P1K18	Frequency	Code and Description
Label	P1: Father on leave/ vacation in past wk	365	0=No
Format	Num	Type	Source
Valid N	391	Mean	26
Minimum		Maximum	
			26 1=Yes
			2722 -1/.N=Not Applic
			1 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.
Name	P1K19	Frequency	Code and Description
Label	P1: Father looked for work in past 4 wks	155	0=No
Format	Num	Type	Source
Valid N	393	Mean	238
Minimum		Maximum	
			238 1=Yes
			2722 -1/.N=Not Applic
			5 -8/.D=Don't know
			229 SYSMIS/.
Name	P1K20	Frequency	Code and Description
Label	P1: Father worked for pay in pst 12 mths	196	0=No
Format	Num	Type	Source
Valid N	390	Mean	194
Minimum		Maximum	
			194 1=Yes
			2722 -1/.N=Not Applic
			2 -7/.R=Refused
			6 -8/.D=Don't know
			229 SYSMIS/.
Name	P1K21	Frequency	Code and Description
Label	P1: Total hours/ week father works	1188	valid numeric value
Format	Num	Type	Source
Valid N	1188	Mean	39.55
Minimum	1	Maximum	99
			1903 -1/.N=Not Applicable
			7 -7/.R=Refused
			22 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1K23	Frequency	Code and Description
Label	P1: Father occupation	9	1=Executive, administrative, and managerial occupations
Format	Num	2	2=Engineers, surveyors, and architects
Valid N	1189	1	3=Natural scientists and mathematicians
Minimum		4	4=Social scientists, social workers, religious workers and lawyers
		20	5=Teachers
		2	6=Health diagnosing and treating practitioners
		4	8=Writers, artists, entertainers and athletes
		14	9=Health technologists and technicians
		15	10=Technologists and technicians, except health
		65	11=Marketing and sales occupations
		27	12=Administrative support occupation, including clerical
		298	13=Service occupations
		28	14=Agricultural, forestry, and fishing occupations
		72	15=Mechanics and repairers
		295	16=Construction and extractive occupations
		76	17=Precision production occupations
		119	18=Transportation and materials moving occupations
		113	19=Handlers, equipment cleaners, helpers and laborers
		25	20=Miscellaneous occupations
		1903	-1/.N=Not Applicable
		5	-7/.R=Refused
		22	-8/.D=Don't know
		1	-9/.M=Missing
		229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnK24	Frequency	Code and Description
Label	Pn: Grade of school dad completed (P1 or updated)	251	1=Up to 8th grade
Format	Num	322	2=9th to 11th grade
Valid N	1455	92	3=12th grade but no diploma
Minimum		489	4=High school diploma/equivalent
Type	Source	9	5=Voc/tech post-HS, no voc/tech diploma
Mean		27	6=Voc/tech diploma after high school
Maximum		116	7=Some college but no degree
		43	8=Associate's degree
		68	9=Bachelor's degree
		7	10=Graduate/professional schl, no degree
		19	11=Master's degree (MA, MS)
		7	12=Doctorate degree (PhD, EDD)
		5	13=Professional degree(MD,DDS,JD,LLB,etc)
		1764	-1/.N=Not Applicable
		3	-7/.R=Refused
		33	-8/.D=Don't know
		94	SYSMIS/.

Name	PnK25	Frequency	Code and Description
Label	Pn: Father has HS diploma (not just GED)(P1/updated)	111	0=GED
Format	Num	524	1=High school diploma
Valid N	635	2578	-1/.N=Not Applicable
Minimum		4	-7/.R=Refused
Type	Source	38	-8/.D=Don't know
Mean		94	SYSMIS/.
Maximum			

Name	P1K26	Frequency	Code and Description
Label	P1: Father taken programs or courses since...	1240	0=No
Format	Num	173	1=Yes
Valid N	1413	1700	-1/.N=Not Applic
Minimum		7	-8/.D=Don't know
Type	Source	229	SYSMIS/.
Mean			
Maximum			

Name	P1K27	Frequency	Code and Description
Label	P1: Father now taking full/part-time courses	58	1=Full time
Format	Num	101	2=Part time
Valid N	172	13	3=No
Minimum		2940	-1/.N=Not Applic
Type	Source	8	-8/.D=Don't know
Mean		229	SYSMIS/.
Maximum			

Codebook for Child-Level PUF, continued

Name	P1K28	Frequency	Code and Description
Label	P1: Father currently in job training	1197	0=No
Format	Num	Type	41 1=Yes
Valid N	1238	Mean	1873 -1/.N=Not Applic
Minimum		Maximum	9 -8/.D=Don't know 229 SYSMIS/.
Name	P1K31	Frequency	Code and Description
Label	P1: Did HS help father locate courses	154	0=No
Format	Num	Type	16 1=Yes
Valid N	170	Mean	2940 -1/.N=Not Applic
Minimum		Maximum	10 -8/.D=Don't know 229 SYSMIS/.
Name	P1K32	Frequency	Code and Description
Label	P1: Reason dad prevented taking courses	6	1=Admission requirement/ qualification
Format	Num	Type	1 2=Too old to take any courses
Valid N	1064	Mean	14 3=Health problem
Minimum		Maximum	2 4=Don't like learning 16 5=language barrier 16 6=No information about offering 14 7=Lack of child care 548 8=Time constraints (home or work) 103 9=Cost 7 10=Inconvenient location/transportation not available 31 11=Did not need more 134 12=Other 119 13=Did not want to/no interest 26 14=Child related reasons (pregnant/at home w/child) 4 16=Learning disability 17 17=Physical disability 6 18=Lack of confidence 1914 -1/.N=Not Applicable 4 -7/.R=Refused 138 -8/.D=Don't know 229 SYSMIS/.
Name	P1L10	Frequency	Code and Description
Label	P1: R Spanish, Hispanic, Latino origin	146	0=No
Format	Num	Type	29 1=Yes
Valid N	175	Mean	2944 -1/.N=Not Applic
Minimum		Maximum	1 -8/.D=Don't know 229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1L11	Frequency	Code and Description
Label	P1: Descr of R's Hispanic origin	17	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	29	Mean	4 2=Puerto Rican
Minimum		Maximum	8 4=Some other Spanish/Hispanic/Latino group
			3090 -1/.N=Not Applicable
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1L12_11	Frequency	Code and Description
Label	P1: Respondent White	104	0=No
Format	Num	Type	Source
Valid N	176	Mean	72 11=White
Minimum		Maximum	2944 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1L12_12	Frequency	Code and Description
Label	P1: Resp. Black or African American	98	0=No
Format	Num	Type	Source
Valid N	176	Mean	78 12=Black or African American
Minimum		Maximum	2944 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1L12_13	Frequency	Code and Description
Label	P1: Resp. American Indian/Alaska Native	169	0=No
Format	Num	Type	Source
Valid N	176	Mean	7 13=American Indian or Alaska Native
Minimum		Maximum	2944 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1L12_20	Frequency	Code and Description
Label	P1: Respondent Asian or Pacific Islander	174	0=No
Format	Num	Type	Source
Valid N	176	Mean	2 20=Asian or Pacific Islander
Minimum		Maximum	2944 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1L12_25	Frequency	Code and Description
Label	P1: Respondent Another race	153	0=No
Format	Num	Type	Source
Valid N	176	Mean	23 25=Another race
Minimum		Maximum	2944 -1/.N=Not Applicable
			229 SYSMIS/.

Name	P1L13	Frequency	Code and Description
Label	P1: Country Respondent was born in	156	059=United States
Format	Num	Type	Source
Valid N	176	Mean	9 303=Mexico
Minimum		Maximum	11 600=Other
			2944 -1/.N=Not Applicable
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1L14	Frequency	Code and Description
Label	P1: Number of years Resp. lived in US	7	valid numeric value
Format	Num	Type	Source
Valid N	7	Mean	36.86
Minimum	25	Maximum	51
			3100 -1/.N=Not Applicable
			13 -9/.M=Missing
			229 SYSMIS/.
Name	P1L17	Frequency	Code and Description
Label	P1: Resp. worked for pay in past week	103	0=No
Format	Num	Type	Source
Valid N	176	Mean	63
Minimum		Maximum	5
			2=Retired
			5 3=Disabled/unable to work
			2944 -1/.N=Not Applicable
			229 SYSMIS/.
Name	P1L18	Frequency	Code and Description
Label	P1: Resp. on leave/ vacation in past wk	100	0=No
Format	Num	Type	Source
Valid N	103	Mean	3
Minimum		Maximum	1=Yes
			3017 -1/.N=Not Applic
			229 SYSMIS/.
Name	P1L19	Frequency	Code and Description
Label	P1: Resp. looked for work in past 4 wks	71	0=No
Format	Num	Type	Source
Valid N	103	Mean	32
Minimum		Maximum	1=Yes
			3017 -1/.N=Not Applic
			229 SYSMIS/.
Name	P1L20	Frequency	Code and Description
Label	P1: Resp. worked for pay in pst 12 mths	78	0=No
Format	Num	Type	Source
Valid N	103	Mean	25
Minimum		Maximum	1=Yes
			3017 -1/.N=Not Applic
			229 SYSMIS/.
Name	P1L21	Frequency	Code and Description
Label	P1: Total hours/ week Resp. works	88	valid numeric value
Format	Num	Type	Source
Valid N	88	Mean	34.61
Minimum	3	Maximum	72
			3032 -1/.N=Not Applicable
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1L23			Frequency	Code and Description
Label	P1: Resp. occupation			4	4=Social scientists, social workers, religious workers and lawyers
Format	Num	Type	Source	5	5=Teachers
Valid N	88	Mean		1	7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
Minimum		Maximum		7	9=Health technologists and technicians
				7	11=Marketing and sales occupations
				17	12=Administrative support occupation,including clerical
				35	13=Service occupations
				7	17=Precision production occupations
				1	18=Transportation and materials moving occupations
				2	19=Handlers, equipment cleaners, helpers and laborers
				2	20=Miscellaneous occupations
					3032 -1/.N=Not Applicable
					229 SYSMIS/.
Name	P1L24			Frequency	Code and Description
Label	P1: Grade of school Resp. completed			13	1=Up to 8th grade
Format	Num	Type	Source	35	2=9th to 11th grade
Valid N	176	Mean		4	3=12th grade but no diploma
Minimum		Maximum		64	4=High school diploma/equivalent
				4	6=Voc/tech diploma after high school
				32	7=Some college but no degree
				10	8=Associate's degree
				8	9=Bachelor's degree
				1	10=Graduate/professional schl, no degree
				2	11=Master's degree (MA, MS)
				3	12=Doctorate degree (PhD, EDD)
					2944 -1/.N=Not Applicable
					229 SYSMIS/.
Name	P1L25			Frequency	Code and Description
Label	P1: Resp. has HS diploma (not just GED)			18	0=GED
Format	Num	Type	Source	81	1=High school diploma
Valid N	99	Mean			3020 -1/.N=Not Applicable
Minimum		Maximum			1 -8/.D=Don't know
					229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1L26	Frequency	Code and Description
Label	P1: Resp. taken programs or courses since...	151	0=No
Format	Num	Type	Source
Valid N	176	Mean	25 1=Yes
Minimum		Maximum	2944 -1/.N=Not Applic 229 SYSMIS/.
Name	P1L27	Frequency	Code and Description
Label	P1: Resp. now taking full/part-time courses	7	1=Full time
Format	Num	Type	Source
Valid N	25	Mean	15 2=Part time
Minimum		Maximum	3 3=No 3095 -1/.N=Not Applic 229 SYSMIS/.
Name	P1L28	Frequency	Code and Description
Label	P1: Resp. currently in job training	166	0=No
Format	Num	Type	Source
Valid N	176	Mean	10 1=Yes
Minimum		Maximum	2944 -1/.N=Not Applic 229 SYSMIS/.
Name	P1L31	Frequency	Code and Description
Label	P1: HS helped Resp. locate program	24	0=No
Format	Num	Type	Source
Valid N	25	Mean	1 1=Yes
Minimum		Maximum	3095 -1/.N=Not Applic 229 SYSMIS/.
Name	P1L32	Frequency	Code and Description
Label	P1: Reason Resp. not taking courses	2	2=Too old to take any courses
Format	Num	Type	Source
Valid N	141	Mean	17 3=Health problem
Minimum		Maximum	15 7=Lack of child care 33 8=Time constraints (home or work) 8 9=Cost 1 10=Inconvenient location/transportation not available 6 11=Did not need more 20 12=Other 11 13=Did not want to/no interest 19 14=Child related reasons (pregnant/at home w/child) 1 15=Mental health problem 7 17=Physical disability 1 18=Lack of confidence 2976 -1/.N=Not Applicable 1 -7/.R=Refused 2 -8/.D=Don't know 229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1M01a	Frequency	Code and Description
Label	P1: Welfare, TANF, general assistance	2282	0=No
Format	Num	Type	Source
Valid N	3099	Mean	817 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			18 -8/.D=Don't know
			229 SYSMIS/.

Name	P1M01b	Frequency	Code and Description
Label	P1: Unemployment insurance	2728	0=No
Format	Num	Type	Source
Valid N	3113	Mean	385 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			5 -8/.D=Don't know
			229 SYSMIS/.

Name	P1M01c	Frequency	Code and Description
Label	P1: Food stamps	1145	0=No
Format	Num	Type	Source
Valid N	3113	Mean	1968 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			2 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.

Name	P1M01d	Frequency	Code and Description
Label	P1: WIC program	1244	0=No
Format	Num	Type	Source
Valid N	3116	Mean	1872 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			2 -9/.M=Missing
			229 SYSMIS/.

Name	P1M01e	Frequency	Code and Description
Label	P1: Child support	2456	0=No
Format	Num	Type	Source
Valid N	3114	Mean	658 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			2 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.

Name	P1M01f	Frequency	Code and Description
Label	P1: SSI/Social Security Retirement	2693	0=No
Format	Num	Type	Source
Valid N	3114	Mean	421 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			2 -8/.D=Don't know
			2 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1M01g			Frequency	Code and Description
Label	P1: Payments for foster care			3041	0=No
Format	Num	Type	Source	73	1=Yes
Valid N	3114	Mean		2	-7/.R=Refused
Minimum		Maximum		2	-8/.D=Don't know
				2	-9/.M=Missing
				229	SYSMIS/.
Name	P1M01h			Frequency	Code and Description
Label	P1: Energy assistance			2780	0=No
Format	Num	Type	Source	333	1=Yes
Valid N	3113	Mean		3	-7/.R=Refused
Minimum		Maximum		2	-8/.D=Don't know
				2	-9/.M=Missing
				229	SYSMIS/.
Name	P1M02			Frequency	Code and Description
Label	P1: Number of adults contributing income			3093	valid numeric value
Format	Num	Type	Source	9	-7/.R=Refused
Valid N	3093	Mean	1.55	15	-8/.D=Don't know
Minimum	1	Maximum	7	3	-9/.M=Missing
				229	SYSMIS/.
Name	P1M07			Frequency	Code and Description
Label	P1: Type of housing R lives in			2789	1=A house, apartment, or trailer with your family only
Format	Num	Type	Source	297	2=A house, apartment, or trailer you share with another family
Valid N	3112	Mean		19	3=Transitional housing (apartment) or a homeless shelter
Minimum		Maximum		7	4=Somewhere else
				1	-7/.R=Refused
				1	-8/.D=Don't know
				6	-9/.M=Missing
				229	SYSMIS/.
Name	P1M08			Frequency	Code and Description
Label	P1: Number times moved in last 12 months			3111	valid numeric value
Format	Num	Type	Source	2	-7/.R=Refused
Valid N	3111	Mean	0.52	1	-8/.D=Don't know
Minimum	0	Maximum	12	6	-9/.M=Missing
				229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1M08a			Frequency	Code and Description
Label	P1: Main reason for most recent move			69	1=For a job or schooling
Format	Num	Type	Source	55	2=To be closer to family/friends
Valid N	1116	Mean		17	3=Moved in with partner/spouse
Minimum		Maximum		212	4=Couldn't afford prior home
				58	5=Safer community
				18	6=Housing was destroyed
				14	7=Escape domestic abuse
				38	8=Prior landlord sold housing
				50	9=Family/friends no longer willing to house family
				10	10=Time limit for transitional housing/shelter
				430	11=Other
				145	12=More Space
				1983	-1/.N=Not Applicable
				10	-7/.R=Refused
				5	-8/.D=Don't know
				6	-9/.M=Missing
				229	SYSMIS/.
Name	P1M09			Frequency	Code and Description
Label	P1: Own home, pay rent, public housing			657	1=Owns or is buying home or apartment
Format	Num	Type	Source	1888	2=Rents (without public assistance)
Valid N	3043	Mean		355	3=Public or subsidized housing
Minimum		Maximum		18	4=Some other arrangement
				125	5=Lives w/someone else, whether pays rent or not
				26	-1/.N=Not Applicable
				4	-7/.R=Refused
				6	-8/.D=Don't know
				41	-9/.M=Missing
				229	SYSMIS/.
Name	PnM10a			Frequency	Code and Description
Label	Pn: Freq. food runs out/ no \$ for more (P1/updated)			186	1=Often True
Format	Num	Type	Source	909	2=Sometimes True
Valid N	3238	Mean		2143	3=Never True
Minimum		Maximum		4	-7/.R=Refused
				4	-8/.D=Don't know
				9	-9/.M=Missing
				94	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnM10b	Frequency	Code and Description
Label	Pn: Freq. Can't afford balanced meals (P1/updated)	135	1=Often True
Format	Num	Type	Source
Valid N	3238	Mean	744 2=Sometimes True
Minimum		Maximum	2359 3=Never True
			3 -7/.R=Refused
			5 -8/.D=Don't know
			9 -9/.M=Missing
			94 SYSMIS/.
Name	PnM11	Frequency	Code and Description
Label	Pn: Adults cut size/ skip meals for no \$(P1/updated)	2681	0=No
Format	Num	Type	Source
Valid N	3242	Mean	561 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			1 -8/.D=Don't know
			10 -9/.M=Missing
			94 SYSMIS/.
Name	PnM12	Frequency	Code and Description
Label	Pn: Freq cut size/ skipped meals (P1 or updated)	94	1=Almost every month
Format	Num	Type	Source
Valid N	561	Mean	250 2=some months, but not every month
Minimum		Maximum	217 3=in only 1 or 2 months
			2681 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			10 -9/.M=Missing
			94 SYSMIS/.
Name	PnM13	Frequency	Code and Description
Label	Pn: R ate less than should because no \$(P1/updated)	2666	0=No
Format	Num	Type	Source
Valid N	3238	Mean	572 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			3 -8/.D=Don't know
			10 -9/.M=Missing
			94 SYSMIS/.
Name	PnM14	Frequency	Code and Description
Label	Pn: R hungry 'cuz couldn't afford food (P1/updated)	2932	0=No
Format	Num	Type	Source
Valid N	3241	Mean	309 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			1 -8/.D=Don't know
			10 -9/.M=Missing
			94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1N01	Frequency	Code and Description
Label	P1: Child currently in care regularly	2810	0=No
Format	Num	Type	Source
Valid N	3112	Mean	302 1=Yes
Minimum		Maximum	8 -9/.M=Missing
			229 SYSMIS/.
Name	P1N02	Frequency	Code and Description
Label	P1: No. of non-HS centers child attends	290	1=One
Format	Num	Type	Source
Valid N	302	Mean	8 2=Two
Minimum		Maximum	1 3=Three
			3 4=Four or more
			2810 -1/.N=Not Applic
			8 -9/.M=Missing
			229 SYSMIS/.
Name	P1N03	Frequency	Code and Description
Label	P1: Days/wk child attends [main] program	300	valid numeric value
Format	Num	Type	Source
Valid N	300	Mean	4.40
Minimum	1	Maximum	7
			2810 -1/.N=Not Applicable
			2 -8/.D=Don't know
			8 -9/.M=Missing
			229 SYSMIS/.
Name	P1N04	Frequency	Code and Description
Label	P1: Hrs/wk child attends [main] program	299	valid numeric value
Format	Num	Type	Source
Valid N	299	Mean	14.90
Minimum	1	Maximum	54
			2810 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			229 SYSMIS/.
Name	P1N05	Frequency	Code and Description
Label	P1: Child attends prog before / after HS/K	67	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	298	Mean	181 2=After Head Start or kindergarten
Minimum		Maximum	50 3=Both before/after Head Start/kindergarten
			2810 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			229 SYSMIS/.
Name	P1N06	Frequency	Code and Description
Label	P1: Child rec regular care from relative	2257	0=No
Format	Num	Type	Source
Valid N	3109	Mean	852 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1N07	Frequency	Code and Description
Label	P1: Number of relative care arrangements	602	1=One
Format	Num	187	2=Two
Valid N	845	38	3=Three
Minimum		18	4=Four or more
		2257	-1/.N=Not Applic
		2	-7/.R=Refused
		6	-8/.D=Don't know
		10	-9/.M=Missing
		229	SYSMIS/.

Name	P1N08	Frequency	Code and Description
Label	P1: Relationship of relative to child	549	1=grandparent
Format	Num	165	2=aunt
Valid N	836	24	3=uncle
Minimum		17	4=brother
		22	5=sister
		59	6=another relative
		2258	-1/.N=Not Applicable
		2	-8/.D=Don't know
		24	-9/.M=Missing
		229	SYSMIS/.

Name	P1N09	Frequency	Code and Description
Label	P1: Location of relative care	389	1=Own home
Format	Num	430	2=Other home
Valid N	852	33	3=Both/varies
Minimum		2257	-1/.N=Not Applic
		1	-8/.D=Don't know
		10	-9/.M=Missing
		229	SYSMIS/.

Name	P1N09a	Frequency	Code and Description
Label	P1: Relative caregiver live in R home	105	0=No
Format	Num	284	1=Yes
Valid N	389	2720	-1/.N=Not Applic
Minimum		1	-8/.D=Don't know
		10	-9/.M=Missing
		229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1N10	Frequency	Code and Description
Label	P1: # dys/wk child rec care from relative	848	valid numeric value
Format	Num	Type	Source
Valid N	848	Mean	3.92
Minimum	1	Maximum	7
			2257 -1/.N=Not Applicable
			5 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.
Name	P1N11	Frequency	Code and Description
Label	P1: Hrs/wk child recv care from relative	848	valid numeric value
Format	Num	Type	Source
Valid N	848	Mean	13.99
Minimum	1	Maximum	80
			2257 -1/.N=Not Applicable
			5 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.
Name	P1N12	Frequency	Code and Description
Label	P1: Child rec rel care before / after HS/K	89	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	847	Mean	534
Minimum		Maximum	224
			3=Both before/after Head Start/kindergarten
			2257 -1/.N=Not Applicable
			6 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.
Name	P1N13	Frequency	Code and Description
Label	P1: Child recv other care on reg basis	2945	0=No
Format	Num	Type	Source
Valid N	3109	Mean	164
Minimum		Maximum	1
			1=Yes
			1 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.
Name	P1N14	Frequency	Code and Description
Label	P1: Number of other care arrangements	144	1=One
Format	Num	Type	Source
Valid N	163	Mean	15
Minimum		Maximum	3
			2=Two
			3=Three
			1 4=Four or more
			2945 -1/.N=Not Applic
			2 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1N15	Frequency	Code and Description
Label	P1: Location of other care	35	1=Respondent's home
Format	Num	Type	Source
Valid N	164	Mean	117 2=Other home
Minimum		Maximum	12 3=Both/varies
			2945 -1/.N=Not Applicable
			1 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.
Name	P1N16	Frequency	Code and Description
Label	P1: Nonrelative caregiver live in R home	26	0=No
Format	Num	Type	Source
Valid N	35	Mean	9 1=Yes
Minimum		Maximum	3074 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.
Name	P1N17	Frequency	Code and Description
Label	P1: #dys/wk C rec care from non-relative	163	valid numeric value
Format	Num	Type	Source
Valid N	163	Mean	3.59
Minimum	1	Maximum	7
			2945 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.
Name	P1N18	Frequency	Code and Description
Label	P1: Hrs/wk C rec care from non-relative	162	valid numeric value
Format	Num	Type	Source
Valid N	162	Mean	13.41
Minimum	1	Maximum	50
			2945 -1/.N=Not Applicable
			3 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.
Name	P1N19	Frequency	Code and Description
Label	P1: Child rec other care before/after HS/K	27	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	161	Mean	99 2=After Head Start or kindergarten
Minimum		Maximum	35 3=Both before/after Head Start/kindergarten
			2945 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			10 -9/.M=Missing
			229 SYSMIS/.
Name	P1N20	Frequency	Code and Description
Label	P1: # dys/wk C recv care before/after HS/K	134	valid numeric value
Format	Num	Type	Source
Valid N	134	Mean	4.06
Minimum	0	Maximum	7
			2986 -1/.N=Not Applicable
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1N21	Frequency	Code and Description
Label	P1: Hrs/wk C recv care before / after HS/K	133	valid numeric value
Format	Num	Type	Source
Valid N	133	Mean	18.27
Minimum	1	Maximum	90
		2986	-1/.N=Not Applicable
		1	-8/.D=Don't know
		229	SYSMIS/.

Name	P1N22	Frequency	Code and Description
Label	P1: Charge/fee for any of the care	769	0=No
Format	Num	Type	Source
Valid N	1173	Mean	404
Minimum		Maximum	1=Yes
		1945	-1/.N=Not Applic
		2	-7/.R=Refused
		229	SYSMIS/.

Name	P1N23a	Frequency	Code and Description
Label	P1: Do you pay for it yourself	44	0=No
Format	Num	Type	Source
Valid N	401	Mean	357
Minimum		Maximum	1=Yes
		2714	-1/.N=Not Applic
		3	-7/.R=Refused
		2	-8/.D=Don't know
		229	SYSMIS/.

Name	P1N23b	Frequency	Code and Description
Label	P1: Does a government agency pay	244	0=No
Format	Num	Type	Source
Valid N	404	Mean	160
Minimum		Maximum	1=Yes
		2714	-1/.N=Not Applic
		2	-7/.R=Refused
		229	SYSMIS/.

Name	P1N23c	Frequency	Code and Description
Label	P1: Does an employer pay	392	0=No
Format	Num	Type	Source
Valid N	401	Mean	9
Minimum		Maximum	1=Yes
		2714	-1/.N=Not Applic
		2	-7/.R=Refused
		3	-8/.D=Don't know
		229	SYSMIS/.

Name	P1N23d	Frequency	Code and Description
Label	P1: Does someone else pay	370	0=No
Format	Num	Type	Source
Valid N	403	Mean	33
Minimum		Maximum	1=Yes
		2714	-1/.N=Not Applic
		2	-7/.R=Refused
		1	-8/.D=Don't know
		229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1N23e	Frequency	Code and Description
Label	P1: Trade child care w/someone else	387	0=No
Format	Num	Type	Source
Valid N	404	Mean	17 1=Yes
Minimum		Maximum	2714 -1/.N=Not Applic
			2 -7/.R=Refused
			229 SYSMIS/.

Name	P1N23f	Frequency	Code and Description
Label	P1: Other (please specify)	401	0=No
Format	Num	Type	Source
Valid N	403	Mean	2 1=Yes
Minimum		Maximum	2714 -1/.N=Not Applic
			2 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.

Name	P1N24amt	Frequency	Code and Description
Label	P1: Amt paid for Childcare arrangements	396	valid numeric value
Format	Num	Type	Source
Valid N	396	Mean	86.91
Minimum	0	Maximum	1000
			2714 -1/.N=Not Applicable
			8 -7/.R=Refused
			2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1N24per	Frequency	Code and Description
Label	P1: Time period care paid for	5	1=Per hour
Format	Num	Type	Source
Valid N	361	Mean	22 2=Per day
Minimum		Maximum	193 3=Per week
			23 4=Bi-weekly
			114 5=Per month
			4 7=Other
			2749 -1/.N=Not Applic
			8 -7/.R=Refused
			2 -8/.D=Don't know
			229 SYSMIS/.

Name	P1N25	Frequency	Code and Description
Label	P1: Amt includes other children in house	159	1=Child only
Format	Num	Type	Source
Valid N	290	Mean	131 2=Child and others
Minimum		Maximum	2823 -1/.N=Not Applic
			6 -7/.R=Refused
			1 -8/.D=Don't know
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P01			Frequency	Code and Description
Label	P1: Child's overall health status			1652	1=Excellent
Format	Num	Type	Source	882	2=Very Good
Valid N	3108	Mean		410	3=Good
Minimum		Maximum		154	4=Fair
				10	5=Poor
				1	-7/.R=Refused
				1	-8/.D=Don't know
				10	-9/.M=Missing
				229	SYSMIS/.
Name	PnP02lb			Frequency	Code and Description
Label	Pn: Child's weight at birth (pounds) (P1 or updated)			3080	valid numeric value
Format	Num	Type	Source	44	-1/.N=Not Applicable
Valid N	3080	Mean	6.67	4	-7/.R=Refused
Minimum	1	Maximum	12	112	-8/.D=Don't know
				15	-9/.M=Missing
				94	SYSMIS/.
Name	PnP02oz			Frequency	Code and Description
Label	Pn: Child's weight at birth (ounces) (P1 or updated)			3028	valid numeric value
Format	Num	Type	Source	44	-1/.N=Not Applicable
Valid N	3028	Mean	6.59	4	-7/.R=Refused
Minimum	0	Maximum	15	164	-8/.D=Don't know
				15	-9/.M=Missing
				94	SYSMIS/.
Name	PnP02kg			Frequency	Code and Description
Label	Pn: Child's weight at birth (kilograms) (P1/updated)			46	valid numeric value
Format	Num	Type	Source	3080	-1/.N=Not Applicable
Valid N	46	Mean	3.38	2	-7/.R=Refused
Minimum	2	Maximum	8	112	-8/.D=Don't know
				15	-9/.M=Missing
				94	SYSMIS/.
Name	PnP03			Frequency	Code and Description
Label	Pn: Child normal or low birthweight (P1 or updated)			130	1=normal (5 1/2 lbs. (2.5 kilograms) or more)
Format	Num	Type	Source	8	2=low (between 3 1/2 (1.5 kilograms) and 5 1/2 lbs. (2.5 kilograms))
Valid N	139	Mean		1	3=very low (under 3 1/2 lbs. (1.5 kilograms))
Minimum		Maximum		3072	-1/.N=Not Applicable
				29	-8/.D=Don't know
				15	-9/.M=Missing
				94	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P04			Frequency	Code and Description
Label	P1: Child take vitamin/ mineral suppl			1552	0=No
Format	Num	Type	Source	1553	1=Yes
Valid N	3105	Mean			1 -7/.R=Refused
Minimum		Maximum			4 -8/.D=Don't know
					10 -9/.M=Missing
					229 SYSMIS/.
Name	P1P05			Frequency	Code and Description
Label	P1: Place where child goes for med care			1997	1=A private doctor, private clinic, or HMO
Format	Num	Type	Source	466	2=An outpatient clinic run by a hospital
Valid N	3059	Mean		12	3=The emergency room at a hospital
Minimum		Maximum		554	4=Public health department or community health center
					1 5=A migrant health clinic
					9 6=The Indian Health Service
					20 7=Someplace else
					1 -7/.R=Refused
					50 -8/.D=Don't know
					10 -9/.M=Missing
					229 SYSMIS/.
Name	P1P05a			Frequency	Code and Description
Label	P1: Child has regular health care provider			265	0=No
Format	Num	Type	Source	2811	1=Yes
Valid N	3076	Mean			1 -7/.R=Refused
Minimum		Maximum			32 -8/.D=Don't know
					11 -9/.M=Missing
					229 SYSMIS/.
Name	P1P05b			Frequency	Code and Description
Label	P1: Child health provider works as partner to meet needs			1691	1=strongly agree
Format	Num	Type	Source	1004	2=agree
Valid N	2794	Mean		84	3=disagree
Minimum		Maximum		15	4=strongly disagree
					265 -1/.N=Not Applicable
					5 -7/.R=Refused
					45 -8/.D=Don't know
					11 -9/.M=Missing
					229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P06	Frequency	Code and Description
Label	P1: HS help find hlth-care prov for child	2885	0=No
Format	Num	Type	Source
Valid N	3088	Mean	203 1=Yes
Minimum		Maximum	20 -8/.D=Don't know
			12 -9/.M=Missing
			229 SYSMIS/.
Name	P1P06a	Frequency	Code and Description
Label	P1: How HS helped find healthcare prov	120	1=Provided information
Format	Num	Type	Source
Valid N	194	Mean	56 2=Made referrals, for example, phone calls
Minimum		Maximum	15 3=Provided health care directly
			3 4=Helped in some other way
			2887 -1/.N=Not Applicable
			27 -8/.D=Don't know
			12 -9/.M=Missing
			229 SYSMIS/.
Name	P1P06b	Frequency	Code and Description
Label	P1: Reason HS didn't help find prov	2481	1=Had a health care provider prior to enrollment
Format	Num	Type	Source
Valid N	2816	Mean	119 2=Found a health care provider on my own
Minimum		Maximum	46 3=Other
			170 4=Did not ask for help
			204 -1/.N=Not Applicable
			1 -7/.R=Refused
			87 -8/.D=Don't know
			12 -9/.M=Missing
			229 SYSMIS/.
Name	P1P07	Frequency	Code and Description
Label	P1: Time since child had check-up w/ Doc	2673	1=6 months ago or less
Format	Num	Type	Source
Valid N	3105	Mean	399 2=more than 6 mnths but not more than 1 year ago
Minimum		Maximum	28 3=more than 1 year but not more than 2 years ago
			3 4=more than 2 years ago
			2 5=never
			2 -8/.D=Don't know
			13 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P08	Frequency	Code and Description
Label	P1: Time since C had check-up w/ Dentist	2443	1=6 months ago or less
Format	Num	Type	Source
Valid N	3104	Mean	279 2=more than 6 mnths but not more than 1 year ago
Minimum		Maximum	55 3=more than 1 year but not more than 2 years ago
			9 4=more than 2 years ago
			318 5=never
			2 -7/.R=Refused
			1 -8/.D=Don't know
			13 -9/.M=Missing
			229 SYSMIS/.

Name	P1P09a	Frequency	Code and Description
Label	P1: Child health cov: Private insurance	1152	0=No
Format	Num	Type	Source
Valid N	3070	Mean	1918 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			33 -8/.D=Don't know
			13 -9/.M=Missing
			229 SYSMIS/.

Name	P1P09b	Frequency	Code and Description
Label	P1: Child health cov: Medicaid	706	0=No
Format	Num	Type	Source
Valid N	3085	Mean	2379 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			21 -8/.D=Don't know
			13 -9/.M=Missing
			229 SYSMIS/.

Name	P1P09c	Frequency	Code and Description
Label	P1: Child health cov: CHIP	2076	0=No
Format	Num	Type	Source
Valid N	3039	Mean	963 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			66 -8/.D=Don't know
			13 -9/.M=Missing
			229 SYSMIS/.

Name	P1P09d	Frequency	Code and Description
Label	P1: Child health cov: Military hlth care	3012	0=No
Format	Num	Type	Source
Valid N	3077	Mean	65 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			26 -8/.D=Don't know
			13 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P09e	Frequency	Code and Description
Label	P1: Child health cov: Indian hlth servc	3049	0=No
Format	Num	Type	Source
Valid N	3091	Mean	42 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			12 -8/.D=Don't know
			13 -9/.M=Missing
			229 SYSMIS/.

Name	P1P09f	Frequency	Code and Description
Label	P1: Child health cov: Oth govt program	3018	0=No
Format	Num	Type	Source
Valid N	3061	Mean	43 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			43 -8/.D=Don't know
			14 -9/.M=Missing
			229 SYSMIS/.

Name	P1P10	Frequency	Code and Description
Label	P1: #doc visits for injury in pst 12mnths	2565	0=Never
Format	Num	Type	Source
Valid N	3099	Mean	375 1=Once
Minimum		Maximum	91 2=Twice
			68 3=Three or more times
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P11	Frequency	Code and Description
Label	P1: Child restricted because of injury	395	0=No
Format	Num	Type	Source
Valid N	533	Mean	138 1=Yes
Minimum		Maximum	2565 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P12	Frequency	Code and Description
Label	P1: Child miss HS bcause of injury	457	0=No
Format	Num	Type	Source
Valid N	534	Mean	77 1=Yes
Minimum		Maximum	2565 -1/.N=Not Applic
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P13a	Frequency	Code and Description
Label	P1: Asthma	2588	0=No
Format	Num	Type	Source
Valid N	3102	Mean	514 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P13b	Frequency	Code and Description
Label	P1: Respiratory/ breathing illness	2714	0=No
Format	Num	Type	Source
Valid N	3099	Mean	385 1=Yes
Minimum		Maximum	4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P13c	Frequency	Code and Description
Label	P1: Stomach or gastrointestinal illness	3028	0=No
Format	Num	Type	Source
Valid N	3103	Mean	75 1=Yes
Minimum		Maximum	17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P13d	Frequency	Code and Description
Label	P1: Ear infection	2332	0=No
Format	Num	Type	Source
Valid N	3102	Mean	770 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P13e	Frequency	Code and Description
Label	P1: Problem with muscles or with moving	3090	0=No
Format	Num	Type	Source
Valid N	3103	Mean	13 1=Yes
Minimum		Maximum	17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P13f	Frequency	Code and Description
Label	P1: Developmental delay	2966	0=No
Format	Num	Type	Source
Valid N	3099	Mean	133 1=Yes
Minimum		Maximum	4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P13g	Frequency	Code and Description
Label	P1: Epilepsy or seizures	3065	0=No
Format	Num	Type	Source
Valid N	3102	Mean	37 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P13h			Frequency	Code and Description
Label	P1: Heart defect			3030	0=No
Format	Num	Type	Source	71	1=Yes
Valid N	3101	Mean		2	-8/.D=Don't know
Minimum		Maximum		17	-9/.M=Missing
				229	SYSMIS/.

Name	P1P13i			Frequency	Code and Description
Label	P1: Mental retardation			3090	0=No
Format	Num	Type	Source	10	1=Yes
Valid N	3100	Mean		1	-7/.R=Refused
Minimum		Maximum		2	-8/.D=Don't know
				17	-9/.M=Missing
				229	SYSMIS/.

Name	P1P13j			Frequency	Code and Description
Label	P1: Lactose intolerance			2985	0=No
Format	Num	Type	Source	116	1=Yes
Valid N	3101	Mean		1	-7/.R=Refused
Minimum		Maximum		1	-8/.D=Don't know
				17	-9/.M=Missing
				229	SYSMIS/.

Name	P1P13k			Frequency	Code and Description
Label	P1: Other food allergy or sensitivity			2982	0=No
Format	Num	Type	Source	119	1=Yes
Valid N	3101	Mean		2	-8/.D=Don't know
Minimum		Maximum		17	-9/.M=Missing
				229	SYSMIS/.

Name	P1P13l			Frequency	Code and Description
Label	P1: Prob with allergies other than foods			2631	0=No
Format	Num	Type	Source	467	1=Yes
Valid N	3098	Mean		5	-8/.D=Don't know
Minimum		Maximum		17	-9/.M=Missing
				229	SYSMIS/.

Name	P1P13m			Frequency	Code and Description
Label	P1: Attention deficit, hyperactivity			3020	0=No
Format	Num	Type	Source	59	1=Yes
Valid N	3079	Mean		3	-7/.R=Refused
Minimum		Maximum		21	-8/.D=Don't know
				17	-9/.M=Missing
				229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P13n	Frequency	Code and Description
Label	P1: Diabetes	3097	0=No
Format	Num	Type	Source
Valid N	3102	Mean	5 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P13o	Frequency	Code and Description
Label	P1: A need to lose weight	3019	0=No
Format	Num	Type	Source
Valid N	3103	Mean	84 1=Yes
Minimum		Maximum	17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P15	Frequency	Code and Description
Label	P1: Child restricted due to health prob	3033	0=No
Format	Num	Type	Source
Valid N	3103	Mean	70 1=Yes
Minimum		Maximum	17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P42	Frequency	Code and Description
Label	P1: Any suggestion to get C evaluated	2758	0=No
Format	Num	Type	Source
Valid N	3100	Mean	342 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			2 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P42a01	Frequency	Code and Description
Label	P1: Condition: Behavior problem	310	0=No
Format	Num	Type	Source
Valid N	339	Mean	29 1=Behavior problem
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P42a02	Frequency	Code and Description
Label	P1: Condition: Emotional problem	328	0=No
Format	Num	Type	Source
Valid N	339	Mean	11 2=Emotional problem
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P42a03	Frequency	Code and Description
Label	P1: Condition: Attention problem	293	0=No
Format	Num	Type	Source
Valid N	339	Mean	46 3=Attention problem
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.
Name	P1P42a04	Frequency	Code and Description
Label	P1: Condition: Developmental delay	311	0=No
Format	Num	Type	Source
Valid N	339	Mean	28 4=Developmental delay
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.
Name	P1P42a05	Frequency	Code and Description
Label	P1: Condition: Problem with use of arms or legs	331	0=No
Format	Num	Type	Source
Valid N	339	Mean	8 5=Problem with use of arms or legs
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.
Name	P1P42a06	Frequency	Code and Description
Label	P1: Condition: Oppositional defiant disorder	338	0=No
Format	Num	Type	Source
Valid N	339	Mean	1 6=Oppositional defiant disorder
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.
Name	P1P42a07	Frequency	Code and Description
Label	P1: Condition: Speech problem	177	0=No
Format	Num	Type	Source
Valid N	339	Mean	162 7=Speech problem
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P42a08	Frequency	Code and Description
Label	P1: Condition: Hearing problem	323	0=No
Format	Num	Type	Source
Valid N	339	Mean	16 8=Hearing problem
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P42a09	Frequency	Code and Description
Label	P1: Condition: Vision problem	325	0=No
Format	Num	Type	Source
Valid N	339	Mean	14 9=Vision problem
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P42a10	Frequency	Code and Description
Label	P1: Condition: Other (specify)	258	0=No
Format	Num	Type	Source
Valid N	338	Mean	80 10=Other
Minimum		Maximum	2758 -1/.N=Not Applicable
			2 -7/.R=Refused
			5 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P42b	Frequency	Code and Description
Label	P1: Child had IFSP in last 12 months	2955	0=No
Format	Num	Type	Source
Valid N	3080	Mean	125 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			22 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Name	P1P43	Frequency	Code and Description
Label	P1: Child currently has IEP or IFSP	2912	0=No
Format	Num	Type	Source
Valid N	3081	Mean	169 1=Yes
Minimum		Maximum	22 -8/.D=Don't know
			17 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1P44			Frequency	Code and Description
Label	P1: R help develop IEP/IFSP for child			21	0=No
Format	Num	Type	Source	148	1=Yes
Valid N	169	Mean		2912	-1/.N=Not Applic
Minimum		Maximum		22	-8/.D=Don't know
				17	-9/.M=Missing
				229	SYSMIS/.
<hr/>					
Name	P1P45			Frequency	Code and Description
Label	P1: HS staff or others developed IEP			99	1=School staff
Format	Num	Type	Source	69	2=Not school staff
Valid N	168	Mean		2912	-1/.N=Not Applic
Minimum		Maximum		23	-8/.D=Don't know
				17	-9/.M=Missing
				229	SYSMIS/.
<hr/>					
Name	P1P46			Frequency	Code and Description
Label	P1: IEP services child is receiving			10	1=none of the services identified in the IEP or IFSP
Format	Num	Type	Source	29	2=some of the services
Valid N	157	Mean		27	3=most of the services
Minimum		Maximum		91	4=all of the services identified in the IEP or IFSP
				2912	-1/.N=Not Applicable
				34	-8/.D=Don't know
				17	-9/.M=Missing
				229	SYSMIS/.
<hr/>					
Name	P1P47			Frequency	Code and Description
Label	P1: R's satisfaction w/ IEP services			4	1=very dissatisfied
Format	Num	Type	Source	2	2=somewhat dissatisfied
Valid N	146	Mean		28	3=somewhat satisfied
Minimum		Maximum		112	4=very satisfied
				2922	-1/.N=Not Applicable
				35	-8/.D=Don't know
				17	-9/.M=Missing
				229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1Q01	Frequency	Code and Description
Label	P1: R's health status	761	1=Excellent
Format	Num	Type	Source
Valid N	3100	Mean	903 2=Very Good
Minimum		Maximum	930 3=Good
			424 4=Fair
			82 5=Poor
			1 -7/.R=Refused
			1 -8/.D=Don't know
			18 -9/.M=Missing
			229 SYSMIS/.
Name	P1Q01a	Frequency	Code and Description
Label	P1: R needed doctor/hospital in 1st yr but could not go	2643	0=No
Format	Num	Type	Source
Valid N	3101	Mean	458 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			18 -9/.M=Missing
			229 SYSMIS/.
Name	P1Q01b1	Frequency	Code and Description
Label	P1: R didn't go to doctor: didn't have money	288	0=No
Format	Num	Type	Source
Valid N	457	Mean	169 1=Didn't have the money
Minimum		Maximum	2643 -1/.N=Not Applicable
			2 -7/.R=Refused
			18 -9/.M=Missing
			229 SYSMIS/.
Name	P1Q01b2	Frequency	Code and Description
Label	P1: R didn't go to doctor: didn't have insurance	234	0=No
Format	Num	Type	Source
Valid N	457	Mean	223 2=Didn't have insurance
Minimum		Maximum	2643 -1/.N=Not Applicable
			2 -7/.R=Refused
			18 -9/.M=Missing
			229 SYSMIS/.
Name	P1Q01b3	Frequency	Code and Description
Label	P1: R didn't go to doctor: didn't know where to go	453	0=No
Format	Num	Type	Source
Valid N	457	Mean	4 3=Didn't know where to go
Minimum		Maximum	2643 -1/.N=Not Applicable
			2 -7/.R=Refused
			18 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1Q01b4	Frequency	Code and Description
Label	P1: R didn't go to doctor: no time off of work	428	0=No
Format	Num	Type	Source
Valid N	457	Mean	29 4=Couldn't take time off from work
Minimum		Maximum	2643 -1/.N=Not Applicable
			2 -7/.R=Refused
			18 -9/.M=Missing
			229 SYSMIS/.

Name	P1Q01b5	Frequency	Code and Description
Label	P1: R didn't go to doctor: transportation problems	409	0=No
Format	Num	Type	Source
Valid N	457	Mean	48 5=Transportation problems
Minimum		Maximum	2643 -1/.N=Not Applicable
			2 -7/.R=Refused
			18 -9/.M=Missing
			229 SYSMIS/.

Name	P1Q01b6	Frequency	Code and Description
Label	P1: R didn't go to doctor: other	415	0=No
Format	Num	Type	Source
Valid N	457	Mean	42 6=Other
Minimum		Maximum	2643 -1/.N=Not Applicable
			2 -7/.R=Refused
			18 -9/.M=Missing
			229 SYSMIS/.

Name	P1Q01b7	Frequency	Code and Description
Label	P1: R didn't go to doctor - needed child care	412	0=No
Format	Num	Type	Source
Valid N	457	Mean	45 7=Needed child care
Minimum		Maximum	2643 -1/.N=Not Applicable
			2 -7/.R=Refused
			18 -9/.M=Missing
			229 SYSMIS/.

Name	P1Q02a	Frequency	Code and Description
Label	P1: R's health cov: Private insurance	1768	0=No
Format	Num	Type	Source
Valid N	3083	Mean	1315 1=Yes
Minimum		Maximum	6 -7/.R=Refused
			13 -8/.D=Don't know
			18 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1Q02b	Frequency	Code and Description
Label	P1: R's health cov: Medicaid	1858	0=No
Format	Num	Type	Source
Valid N	3087	Mean	1229 1=Yes
Minimum		Maximum	5 -7/.R=Refused
			9 -8/.D=Don't know
			19 -9/.M=Missing
			229 SYSMIS/.

Name	P1Q02c	Frequency	Code and Description
Label	P1: R's health cov: Military health care	3042	0=No
Format	Num	Type	Source
Valid N	3089	Mean	47 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			8 -8/.D=Don't know
			19 -9/.M=Missing
			229 SYSMIS/.

Name	P1Q02d	Frequency	Code and Description
Label	P1: R's health cov: Indian health servc	3068	0=No
Format	Num	Type	Source
Valid N	3095	Mean	27 1=Yes
Minimum		Maximum	6 -7/.R=Refused
			19 -9/.M=Missing
			229 SYSMIS/.

Name	P1Q02e	Frequency	Code and Description
Label	P1: R's hlth cov: Medicare, oth govt pgm	2993	0=No
Format	Num	Type	Source
Valid N	3081	Mean	88 1=Yes
Minimum		Maximum	5 -7/.R=Refused
			15 -8/.D=Don't know
			19 -9/.M=Missing
			229 SYSMIS/.

Name	P1Q03	Frequency	Code and Description
Label	P1: Hlth impairment keeps R from working	2863	0=No
Format	Num	Type	Source
Valid N	3093	Mean	230 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			5 -8/.D=Don't know
			19 -9/.M=Missing
			229 SYSMIS/.

Name	P1Q04	Frequency	Code and Description
Label	P1: Limited in kind/amount of work	2776	0=No
Format	Num	Type	Source
Valid N	3093	Mean	317 1=Yes
Minimum		Maximum	5 -7/.R=Refused
			3 -8/.D=Don't know
			19 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR01a	Frequency	Code and Description
Label	Pn: Freq R saw nonviolent crime in nhood(P1/updated)	2621	1=Never
Format	Num	211	2=Once
Valid N	3204	372	3=More than once
Minimum		4	-7/.R=Refused
		2	-8/.D=Don't know
		45	-9/.M=Missing
		94	SYSMIS/.

Name	PnR01b	Frequency	Code and Description
Label	Pn: Freq R saw violent crime in nhood (P1/updated)	2597	1=Never
Format	Num	303	2=Once
Valid N	3204	304	3=More than once
Minimum		4	-7/.R=Refused
		2	-8/.D=Don't know
		45	-9/.M=Missing
		94	SYSMIS/.

Name	PnR01c	Frequency	Code and Description
Label	Pn: Freq R knew victim of violent crime (P1/updated)	2765	1=Never
Format	Num	268	2=Once
Valid N	3201	168	3=More than once
Minimum		4	-7/.R=Refused
		5	-8/.D=Don't know
		45	-9/.M=Missing
		94	SYSMIS/.

Name	PnR01d	Frequency	Code and Description
Label	Pn: Freq R was victim of violent crime (P1/updated)	3070	1=Never
Format	Num	94	2=Once
Valid N	3201	37	3=More than once
Minimum		5	-7/.R=Refused
		3	-8/.D=Don't know
		46	-9/.M=Missing
		94	SYSMIS/.

Name	PnR02	Frequency	Code and Description
Label	Pn: R hit, kicked, hurt in past year (P1 or updated)	2989	0=No
Format	Num	216	1=Yes
Valid N	3205	4	-7/.R=Refused
Minimum		46	-9/.M=Missing
		94	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR03_11	Frequency	Code and Description
Label	Pn: R hurt by Current Spouse (P1 or updated)	193	0=No
Format	Num	Type	Source
Valid N	211	Mean	18 11=Current spouse
Minimum		Maximum	2989 -1/.N=Not Applicable
			9 -7/.R=Refused
			46 -9/.M=Missing
			94 SYSMIS/.

Name	PnR03_12	Frequency	Code and Description
Label	Pn: R hurt by Former Spouse (P1 or updated)	185	0=No
Format	Num	Type	Source
Valid N	211	Mean	26 12=Former spouse
Minimum		Maximum	2989 -1/.N=Not Applicable
			9 -7/.R=Refused
			46 -9/.M=Missing
			94 SYSMIS/.

Name	PnR03_13	Frequency	Code and Description
Label	Pn: R hurt by Current Partner (P1 or updated)	204	0=No
Format	Num	Type	Source
Valid N	211	Mean	7 13=Current partner
Minimum		Maximum	2989 -1/.N=Not Applicable
			9 -7/.R=Refused
			46 -9/.M=Missing
			94 SYSMIS/.

Name	PnR03_14	Frequency	Code and Description
Label	Pn: R hurt by Former Partner (P1 or updated)	154	0=No
Format	Num	Type	Source
Valid N	211	Mean	57 14=Former partner
Minimum		Maximum	2989 -1/.N=Not Applicable
			9 -7/.R=Refused
			46 -9/.M=Missing
			94 SYSMIS/.

Name	PnR03_15	Frequency	Code and Description
Label	Pn: R hurt by Father (P1 or updated)	209	0=No
Format	Num	Type	Source
Valid N	211	Mean	2 15=Father
Minimum		Maximum	2989 -1/.N=Not Applicable
			9 -7/.R=Refused
			46 -9/.M=Missing
			94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR03_16	Frequency	Code and Description
Label	Pn: R hurt by Mother (P1 or updated)	210	0=No
Format	Num	Type	Source
Valid N	211	Mean	2989 -1/.N=Not Applicable
Minimum		Maximum	9 -7/.R=Refused 46 -9/.M=Missing 94 SYSMIS/.

Name	PnR03_17	Frequency	Code and Description
Label	Pn: R hurt by Sister (P1 or updated)	211	0=No
Format	Num	Type	Source
Valid N	211	Mean	2989 -1/.N=Not Applicable
Minimum		Maximum	9 -7/.R=Refused 46 -9/.M=Missing 94 SYSMIS/.

Name	PnR03_18	Frequency	Code and Description
Label	Pn: R hurt by Brother (P1 or updated)	208	0=No
Format	Num	Type	Source
Valid N	211	Mean	2989 -1/.N=Not Applicable
Minimum		Maximum	9 -7/.R=Refused 46 -9/.M=Missing 94 SYSMIS/.

Name	PnR03_19	Frequency	Code and Description
Label	Pn: R hurt by Grandmother (P1 or updated)	211	0=No
Format	Num	Type	Source
Valid N	211	Mean	2989 -1/.N=Not Applicable
Minimum		Maximum	9 -7/.R=Refused 46 -9/.M=Missing 94 SYSMIS/.

Name	PnR03_20	Frequency	Code and Description
Label	Pn: R hurt by Grandfather (P1 or updated)	211	0=No
Format	Num	Type	Source
Valid N	211	Mean	2989 -1/.N=Not Applicable
Minimum		Maximum	9 -7/.R=Refused 46 -9/.M=Missing 94 SYSMIS/.

Name	PnR03_21	Frequency	Code and Description
Label	Pn: R hurt by Aunt (P1 or updated)	211	0=No
Format	Num	Type	Source
Valid N	211	Mean	2989 -1/.N=Not Applicable
Minimum		Maximum	9 -7/.R=Refused 46 -9/.M=Missing 94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR03_22		Frequency	Code and Description
Label	Pn: R hurt by Uncle	(P1 or updated)	211	0=No
Format	Num	Type	Source	2989 -1/.N=Not Applicable
Valid N	211	Mean		9 -7/.R=Refused
Minimum		Maximum		46 -9/.M=Missing
				94 SYSMIS/.
Name	PnR03_23		Frequency	Code and Description
Label	Pn: R hurt by Cousin	(P1 or updated)	211	0=No
Format	Num	Type	Source	2989 -1/.N=Not Applicable
Valid N	211	Mean		9 -7/.R=Refused
Minimum		Maximum		46 -9/.M=Missing
				94 SYSMIS/.
Name	PnR03_24		Frequency	Code and Description
Label	Pn: R hurt by Other relative	(P1 or updated)	205	0=No
Format	Num	Type	Source	6 24=Other relative
Valid N	211	Mean		2989 -1/.N=Not Applicable
Minimum		Maximum		9 -7/.R=Refused
				46 -9/.M=Missing
				94 SYSMIS/.
Name	PnR03_25		Frequency	Code and Description
Label	Pn: R hurt by Non-related person	(P1 or updated)	119	0=No
Format	Num	Type	Source	92 25=Other person not related to respondent
Valid N	211	Mean		2989 -1/.N=Not Applicable
Minimum		Maximum		9 -7/.R=Refused
				46 -9/.M=Missing
				94 SYSMIS/.
Name	PnR04		Frequency	Code and Description
Label	Pn: Child witnessed violent crime	(P1 or updated)	3126	0=No
Format	Num	Type	Source	75 1=Yes
Valid N	3201	Mean		3 -7/.R=Refused
Minimum		Maximum		4 -8/.D=Don't know
				47 -9/.M=Missing
				94 SYSMIS/.
Name	PnR05		Frequency	Code and Description
Label	Pn: Child witnessed domestic violence	(P1/updated)	3054	0=No
Format	Num	Type	Source	145 1=Yes
Valid N	3199	Mean		3 -7/.R=Refused
Minimum		Maximum		6 -8/.D=Don't know
				47 -9/.M=Missing
				94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR06	Frequency	Code and Description
Label	Pn: Has child been victim of crime (P1 or updated)	3184	0=No
Format	Num	Type	Source
Valid N	3202	Mean	18 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			3 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Name	PnR07	Frequency	Code and Description
Label	Pn: Child is victim domestic violence (P1/updated)	3172	0=No
Format	Num	Type	Source
Valid N	3200	Mean	28 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			5 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Name	PnR08	Frequency	Code and Description
Label	Pn: Anyone arrested for crime? (P1 or updated)	2532	0=No
Format	Num	Type	Source
Valid N	3171	Mean	639 1=Yes
Minimum		Maximum	12 -7/.R=Refused
			25 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Name	PnR09_11	Frequency	Code and Description
Label	Pn: Biological mother arrested/charged (P1/updated)	481	0=No
Format	Num	Type	Source
Valid N	634	Mean	153 11=Biological mother
Minimum		Maximum	2532 -1/.N=Not Applicable
			17 -7/.R=Refused
			25 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Name	PnR09_12	Frequency	Code and Description
Label	Pn: Biological father arrested/charged (P1/updated)	113	0=No
Format	Num	Type	Source
Valid N	634	Mean	521 12=Biological father
Minimum		Maximum	2532 -1/.N=Not Applicable
			17 -7/.R=Refused
			25 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR09_13		Frequency	Code and Description
Label	Pn: Adoptive mother arrested/charged (P1/updated)		634	0=No
Format	Num	Type	Source	2532 -1/.N=Not Applicable
Valid N	634	Mean		17 -7/.R=Refused
Minimum		Maximum		25 -8/.D=Don't know
				47 -9/.M=Missing
				94 SYSMIS/.

Name	PnR09_14		Frequency	Code and Description
Label	Pn: Adoptive father arrested/charged (P1/updated)		633	0=No
Format	Num	Type	Source	1 14=Adoptive father
Valid N	634	Mean		2532 -1/.N=Not Applicable
Minimum		Maximum		17 -7/.R=Refused
				25 -8/.D=Don't know
				47 -9/.M=Missing
				94 SYSMIS/.

Name	PnR09_15		Frequency	Code and Description
Label	Pn: Step mother arrested/charged (P1 or updated)		634	0=No
Format	Num	Type	Source	2532 -1/.N=Not Applicable
Valid N	634	Mean		17 -7/.R=Refused
Minimum		Maximum		25 -8/.D=Don't know
				47 -9/.M=Missing
				94 SYSMIS/.

Name	PnR09_16		Frequency	Code and Description
Label	Pn: Step Father arrested/charged (P1 or updated)		629	0=No
Format	Num	Type	Source	5 16=Stepfather
Valid N	634	Mean		2532 -1/.N=Not Applicable
Minimum		Maximum		17 -7/.R=Refused
				25 -8/.D=Don't know
				47 -9/.M=Missing
				94 SYSMIS/.

Name	PnR09_17		Frequency	Code and Description
Label	Pn: Grandmother arrested/charged (P1 or updated)		629	0=No
Format	Num	Type	Source	5 17=Grandmother
Valid N	634	Mean		2532 -1/.N=Not Applicable
Minimum		Maximum		17 -7/.R=Refused
				25 -8/.D=Don't know
				47 -9/.M=Missing
				94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR09_18	Frequency	Code and Description
Label	Pn: Grandfather arrested/charged (P1 or updated)	632	0=No
Format	Num	Type	Source
Valid N	634	Mean	2532 -1/.N=Not Applicable
Minimum		Maximum	17 -7/.R=Refused 25 -8/.D=Don't know 47 -9/.M=Missing 94 SYSMIS/.

Name	PnR09_19	Frequency	Code and Description
Label	Pn: Great grandmother arrested/charged (P1/updated)	634	0=No
Format	Num	Type	Source
Valid N	634	Mean	2532 -1/.N=Not Applicable
Minimum		Maximum	17 -7/.R=Refused 25 -8/.D=Don't know 47 -9/.M=Missing 94 SYSMIS/.

Name	PnR09_20	Frequency	Code and Description
Label	Pn: Great grandfather arrested/charged (P1/updated)	634	0=No
Format	Num	Type	Source
Valid N	634	Mean	2532 -1/.N=Not Applicable
Minimum		Maximum	17 -7/.R=Refused 25 -8/.D=Don't know 47 -9/.M=Missing 94 SYSMIS/.

Name	PnR09_21	Frequency	Code and Description
Label	Pn: Sister/ stepsister arrested/charged (P1/updated)	633	0=No
Format	Num	Type	Source
Valid N	634	Mean	1 21=Sister/stepsisiter 2532 -1/.N=Not Applicable
Minimum		Maximum	17 -7/.R=Refused 25 -8/.D=Don't know 47 -9/.M=Missing 94 SYSMIS/.

Name	PnR09_22	Frequency	Code and Description
Label	Pn: Brother/stepbrother arrested/charged(P1/updated)	631	0=No
Format	Num	Type	Source
Valid N	634	Mean	3 22=Brother/stepbrother 2532 -1/.N=Not Applicable
Minimum		Maximum	17 -7/.R=Refused 25 -8/.D=Don't know 47 -9/.M=Missing 94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR09_23	Frequency	Code and Description
Label	Pn: Oth female relative/in-law arr/chargd(P1/updatd)	632	0=No
Format	Num	Type	Source
Valid N	634	Mean	2532 -1/.N=Not Applicable
Minimum		Maximum	17 -7/.R=Refused
			25 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Name	PnR09_24	Frequency	Code and Description
Label	Pn: Oth male relative/in-law arr/chargd(P1/updated)	629	0=No
Format	Num	Type	Source
Valid N	634	Mean	5 24=Other relative or in-law (male)
Minimum		Maximum	2532 -1/.N=Not Applicable
			17 -7/.R=Refused
			25 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Name	PnR09_25	Frequency	Code and Description
Label	Pn: Female foster parent arrested/chargd(P1/updated)	634	0=No
Format	Num	Type	Source
Valid N	634	Mean	2532 -1/.N=Not Applicable
Minimum		Maximum	17 -7/.R=Refused
			25 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Name	PnR09_26	Frequency	Code and Description
Label	Pn: Male foster parent arrested/charged (P1/updated)	634	0=No
Format	Num	Type	Source
Valid N	634	Mean	2532 -1/.N=Not Applicable
Minimum		Maximum	17 -7/.R=Refused
			25 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Name	PnR09_27	Frequency	Code and Description
Label	Pn: Other Female non-relative arr/chargd(P1/updated)	634	0=No
Format	Num	Type	Source
Valid N	634	Mean	2532 -1/.N=Not Applicable
Minimum		Maximum	17 -7/.R=Refused
			25 -8/.D=Don't know
			47 -9/.M=Missing
			94 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR09_28			Frequency	Code and Description
Label	Pn: Other Male non-relative arr/charged (P1/updated)			632	0=No
Format	Num	Type	Source	2	28=Other non-relative (male)
Valid N	634	Mean		2532	-1/.N=Not Applicable
Minimum		Maximum		17	-7/.R=Refused
				25	-8/.D=Don't know
				47	-9/.M=Missing
				94	SYSMIS/.
Name	PnR09_29			Frequency	Code and Description
Label	Pn: Parent's Female partner arr/charged (P1/updated)			633	0=No
Format	Num	Type	Source	1	29=Parent's partner (female)
Valid N	634	Mean		2532	-1/.N=Not Applicable
Minimum		Maximum		17	-7/.R=Refused
				25	-8/.D=Don't know
				47	-9/.M=Missing
				94	SYSMIS/.
Name	PnR09_30			Frequency	Code and Description
Label	Pn: Parent's Male partner arrstd/chargd (P1/updated)			633	0=No
Format	Num	Type	Source	1	30=Parent's partner (male)
Valid N	634	Mean		2532	-1/.N=Not Applicable
Minimum		Maximum		17	-7/.R=Refused
				25	-8/.D=Don't know
				47	-9/.M=Missing
				94	SYSMIS/.
Name	PnR10			Frequency	Code and Description
Label	Pn: Did they spend time in jail (P1/updated)			127	0=No
Format	Num	Type	Source	504	1=Yes
Valid N	631	Mean		2532	-1/.N=Not Applic
Minimum		Maximum		14	-7/.R=Refused
				31	-8/.D=Don't know
				47	-9/.M=Missing
				94	SYSMIS/.
Name	PnR11			Frequency	Code and Description
Label	Pn: Feel safe in current relationship (P1/updated)			69	0=No
Format	Num	Type	Source	2526	1=Yes
Valid N	3178	Mean		583	3=Do not have a relationship
Minimum		Maximum		24	-7/.R=Refused
				6	-8/.D=Don't know
				47	-9/.M=Missing
				94	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	PnR12			Frequency	Code and Description
Label	Pn: Feel unsafe with previous partner (P1/updated)			3110	0=No
Format	Num	Type	Source	77	1=Yes
Valid N	3187	Mean		13	-7/.R=Refused
Minimum		Maximum		8	-8/.D=Don't know
				47	-9/.M=Missing
				94	SYSMIS/.
<hr/>					
Name	PnR13			Frequency	Code and Description
Label	Pn: Relationship of previous partner (P1/updated)			30	1=Spouse
Format	Num	Type	Source	45	2=Partner
Valid N	75	Mean		3110	-1/.N=Not Applic
Minimum		Maximum		15	-7/.R=Refused
				8	-8/.D=Don't know
				47	-9/.M=Missing
				94	SYSMIS/.
<hr/>					
Name	P1U01a			Frequency	Code and Description
Label	P1: Bothered by things			2251	1=Rarely or Never
Format	Num	Type	Source	498	2=Some or a Little
Valid N	3083	Mean		261	3=Occasionally or Moderate
Minimum		Maximum		73	4=Most or All
				8	-7/.R=Refused
				6	-8/.D=Don't know
				23	-9/.M=Missing
				229	SYSMIS/.
<hr/>					
Name	P1U01b			Frequency	Code and Description
Label	P1: Your appetite was poor			2271	1=Rarely or Never
Format	Num	Type	Source	463	2=Some or a Little
Valid N	3086	Mean		249	3=Occasionally or Moderate
Minimum		Maximum		103	4=Most or All
				8	-7/.R=Refused
				3	-8/.D=Don't know
				23	-9/.M=Missing
				229	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1U01c	Frequency	Code and Description
Label	P1: Could not shake off the blues	2582	1=Rarely or Never
Format	Num	Type	Source
Valid N	3076	Mean	277 2=Some or a Little
Minimum		Maximum	142 3=Occasionally or Moderate
			75 4=Most or All
			7 -7/.R=Refused
			13 -8/.D=Don't know
			24 -9/.M=Missing
			229 SYSMIS/.

Name	P1U01d	Frequency	Code and Description
Label	P1: Trouble keeping mind on track	2280	1=Rarely or Never
Format	Num	Type	Source
Valid N	3090	Mean	482 2=Some or a Little
Minimum		Maximum	222 3=Occasionally or Moderate
			106 4=Most or All
			4 -7/.R=Refused
			2 -8/.D=Don't know
			24 -9/.M=Missing
			229 SYSMIS/.

Name	P1U01e	Frequency	Code and Description
Label	P1: Depressed	2347	1=Rarely or Never
Format	Num	Type	Source
Valid N	3092	Mean	450 2=Some or a Little
Minimum		Maximum	187 3=Occasionally or Moderate
			108 4=Most or All
			4 -7/.R=Refused
			24 -9/.M=Missing
			229 SYSMIS/.

Name	P1U01f	Frequency	Code and Description
Label	P1: Everything was an effort	1611	1=Rarely or Never
Format	Num	Type	Source
Valid N	3061	Mean	492 2=Some or a Little
Minimum		Maximum	320 3=Occasionally or Moderate
			638 4=Most or All
			10 -7/.R=Refused
			25 -8/.D=Don't know
			24 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1U01g	Frequency	Code and Description
Label	P1: Fearful	2704	1=Rarely or Never
Format	Num	Type	Source
Valid N	3082	Mean	226 2=Some or a Little
Minimum		Maximum	88 3=Occasionally or Moderate
			64 4=Most or All
			4 -7/.R=Refused
			10 -8/.D=Don't know
			24 -9/.M=Missing
			229 SYSMIS/.

Name	P1U01h	Frequency	Code and Description
Label	P1: Your sleep was restless	2020	1=Rarely or Never
Format	Num	Type	Source
Valid N	3091	Mean	533 2=Some or a Little
Minimum		Maximum	339 3=Occasionally or Moderate
			199 4=Most or All
			2 -7/.R=Refused
			3 -8/.D=Don't know
			24 -9/.M=Missing
			229 SYSMIS/.

Name	P1U01i	Frequency	Code and Description
Label	P1: You talked less than usual	2510	1=Rarely or Never
Format	Num	Type	Source
Valid N	3088	Mean	331 2=Some or a Little
Minimum		Maximum	165 3=Occasionally or Moderate
			82 4=Most or All
			3 -7/.R=Refused
			5 -8/.D=Don't know
			24 -9/.M=Missing
			229 SYSMIS/.

Name	P1U01j	Frequency	Code and Description
Label	P1: You felt lonely	2533	1=Rarely or Never
Format	Num	Type	Source
Valid N	3087	Mean	296 2=Some or a Little
Minimum		Maximum	164 3=Occasionally or Moderate
			94 4=Most or All
			5 -7/.R=Refused
			4 -8/.D=Don't know
			24 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1U01k	Frequency	Code and Description
Label	P1: You felt sad	2253	1=Rarely or Never
Format	Num	Type	Source
Valid N	3091	Mean	546 2=Some or a Little
Minimum		Maximum	206 3=Occasionally or Moderate
			86 4=Most or All
			3 -7/.R=Refused
			2 -8/.D=Don't know
			24 -9/.M=Missing
			229 SYSMIS/.

Name	P1U01l	Frequency	Code and Description
Label	P1: You could not get 'going'	2382	1=Rarely or Never
Format	Num	Type	Source
Valid N	3086	Mean	447 2=Some or a Little
Minimum		Maximum	183 3=Occasionally or Moderate
			74 4=Most or All
			4 -7/.R=Refused
			6 -8/.D=Don't know
			24 -9/.M=Missing
			229 SYSMIS/.

Name	P1Y01a	Frequency	Code and Description
Label	P1: R able to understand q's easily	3027	valid numeric value
Format	Num	Type	Source
Valid N	3027	Mean	6.42
Minimum	1	Maximum	7
			68 -8/.D=Don't know
			25 -9/.M=Missing
			229 SYSMIS/.

Name	P1Y01b	Frequency	Code and Description
Label	P1: The respondent was truthful	3024	valid numeric value
Format	Num	Type	Source
Valid N	3024	Mean	6.69
Minimum	1	Maximum	7
			71 -8/.D=Don't know
			25 -9/.M=Missing
			229 SYSMIS/.

Name	P1Y01c	Frequency	Code and Description
Label	P1: The respondent was accurate	3023	valid numeric value
Format	Num	Type	Source
Valid N	3023	Mean	6.52
Minimum	1	Maximum	7
			1 -7/.R=Refused
			71 -8/.D=Don't know
			25 -9/.M=Missing
			229 SYSMIS/.

Name	P1Y01d	Frequency	Code and Description
Label	P1: R Interested in the interview	3050	valid numeric value
Format	Num	Type	Source
Valid N	3050	Mean	6.58
Minimum	1	Maximum	7
			45 -8/.D=Don't know
			25 -9/.M=Missing
			229 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P1Y01e			Frequency	Code and Description
Label	P1: Respondent was cooperative			3051	valid numeric value
Format	Num	Type	Source	44	-8/.D=Don't know
Valid N	3051	Mean	6.71	25	-9/.M=Missing
Minimum	1	Maximum	7	229	SYSMIS/.
Name	P1Y01f			Frequency	Code and Description
Label	P1: R had no English lang problem			2953	valid numeric value
Format	Num	Type	Source	142	-8/.D=Don't know
Valid N	2953	Mean	6.30	25	-9/.M=Missing
Minimum	1	Maximum	7	229	SYSMIS/.
Name	P1Y01g			Frequency	Code and Description
Label	P1: Interviewed w/out interruptions			3051	valid numeric value
Format	Num	Type	Source	44	-8/.D=Don't know
Valid N	3051	Mean	6.36	25	-9/.M=Missing
Minimum	1	Maximum	7	229	SYSMIS/.
Name	P1Y01h			Frequency	Code and Description
Label	P1: Your opinion about the data			3022	valid numeric value
Format	Num	Type	Source	73	-8/.D=Don't know
Valid N	3022	Mean	6.50	25	-9/.M=Missing
Minimum	1	Maximum	7	229	SYSMIS/.
Name	P1Y_Z1			Frequency	Code and Description
Label	P1: Interviewed with an interpreter			3053	0=No
Format	Num	Type	Source	42	1=Yes
Valid N	3095	Mean		25	-9/.M=Missing
Minimum		Maximum		229	SYSMIS/.
Name	P1Y_Z2			Frequency	Code and Description
Label	P1: Language used			35	12=Spanish
Format	Num	Type	Source	3	20=Arabic
Valid N	41	Mean		3	21=Other
Minimum		Maximum		3053	-1/.N=Not Applicable
				1	-8/.D=Don't know
				25	-9/.M=Missing
				229	SYSMIS/.
Name	P2_Date			Frequency	Code and Description
Label	P2: Date of Interview			1342	March 2010
Format	Num	Type	Source	731	April 2010
Valid N	2601	Mean		528	May 2010
Minimum		Maximum		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2_Lang			Frequency	Code and Description
Label	P2: Language			1853	1=English
Format	Num	Type	Source	748	2=Spanish
Valid N	2601	Mean		748	SYSMIS/.
Minimum		Maximum			
Name	P2_SC9			Frequency	Code and Description
Label	P2: Resp Relationship to child (all resp)			2282	11=Bio/adopt/step mother
Format	Num	Type	Source	170	12=Bio/adopt/step father
Valid N	2601	Mean		107	17=(great)grandparent
Minimum		Maximum		42	31=Other
				748	SYSMIS/.
Name	P2_RGender			Frequency	Code and Description
Label	P2: Respondent Gender			2418	1=Girl/female
Format	Num	Type	Source	175	2=Boy/male
Valid N	2593	Mean		756	SYSMIS/.
Minimum		Maximum			
Name	P2_SC7			Frequency	Code and Description
Label	P2: Respondent birth date (all resp)			2598	valid numeric value
Format	Num	Type	Source	3	-7/.R=Refused
Valid N	2598	Mean	1978.53	748	SYSMIS/.
Minimum	1962	Maximum	1989		
Name	P2SC10			Frequency	Code and Description
Label	P2: Are you child's legal guardian			9	0=No
Format	Num	Type	Source	16	1=Yes
Valid N	25	Mean		205	-1/.N=Not Applic
Minimum		Maximum		3119	SYSMIS/.
Name	P2B01			Frequency	Code and Description
Label	P2: Number of adults living in household			2601	valid numeric value
Format	Num	Type	Source	748	SYSMIS/.
Valid N	2601	Mean	2.03		
Minimum	1	Maximum	10		
Name	P2B02			Frequency	Code and Description
Label	P2: Number of children living in house			2601	valid numeric value
Format	Num	Type	Source	748	SYSMIS/.
Valid N	2601	Mean	2.59		
Minimum	1	Maximum	10		
Name	P2B03			Frequency	Code and Description
Label	P2: Are preloaded HH members correct?			633	0=No
Format	Num	Type	Source	12	.5=No (but Yes in Blaise)
Valid N	2494	Mean		1849	1=Yes
Minimum		Maximum		107	-1/.N=Not Applicable
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2BSI_01	Frequency	Code and Description
Label	P2: Household member 1 still in HH	2601	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	
Name	P2BDL_01	Frequency	Code and Description
Label	P2: Household member 1 date left HH	2601	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	
Name	P2B04_01	Frequency	Code and Description
Label	P2: Household member 1 age	2601	valid numeric value
Format	Num	Type	Source
Valid N	2601	Mean	3.49
Minimum	2	Maximum	5
Name	P2B05_01	Frequency	Code and Description
Label	P2: Household member 1 relationship to child	2601	19=Focus child
Format	Num	Type	Source
Valid N	2601	Mean	748 SYSMIS/.
Minimum		Maximum	
Name	P2B06_01	Frequency	Code and Description
Label	P2: Household member 1 attended Head Start	2494	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	107 -9/.M=Missing
Minimum		Maximum	748 SYSMIS/.
Name	P2B07_01	Frequency	Code and Description
Label	P2: Currently in Head Start, person #01	107	1=Yes
Format	Num	Type	Source
Valid N	107	Mean	2494 -1/.N=Not Applic
Minimum		Maximum	748 SYSMIS/.
Name	P2B08_01	Frequency	Code and Description
Label	P2: Early Head Start, person #01	83	0=No
Format	Num	Type	Source
Valid N	104	Mean	21 1=Yes
Minimum		Maximum	2494 -1/.N=Not Applic
			3 -8/.D=Don't know
			748 SYSMIS/.
Name	P2BHH_01	Frequency	Code and Description
Label	P2: Household member 1 status in HH	2494	0=Stayed
Format	Num	Type	Source
Valid N	2494	Mean	107 -9/.M=Missing
Minimum		Maximum	748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2BSI_02	Frequency	Code and Description
Label	P2: Household member 2 still in HH	26	0=No
Format	Num	Type	Source
Valid N	645	Mean	619 1=Yes
Minimum		Maximum	1849 -1/.N=Not Applic
			107 -9/.M=Missing
			748 SYSMIS/.
<hr/>			
Name	P2BDL_02	Frequency	Code and Description
Label	P2: Household member 2 date left HH	20	valid numeric value
Format	Num	Type	Source
Valid N	20	Mean	
Minimum		Maximum	
			3329 SYSMIS/.
<hr/>			
Name	P2B04_02	Frequency	Code and Description
Label	P2: Household member 2 age	2597	valid numeric value
Format	Num	Type	Source
Valid N	2597	Mean	30.58
Minimum	18	Maximum	80
			4 -9/.M=Missing
			748 SYSMIS/.
<hr/>			
Name	P2B05_02	Frequency	Code and Description
Label	P2: Household member 2 relationship to child	2266	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	2601	Mean	182 2=Bio/adoptive father
Minimum		Maximum	8 3=Stepmother
			5 4=Stepfather
			88 5=Grandmother
			4 6=Grandfather
			9 7=Great grandmother
			24 11=Other relative or in-law (female)
			10 13=Foster parent (female)
			1 14=Foster parent (male)
			4 15=Other non-relative (female)
			748 SYSMIS/.
<hr/>			
Name	P2B06_02	Frequency	Code and Description
Label	P2: Household member 2 attended Head Start	70	0=No
Format	Num	Type	Source
Valid N	96	Mean	26 1=Yes
Minimum		Maximum	2500 -1/.N=Not Applic
			4 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B07_02	Frequency	Code and Description
Label	P2: Currently in Head Start, person #02	2601	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	

Name	P2B08_02	Frequency	Code and Description
Label	P2: Early Head Start, person #02	2600	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1 -9/.M=Missing
Minimum		Maximum	748 SYSMIS/.

Name	P2BHH_02	Frequency	Code and Description
Label	P2: Household member 2 status in HH	2468	0=Stayed
Format	Num	Type	Source
Valid N	2494	Mean	26 2=Left
Minimum		Maximum	107 -9/.M=Missing
			748 SYSMIS/.

Name	P2BSI_03	Frequency	Code and Description
Label	P2: Household member 3 still in HH	127	0=No
Format	Num	Type	Source
Valid N	605	Mean	478 1=Yes
Minimum		Maximum	1900 -1/.N=Not Applic
			96 -9/.M=Missing
			748 SYSMIS/.

Name	P2BDL_03	Frequency	Code and Description
Label	P2: Household member 3 date left HH	114	valid numeric value
Format	Num	Type	Source
Valid N	114	Mean	
Minimum		Maximum	
			3235 SYSMIS/.

Name	P2B04_03	Frequency	Code and Description
Label	P2: Household member 3 age	2454	valid numeric value
Format	Num	Type	Source
Valid N	2454	Mean	25.09
Minimum	0	Maximum	89
			138 -1/.N=Not Applicable
			1 -8/.D=Don't know
			8 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B05_03	Frequency	Code and Description
Label	P2: Household member 3 relationship to child	112	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	2463	Mean	782 2=Bio/adoptive father
Minimum		Maximum	6 3=Stepmother
			80 4=Stepfather
			193 5=Grandmother
			78 6=Grandfather
			20 7=Great grandmother
			10 8=Great grandfather
			452 9=Sister/half/sstepsister
			511 10=Brother/half/stepbrother
			83 11=Other relative or in-law (female)
			70 12=Other relative or in-law (male)
			1 13=Foster parent (female)
			7 14=Foster parent (male)
			14 15=Other non-relative (female)
			16 16=Other non-relative (male)
			2 17=Parent's partner (female)
			26 18=Parent's partner (male)
			138 -1/.N=Not Applicable
			748 SYSMIS/.

Name	P2B06_03	Frequency	Code and Description
Label	P2: Household member 3 attended Head Start	73	0=No
Format	Num	Type	Source
Valid N	100	Mean	27 1=Yes
Minimum		Maximum	2493 -1/.N=Not Applic
			8 -8/.D=Don't know
			748 SYSMIS/.

Name	P2B07_03	Frequency	Code and Description
Label	P2: Currently in Head Start, person #03	2	0=No
Format	Num	Type	Source
Valid N	4	Mean	2 1=Yes
Minimum		Maximum	2597 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2B08_03	Frequency	Code and Description
Label	P2: Early Head Start, person #03	36	0=No
Format	Num	Type	Source
Valid N	39	Mean	3 1=Yes
Minimum		Maximum	2561 -1/.N=Not Applic
			1 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2BHH_03	Frequency	Code and Description
Label	P2: Household member 3 status in HH	2201	0=Stayed
Format	Num	Type	Source
Valid N	2367	Mean	39 1=Joined
Minimum		Maximum	127 2=Left
			138 -1/.N=Not Applicable
			96 -9/.M=Missing
			748 SYSMIS/.

Name	P2BSI_04	Frequency	Code and Description
Label	P2: Household member 4 still in HH	122	0=No
Format	Num	Type	Source
Valid N	497	Mean	375 1=Yes
Minimum		Maximum	2021 -1/.N=Not Applic
			83 -9/.M=Missing
			748 SYSMIS/.

Name	P2BDL_04	Frequency	Code and Description
Label	P2: Household member 4 date left HH	109	valid numeric value
Format	Num	Type	Source
Valid N	109	Mean	
Minimum		Maximum	
			3240 SYSMIS/.

Name	P2B04_04	Frequency	Code and Description
Label	P2: Household member 4 age	2029	valid numeric value
Format	Num	Type	Source
Valid N	2029	Mean	16.56
Minimum	0	Maximum	95
			562 -1/.N=Not Applicable
			2 -8/.D=Don't know
			8 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B05_04	Frequency	Code and Description
Label	P2: Household member 4 relationship to child	25	1=Bio/adoptive mother
Format	Num	99	2=Bio/adoptive father
Valid N	2037	1	3=Stepmother
Minimum		20	4=Stepfather
		104	5=Grandmother
		81	6=Grandfather
		14	7=Great grandmother
		7	8=Great grandfather
		661	9=Sister/half/sister
		717	10=Brother/half/stepbrother
		121	11=Other relative or in-law (female)
		123	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		1	14=Foster parent (male)
		17	15=Other non-relative (female)
		38	16=Other non-relative (male)
		7	18=Parent's partner (male)
		562	-1/.N=Not Applicable
		2	-9/.M=Missing
		748	SYSMIS/.

Name	P2B06_04	Frequency	Code and Description
Label	P2: Household member 4 attended Head Start	77	0=No
Format	Num	42	1=Yes
Valid N	119	2471	-1/.N=Not Applic
Minimum		11	-8/.D=Don't know
		748	SYSMIS/.

Name	P2B07_04	Frequency	Code and Description
Label	P2: Currently in Head Start, person #04	4	1=Yes
Format	Num	2597	-1/.N=Not Applic
Valid N	4	748	SYSMIS/.
Minimum			

Name	P2B08_04	Frequency	Code and Description
Label	P2: Early Head Start, person #04	90	0=No
Format	Num	12	1=Yes
Valid N	102	2493	-1/.N=Not Applic
Minimum		3	-8/.D=Don't know
		3	-9/.M=Missing
		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2BHH_04	Frequency	Code and Description
Label	P2: Household member 4 status in HH	1732	0=Stayed
Format	Num	Type	Source
Valid N	1956	Mean	102 1=Joined
Minimum		Maximum	122 2=Left
			562 -1/.N=Not Applicable
			83 -9/.M=Missing
			748 SYSMIS/.

Name	P2BSI_05	Frequency	Code and Description
Label	P2: Household member 5 still in HH	83	0=No
Format	Num	Type	Source
Valid N	357	Mean	274 1=Yes
Minimum		Maximum	2187 -1/.N=Not Applic
			57 -9/.M=Missing
			748 SYSMIS/.

Name	P2BDL_05	Frequency	Code and Description
Label	P2: Household member 5 date left HH	76	valid numeric value
Format	Num	Type	Source
Valid N	76	Mean	
Minimum		Maximum	
			3273 SYSMIS/.

Name	P2B04_05	Frequency	Code and Description
Label	P2: Household member 5 age	1332	valid numeric value
Format	Num	Type	Source
Valid N	1332	Mean	15.15
Minimum	0	Maximum	88
			1266 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B05_05	Frequency	Code and Description
Label	P2: Household member 5 relationship to child	16	1=Bio/adoptive mother
Format	Num	99	2=Bio/adoptive father
Valid N	1334	1	3=Stepmother
Minimum		18	4=Stepfather
Type	Source	40	5=Grandmother
Mean		33	6=Grandfather
Maximum		6	7=Great grandmother
		6	8=Great grandfather
		416	9=Sister/half/sstepsister
		427	10=Brother/half/stepbrother
		97	11=Other relative or in-law (female)
		130	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		16	15=Other non-relative (female)
		18	16=Other non-relative (male)
		2	17=Parent's partner (female)
		8	18=Parent's partner (male)
		1266	-1/.N=Not Applicable
		1	-9/.M=Missing
		748	SYSMIS/.

Name	P2B06_05	Frequency	Code and Description
Label	P2: Household member 5 attended Head Start	71	0=No
Format	Num	41	1=Yes
Valid N	112	2480	-1/.N=Not Applic
Minimum		9	-8/.D=Don't know
Type	Source	748	SYSMIS/.
Mean			
Maximum			

Name	P2B07_05	Frequency	Code and Description
Label	P2: Currently in Head Start, person #05	2	0=No
Format	Num	2	1=Yes
Valid N	4	2596	-1/.N=Not Applic
Minimum		1	-9/.M=Missing
Type	Source	748	SYSMIS/.
Mean			
Maximum			

Name	P2B08_05	Frequency	Code and Description
Label	P2: Early Head Start, person #05	83	0=No
Format	Num	9	1=Yes
Valid N	92	2507	-1/.N=Not Applic
Minimum		1	-8/.D=Don't know
Type	Source	1	-9/.M=Missing
Mean		748	SYSMIS/.
Maximum			

Codebook for Child-Level PUF, continued

Name	P2BHH_05	Frequency	Code and Description
Label	P2: Household member 5 status in HH	1073	0=Stayed
Format	Num	Type	Source
Valid N	1278	Mean	122 1=Joined
Minimum		Maximum	83 2=Left
			1266 -1/.N=Not Applicable
			57 -9/.M=Missing
			748 SYSMIS/.

Name	P2BSI_06	Frequency	Code and Description
Label	P2: Household member 6 still in HH	61	0=No
Format	Num	Type	Source
Valid N	228	Mean	167 1=Yes
Minimum		Maximum	2341 -1/.N=Not Applic
			32 -9/.M=Missing
			748 SYSMIS/.

Name	P2BDL_06	Frequency	Code and Description
Label	P2: Household member 6 date left HH	55	valid numeric value
Format	Num	Type	Source
Valid N	55	Mean	
Minimum		Maximum	
			3294 SYSMIS/.

Name	P2B04_06	Frequency	Code and Description
Label	P2: Household member 6 age	743	valid numeric value
Format	Num	Type	Source
Valid N	743	Mean	15.27
Minimum	0	Maximum	80
			1856 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B05_06	Frequency	Code and Description
Label	P2: Household member 6 relationship to child	9	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	744	Mean	56 2=Bio/adoptive father
Minimum		Maximum	1 3=Stepmother
			9 4=Stepfather
			17 5=Grandmother
			23 6=Grandfather
			5 7=Great grandmother
			1 8=Great grandfather
			198 9=Sister/half/sister
			206 10=Brother/half/stepbrother
			85 11=Other relative or in-law (female)
			95 12=Other relative or in-law (male)
			1 14=Foster parent (male)
			15 15=Other non-relative (female)
			20 16=Other non-relative (male)
			3 18=Parent's partner (male)
			1856 -1/.N=Not Applicable
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2B06_06	Frequency	Code and Description
Label	P2: Household member 6 attended Head Start	57	0=No
Format	Num	Type	Source
Valid N	86	Mean	29 1=Yes
Minimum		Maximum	2504 -1/.N=Not Applic
			10 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2B07_06	Frequency	Code and Description
Label	P2: Currently in Head Start, person #06	2	0=No
Format	Num	Type	Source
Valid N	5	Mean	3 1=Yes
Minimum		Maximum	2596 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2B08_06	Frequency	Code and Description
Label	P2: Early Head Start, person #06	55	0=No
Format	Num	Type	Source
Valid N	64	Mean	9 1=Yes
Minimum		Maximum	2534 -1/.N=Not Applic
			3 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2BHH_06	Frequency	Code and Description
Label	P2: Household member 6 status in HH	545	0=Stayed
Format	Num	Type	Source
Valid N	713	Mean	107 1=Joined
Minimum		Maximum	61 2=Left
			1856 -1/.N=Not Applicable
			32 -9/.M=Missing
			748 SYSMIS/.

Name	P2BSI_07	Frequency	Code and Description
Label	P2: Household member 7 still in HH	36	0=No
Format	Num	Type	Source
Valid N	132	Mean	96 1=Yes
Minimum		Maximum	2450 -1/.N=Not Applic
			19 -9/.M=Missing
			748 SYSMIS/.

Name	P2BDL_07	Frequency	Code and Description
Label	P2: Household member 7 date left HH	31	valid numeric value
Format	Num	Type	Source
Valid N	31	Mean	
Minimum		Maximum	
			3318 SYSMIS/.

Name	P2B04_07	Frequency	Code and Description
Label	P2: Household member 7 age	376	valid numeric value
Format	Num	Type	Source
Valid N	376	Mean	2224 -1/.N=Not Applicable
Minimum	0	Maximum	14.29
			83
			1 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B05_07	Frequency	Code and Description
Label	P2: Household member 7 relationship to child	4	1=Bio/adoptive mother
Format	Num	26	2=Bio/adoptive father
Valid N	377	1	3=Stepmother
Minimum		1	4=Stepfather
		15	5=Grandmother
		11	6=Grandfather
		2	7=Great grandmother
		1	8=Great grandfather
		88	9=Sister/half/sister
		95	10=Brother/half/stepbrother
		56	11=Other relative or in-law (female)
		53	12=Other relative or in-law (male)
		1	14=Foster parent (male)
		9	15=Other non-relative (female)
		13	16=Other non-relative (male)
		1	18=Parent's partner (male)
		2224	-1/.N=Not Applicable
		748	SYSMIS/.

Name	P2B06_07	Frequency	Code and Description
Label	P2: Household member 7 attended Head Start	39	0=No
Format	Num	14	1=Yes
Valid N	53	2545	-1/.N=Not Applic
Minimum		3	-8/.D=Don't know
		748	SYSMIS/.

Name	P2B07_07	Frequency	Code and Description
Label	P2: Currently in Head Start, person #07	1	0=No
Format	Num	2600	-1/.N=Not Applic
Valid N	1	748	SYSMIS/.
Minimum			

Name	P2B08_07	Frequency	Code and Description
Label	P2: Early Head Start, person #07	42	0=No
Format	Num	5	1=Yes
Valid N	47	2553	-1/.N=Not Applic
Minimum		1	-8/.D=Don't know
		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2BHH_07	Frequency	Code and Description
Label	P2: Household member 7 status in HH	249	0=Stayed
Format	Num	Type	Source
Valid N	358	Mean	73 1=Joined
Minimum		Maximum	36 2=Left
			2224 -1/.N=Not Applicable
			19 -9/.M=Missing
			748 SYSMIS/.

Name	P2BSI_08	Frequency	Code and Description
Label	P2: Household member 8 still in HH	16	0=No
Format	Num	Type	Source
Valid N	70	Mean	54 1=Yes
Minimum		Maximum	2524 -1/.N=Not Applic
			7 -9/.M=Missing
			748 SYSMIS/.

Name	P2BDL_08	Frequency	Code and Description
Label	P2: Household member 8 date left HH	15	valid numeric value
Format	Num	Type	Source
Valid N	15	Mean	
Minimum		Maximum	
			3334 SYSMIS/.

Name	P2B04_08	Frequency	Code and Description
Label	P2: Household member 8 age	185	valid numeric value
Format	Num	Type	Source
Valid N	185	Mean	12.09
Minimum	0	Maximum	71
			2416 -1/.N=Not Applicable
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B05_08	Frequency	Code and Description
Label	P2: Household member 8 relationship to child	1	1=Bio/adoptive mother
Format	Num	7	2=Bio/adoptive father
Valid N	185	1	4=Stepfather
Minimum		4	5=Grandmother
		5	6=Grandfather
		1	8=Great grandfather
		45	9=Sister/half/sstepsister
		44	10=Brother/half/stepbrother
		33	11=Other relative or in-law (female)
		29	12=Other relative or in-law (male)
		1	14=Foster parent (male)
		5	15=Other non-relative (female)
		7	16=Other non-relative (male)
		1	17=Parent's partner (female)
		1	18=Parent's partner (male)
		2416	-1/.N=Not Applicable
		748	SYSMIS/.

Name	P2B06_08	Frequency	Code and Description
Label	P2: Household member 8 attended Head Start	23	0=No
Format	Num	9	1=Yes
Valid N	32	2568	-1/.N=Not Applic
Minimum		1	-8/.D=Don't know
		748	SYSMIS/.

Name	P2B07_08	Frequency	Code and Description
Label	P2: Currently in Head Start, person #08	2601	-1/.N=Not Applic
Format	Num	748	SYSMIS/.
Valid N	0		
Minimum			

Name	P2B08_08	Frequency	Code and Description
Label	P2: Early Head Start, person #08	26	0=No
Format	Num	1	1=Yes
Valid N	27	2573	-1/.N=Not Applic
Minimum		1	-8/.D=Don't know
		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2BHH_08	Frequency	Code and Description
Label	P2: Household member 8 status in HH	114	0=Stayed
Format	Num	Type	Source
Valid N	178	Mean	48 1=Joined
Minimum		Maximum	16 2=Left
			2416 -1/.N=Not Applicable
			7 -9/.M=Missing
			748 SYSMIS/.
Name	P2BSI_09	Frequency	Code and Description
Label	P2: Household member 9 still in HH	11	0=No
Format	Num	Type	Source
Valid N	33	Mean	22 1=Yes
Minimum		Maximum	2564 -1/.N=Not Applic
			1 -8/.D=Don't know
			3 -9/.M=Missing
			748 SYSMIS/.
Name	P2BDL_09	Frequency	Code and Description
Label	P2: Household member 9 date left HH	10	valid numeric value
Format	Num	Type	Source
Valid N	10	Mean	
Minimum		Maximum	
			3339 SYSMIS/.
Name	P2B04_09	Frequency	Code and Description
Label	P2: Household member 9 age	82	valid numeric value
Format	Num	Type	Source
Valid N	82	Mean	12.33
Minimum	0	Maximum	65
			2519 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2B05_09	Frequency	Code and Description
Label	P2: Household member 9 relationship to child	1	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	82	Mean	4 2=Bio/adoptive father
Minimum		Maximum	2 5=Grandmother
			1 6=Grandfather
			18 9=Sister/half/sstepsister
			16 10=Brother/half/stepbrother
			16 11=Other relative or in-law (female)
			16 12=Other relative or in-law (male)
			1 14=Foster parent (male)
			2 15=Other non-relative (female)
			4 16=Other non-relative (male)
			1 17=Parent's partner (female)
			2519 -1/.N=Not Applicable
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B06_09	Frequency	Code and Description
Label	P2: Household member 9 attended Head Start	10	0=No
Format	Num	Type	Source
Valid N	19	Mean	9 1=Yes
Minimum		Maximum	2581 -1/.N=Not Applic
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2B07_09	Frequency	Code and Description
Label	P2: Currently in Head Start, person #09	1	1=Yes
Format	Num	Type	Source
Valid N	1	Mean	2599 -1/.N=Not Applic
Minimum		Maximum	1 -9/.M=Missing
			748 SYSMIS/.

Name	P2B08_09	Frequency	Code and Description
Label	P2: Early Head Start, person #09	11	0=No
Format	Num	Type	Source
Valid N	14	Mean	3 1=Yes
Minimum		Maximum	2585 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2BHH_09	Frequency	Code and Description
Label	P2: Household member 9 status in HH	40	0=Stayed
Format	Num	Type	Source
Valid N	78	Mean	27 1=Joined
Minimum		Maximum	11 2=Left
			2519 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			748 SYSMIS/.

Name	P2BSI_10	Frequency	Code and Description
Label	P2: Household member 10 still in HH	3	0=No
Format	Num	Type	Source
Valid N	18	Mean	15 1=Yes
Minimum		Maximum	2580 -1/.N=Not Applic
			1 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2BDL_10	Frequency	Code and Description
Label	P2: Household member 10 date left HH	3	valid numeric value
Format	Num	Type	Source
Valid N	3	Mean	
Minimum		Maximum	
			3346 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B04_10	Frequency	Code and Description
Label	P2: Household member 10 age	39	valid numeric value
Format	Num	Type	Source
Valid N	39	Mean	14.36
Minimum	0	Maximum	71
Name	P2B05_10	Frequency	Code and Description
Label	P2: Household member 10 relationship to child	1	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	39	Mean	3
Minimum		Maximum	2
			4=Stepfather
			1
			5=Grandmother
			1
			7=Great grandmother
			6
			9=Sister/half/sstepsister
			4
			10=Brother/half/stepbrother
			8
			11=Other relative or in-law (female)
			9
			12=Other relative or in-law (male)
			1
			14=Foster parent (male)
			2
			16=Other non-relative (male)
			1
			18=Parent's partner (male)
			2562
			-1/.N=Not Applicable
			748
			SYSMIS/.
Name	P2B06_10	Frequency	Code and Description
Label	P2: Household member 10 attended Head Start	3	0=No
Format	Num	Type	Source
Valid N	9	Mean	6
Minimum		Maximum	1
			1=Yes
			2591
			-1/.N=Not Applic
			1
			-8/.D=Don't know
			748
			SYSMIS/.
Name	P2B07_10	Frequency	Code and Description
Label	P2: Currently in Head Start, person #10	2600	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1
Minimum		Maximum	-9/.M=Missing
			748
			SYSMIS/.
Name	P2B08_10	Frequency	Code and Description
Label	P2: Early Head Start, person #10	5	0=No
Format	Num	Type	Source
Valid N	5	Mean	2595
Minimum		Maximum	-1/.N=Not Applic
			1
			-9/.M=Missing
			748
			SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2BHH_10	Frequency	Code and Description
Label	P2: Household member 10 status in HH	21	0=Stayed
Format	Num	Type	Source
Valid N	36	Mean	12 1=Joined
Minimum		Maximum	3 2=Left
			2562 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.
Name	P2BSI_11	Frequency	Code and Description
Label	P2: Household member 11 still in HH	2	0=No
Format	Num	Type	Source
Valid N	9	Mean	7 1=Yes
Minimum		Maximum	2590 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.
Name	P2BDL_11	Frequency	Code and Description
Label	P2: Household member 11 date left HH	2	valid numeric value
Format	Num	Type	Source
Valid N	2	Mean	
Minimum		Maximum	
			3347 SYSMIS/.
Name	P2B04_11	Frequency	Code and Description
Label	P2: Household member 11 age	23	valid numeric value
Format	Num	Type	Source
Valid N	23	Mean	13.30
Minimum	0	Maximum	52
			2577 -1/.N=Not Applicable
			1 -8/.D=Don't know
			748 SYSMIS/.
Name	P2B05_11	Frequency	Code and Description
Label	P2: Household member 11 relationship to child	1	2=Bio/adoptive father
Format	Num	Type	Source
Valid N	24	Mean	1 5=Grandmother
Minimum		Maximum	5 9=Sister/half/sister
			5 10=Brother/half/stepbrother
			3 11=Other relative or in-law (female)
			7 12=Other relative or in-law (male)
			1 13=Foster parent (female)
			1 15=Other non-relative (female)
			2577 -1/.N=Not Applicable
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B06_11	Frequency	Code and Description
Label	P2: Household member 11 attended Head Start	6	0=No
Format	Num	Type	Source
Valid N	7	Mean	1 1=Yes
Minimum		Maximum	2593 -1/.N=Not Applic
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2B07_11	Frequency	Code and Description
Label	P2: Currently in Head Start, person #11	2600	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1 -9/.M=Missing
Minimum		Maximum	748 SYSMIS/.

Name	P2B08_11	Frequency	Code and Description
Label	P2: Early Head Start, person #11	3	0=No
Format	Num	Type	Source
Valid N	4	Mean	1 1=Yes
Minimum		Maximum	2596 -1/.N=Not Applic
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2BHH_11	Frequency	Code and Description
Label	P2: Household member 11 status in HH	12	0=Stayed
Format	Num	Type	Source
Valid N	22	Mean	8 1=Joined
Minimum		Maximum	2 2=Left
			2577 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2BSI_12	Frequency	Code and Description
Label	P2: Household member 12 still in HH	3	1=Yes
Format	Num	Type	Source
Valid N	3	Mean	2597 -1/.N=Not Applic
Minimum		Maximum	1 -9/.M=Missing
			748 SYSMIS/.

Name	P2BDL_12	Frequency	Code and Description
Label	P2: Household member 12 date left HH	3349	SYSMIS/.
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	

Name	P2B04_12	Frequency	Code and Description
Label	P2: Household member 12 age	12	valid numeric value
Format	Num	Type	Source
Valid N	12	Mean	17.50
Minimum	0	Maximum	45
			2589 -1/.N=Not Applicable
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B05_12	Frequency	Code and Description
Label	P2: Household member 12 relationship to child	1	5=Grandmother
Format	Num	Type	Source
Valid N	12	Mean	3 9=Sister/half/stepmother
Minimum		Maximum	4 11=Other relative or in-law (female)

2589 -1/.N=Not Applicable
748 SYSMIS/.

Name	P2B06_12	Frequency	Code and Description
Label	P2: Household member 12 attended Head Start	5	0=No
Format	Num	Type	Source
Valid N	6	Mean	1 1=Yes
Minimum		Maximum	

2594 -1/.N=Not Applicable
1 -8/.D=Don't know
748 SYSMIS/.

Name	P2B07_12	Frequency	Code and Description
Label	P2: Currently in Head Start, person #12	2601	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	

Name	P2B08_12	Frequency	Code and Description
Label	P2: Early Head Start, person #12	2	0=No
Format	Num	Type	Source
Valid N	3	Mean	1 1=Yes
Minimum		Maximum	

2598 -1/.N=Not Applicable
748 SYSMIS/.

Name	P2BHH_12	Frequency	Code and Description
Label	P2: Household member 12 status in HH	4	0=Stayed
Format	Num	Type	Source
Valid N	11	Mean	7 1=Joined
Minimum		Maximum	

2589 -1/.N=Not Applicable
1 -9/.M=Missing
748 SYSMIS/.

Name	P2BSI_13	Frequency	Code and Description
Label	P2: Household member 13 still in HH	2600	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	1 -9/.M=Missing
Minimum		Maximum	

748 SYSMIS/.

Name	P2BDL_13	Frequency	Code and Description
Label	P2: Household member 13 date left HH	3349	SYSMIS/.
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P2B04_13	Frequency	Code and Description
Label	P2: Household member 13 age	6	valid numeric value
Format	Num	Type	Source
Valid N	6	Mean	16.50
Minimum	0	Maximum	23
Name	P2B05_13	Frequency	Code and Description
Label	P2: Household member 13 relationship to child	1	9=Sister/half/stepsister
Format	Num	Type	Source
Valid N	6	Mean	4
Minimum		Maximum	12=Other relative or in-law (male)
			2595 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2B06_13	Frequency	Code and Description
Label	P2: Household member 13 attended Head Start	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	2597 -1/.N=Not Applic
Minimum		Maximum	748 SYSMIS/.
Name	P2B07_13	Frequency	Code and Description
Label	P2: Currently in Head Start, person #13	2601	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	
Name	P2B08_13	Frequency	Code and Description
Label	P2: Early Head Start, person #13	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	2600 -1/.N=Not Applic
Minimum		Maximum	748 SYSMIS/.
Name	P2BHH_13	Frequency	Code and Description
Label	P2: Household member 13 status in HH	1	0=Stayed
Format	Num	Type	Source
Valid N	5	Mean	4
Minimum		Maximum	1=Joined
			2595 -1/.N=Not Applicable
			1 -9/.M=Missing
			748 SYSMIS/.
Name	P2BSI_14	Frequency	Code and Description
Label	P2: Household member 14 still in HH	2601	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	
Name	P2BDL_14	Frequency	Code and Description
Label	P2: Household member 14 date left HH	3349	SYSMIS/.
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P2B04_14	Frequency	Code and Description
Label	P2: Household member 14 age		2 valid numeric value
Format	Num	Type	Source
Valid N	2	Mean	13.00
Minimum	4	Maximum	22
Name	P2B05_14	Frequency	Code and Description
Label	P2: Household member 14 relationship to child		1 11=Other relative or in-law (female)
Format	Num	Type	Source
Valid N	2	Mean	1 12=Other relative or in-law (male)
Minimum		Maximum	2599 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2B06_14	Frequency	Code and Description
Label	P2: Household member 14 attended Head Start		1 0=No
Format	Num	Type	Source
Valid N	2	Mean	1 1=Yes
Minimum		Maximum	2599 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2B07_14	Frequency	Code and Description
Label	P2: Currently in Head Start, person #14		2601 -1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	
Name	P2B08_14	Frequency	Code and Description
Label	P2: Early Head Start, person #14		1 0=No
Format	Num	Type	Source
Valid N	1	Mean	2600 -1/.N=Not Applicable
Minimum		Maximum	748 SYSMIS/.
Name	P2BHH_14	Frequency	Code and Description
Label	P2: Household member 14 status in HH		2 1=Joined
Format	Num	Type	Source
Valid N	2	Mean	2599 -1/.N=Not Applicable
Minimum		Maximum	748 SYSMIS/.
Name	P2BSI_15	Frequency	Code and Description
Label	P2: Household member 15 still in HH		2601 -1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	
Name	P2BDL_15	Frequency	Code and Description
Label	P2: Household member 15 date left HH		3349 SYSMIS/.
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P2B04_15	Frequency	Code and Description
Label	P2: Household member 15 age	2	valid numeric value
Format	Num	Type	Source
Valid N	2	Mean	18.00
Minimum	7	Maximum	29
Name	P2B05_15	Frequency	Code and Description
Label	P2: Household member 15 relationship to child	2	12=Other relative or in-law (male)
Format	Num	Type	Source
Valid N	2	Mean	
Minimum		Maximum	
Name	P2B06_15	Frequency	Code and Description
Label	P2: Household member 15 attended Head Start	1	0=No
Format	Num	Type	Source
Valid N	2	Mean	
Minimum		Maximum	
Name	P2B07_15	Frequency	Code and Description
Label	P2: Currently in Head Start, person #15	2601	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	
Name	P2B08_15	Frequency	Code and Description
Label	P2: Early Head Start, person #15	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	
Minimum		Maximum	
Name	P2BHH_15	Frequency	Code and Description
Label	P2: Household member 15 status in HH	2	1=Joined
Format	Num	Type	Source
Valid N	2	Mean	
Minimum		Maximum	
Name	P2B09	Frequency	Code and Description
Label	P2: R marital status w/ other parent in HH	807	1=married
Format	Num	Type	Source
Valid N	1280	Mean	
Minimum		Maximum	
			8 2=divorced
			10 3=separated
			455 4=not married
			1299 -1/.N=Not Applic
			22 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2B10	Frequency	Code and Description
Label	P2: R relationship status w/ oth parent in HH	424	1=we are romantically involved on a steady basis
Format	Num	Type	Source
Valid N	466	Mean	14 2=involved in an on-again/off-again relationship
Minimum		Maximum	13 3=we are just friends
			15 4=we are not in any kind of relationship
			2106 -1/.N=Not Applicable
			5 -7/.R=Refused
			2 -8/.D=Don't know
			22 -9/.M=Missing
			748 SYSMIS/.
Name	P2C03	Frequency	Code and Description
Label	P2: # dys/wk child attended HS program	2590	valid numeric value
Format	Num	Type	Source
Valid N	2590	Mean	4.57
Minimum	1	Maximum	6
			5 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.
Name	P2C04	Frequency	Code and Description
Label	P2: # of hrs/ wk child attended HS prog	2568	valid numeric value
Format	Num	Type	Source
Valid N	2568	Mean	25.51
Minimum	1	Maximum	60
			2 -7/.R=Refused
			25 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.
Name	P2C05	Frequency	Code and Description
Label	P2: # of days child absent from HS prog	2552	valid numeric value
Format	Num	Type	Source
Valid N	2552	Mean	6.18
Minimum	0	Maximum	90
			3 -7/.R=Refused
			40 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.
Name	P2C05a	Frequency	Code and Description
Label	P2: Estimate of HS absences - ranges	32	1=15 days or less
Format	Num	Type	Source
Valid N	41	Mean	9 2=16 days or more
Minimum		Maximum	2552 -1/.N=Not Applic
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2C06	Frequency	Code and Description
Label	P2: Estimate absences - ranges < 16 days	10	1=1 to 5 days
Format	Num	Type	Source
Valid N	30	Mean	11 2=6 to 10 days
Minimum		Maximum	9 3=11 - 15 days
			2561 -1/.N=Not Applic
			4 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.
Name	P2C07	Frequency	Code and Description
Label	P2: Estimate absences - ranges > 15 days	6	4=16 - 20 days
Format	Num	Type	Source
Valid N	9	Mean	2 5=21 - 30 days
Minimum		Maximum	1 6=31 - 40 days
			2584 -1/.N=Not Applicable
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.
Name	P2C08	Frequency	Code and Description
Label	P2: Most frequent reason for HS absence	1898	1=Illness of child
Format	Num	Type	Source
Valid N	2473	Mean	76 2=Illness of family member
Minimum		Maximum	23 3=Conflict with parent's work or school schedule
			89 4=Lack of transportation
			42 5=Bad weather
			1 6=Child did not want to go
			73 7=Parent decision not to send child or to send child elsewhere
			1 8=Family is/was homeless
			47 9=Other
			223 10=Doctor/dentist appointment
			118 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.
Name	P2C09	Frequency	Code and Description
Label	P2: How many teachers are in Child's class	2584	valid numeric value
Format	Num	Type	Source
Valid N	2584	Mean	2.30
Minimum	1	Maximum	33
			11 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D01	Frequency	Code and Description
Label	P2: Freq. child read to in past week	36	1=not at all
Format	Num	Type	Source
Valid N	2598	Mean	570 2=once or twice
Minimum		Maximum	1117 3=3+ times, but not daily
			875 4=every day
			3 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D02	Frequency	Code and Description
Label	P2: No of minutes/day child is read to	2593	valid numeric value
Format	Num	Type	Source
Valid N	2593	Mean	22.94
Minimum	0	Maximum	120
			1 -7/.R=Refused
			7 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D03a	Frequency	Code and Description
Label	P2: Told [him/her] a story	308	0=No
Format	Num	Type	Source
Valid N	2596	Mean	2288 1=Yes
Minimum		Maximum	
			1 -7/.R=Refused
			4 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D03b	Frequency	Code and Description
Label	P2: Taught child letters, words, numb	61	0=No
Format	Num	Type	Source
Valid N	2601	Mean	2540 1=Yes
Minimum		Maximum	
			748 SYSMIS/.

Name	P2D03c	Frequency	Code and Description
Label	P2: Taught child songs or music	401	0=No
Format	Num	Type	Source
Valid N	2600	Mean	2199 1=Yes
Minimum		Maximum	
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D03d	Frequency	Code and Description
Label	P2: Worked on arts/crafts with child	779	0=No
Format	Num	Type	Source
Valid N	2596	Mean	1817 1=Yes
Minimum		Maximum	
			5 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D03e	Frequency	Code and Description
Label	P2: Played with toys/games indoors	49	0=No
Format	Num	Type	Source
Valid N	2601	Mean	2552 1=Yes
Minimum		Maximum	
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D03f			Frequency	Code and Description
Label	P2: Played game, sport, exercise			233	0=No
Format	Num	Type	Source	2368	1=Yes
Valid N	2601	Mean		748	SYSMIS/.
Minimum		Maximum			
Name	P2D03g			Frequency	Code and Description
Label	P2: Took child on errands			103	0=No
Format	Num	Type	Source	2497	1=Yes
Valid N	2600	Mean		1	-8/.D=Don't know
Minimum		Maximum		748	SYSMIS/.
Name	P2D03h			Frequency	Code and Description
Label	P2: Involved child in household chores			256	0=No
Format	Num	Type	Source	2345	1=Yes
Valid N	2601	Mean		748	SYSMIS/.
Minimum		Maximum			
Name	P2D03i			Frequency	Code and Description
Label	P2: Talk about what happened in HS			127	0=No
Format	Num	Type	Source	2470	1=Yes
Valid N	2597	Mean		4	-8/.D=Don't know
Minimum		Maximum		748	SYSMIS/.
Name	P2D03j			Frequency	Code and Description
Label	P2: Talked about TV programs/videos			540	0=No
Format	Num	Type	Source	2060	1=Yes
Valid N	2600	Mean		1	-8/.D=Don't know
Minimum		Maximum		748	SYSMIS/.
Name	P2D03k			Frequency	Code and Description
Label	P2: Played counting games			303	0=No
Format	Num	Type	Source	2297	1=Yes
Valid N	2600	Mean		1	-8/.D=Don't know
Minimum		Maximum		748	SYSMIS/.
Name	P2D03l			Frequency	Code and Description
Label	P2: Played a board or card game			1255	0=No
Format	Num	Type	Source	1346	1=Yes
Valid N	2601	Mean		748	SYSMIS/.
Minimum		Maximum			
Name	P2D03m			Frequency	Code and Description
Label	P2: Played with blocks			1239	0=No
Format	Num	Type	Source	1354	1=Yes
Valid N	2593	Mean		8	-8/.D=Don't know
Minimum		Maximum		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D03n	Frequency	Code and Description
Label	P2: Counted different things	244	0=No
Format	Num	Type	Source
Valid N	2600	Mean	2356 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			748 SYSMIS/.
Name	P2D04a	Frequency	Code and Description
Label	P2: Visited a library w/child	1512	0=No
Format	Num	Type	Source
Valid N	2600	Mean	1088 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			748 SYSMIS/.
Name	P2D04b	Frequency	Code and Description
Label	P2: Gone to a movie w/child	1459	0=No
Format	Num	Type	Source
Valid N	2600	Mean	1141 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			748 SYSMIS/.
Name	P2D04c	Frequency	Code and Description
Label	P2: Gone to a play or concert w/child	2055	0=No
Format	Num	Type	Source
Valid N	2601	Mean	546 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			748 SYSMIS/.
Name	P2D04d	Frequency	Code and Description
Label	P2: Gone to a mall w/child	498	0=No
Format	Num	Type	Source
Valid N	2600	Mean	2102 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			748 SYSMIS/.
Name	P2D04e	Frequency	Code and Description
Label	P2: Visited art gallery or museum	1975	0=No
Format	Num	Type	Source
Valid N	2601	Mean	626 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			748 SYSMIS/.
Name	P2D04f	Frequency	Code and Description
Label	P2: Visited playground or park	333	0=No
Format	Num	Type	Source
Valid N	2601	Mean	2268 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			748 SYSMIS/.
Name	P2D04g	Frequency	Code and Description
Label	P2: Visited zoo or aquarium with child	1791	0=No
Format	Num	Type	Source
Valid N	2601	Mean	810 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D04h	Frequency	Code and Description
Label	P2: Talked with child about heritage	1196	0=No
Format	Num	Type	Source
Valid N	2597	Mean	1401 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D04i	Frequency	Code and Description
Label	P2: Attend event sponsored by community	1402	0=No
Format	Num	Type	Source
Valid N	2598	Mean	1196 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D04j	Frequency	Code and Description
Label	P2: Attended athletic event with child	1785	0=No
Format	Num	Type	Source
Valid N	2595	Mean	810 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			5 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D04k	Frequency	Code and Description
Label	P2: Attended church activity/school	1190	0=No
Format	Num	Type	Source
Valid N	2601	Mean	1411 1=Yes
Minimum		Maximum	748 SYSMIS/.

Name	P2D05	Frequency	Code and Description
Label	P2: No of childrens books in household	2597	valid numeric value
Format	Num	Type	Source
Valid N	2597	Mean	37.58
Minimum	0	Maximum	300
			1 -7/.R=Refused
			3 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D06	Frequency	Code and Description
Label	P2: R frequency of reading during pst wk	143	1=not at all
Format	Num	Type	Source
Valid N	2599	Mean	723 2=once or twice
Minimum		Maximum	858 3=3+ times, but not daily
			875 4=every day
			1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D07	Frequency	Code and Description
Label	P2: Other language spoken in home	127	0=No
Format	Num	Type	Source
Valid N	231	Mean	104 1=Yes
Minimum		Maximum	2370 -1/.N=Not Applic
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D08_11	Frequency	Code and Description
Label	P2: In home- French	102	0=No
Format	Num	Type	Source
Valid N	104	Mean	2 11=French
Minimum		Maximum	2497 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2D08_12	Frequency	Code and Description
Label	P2: In home- Spanish	30	0=No
Format	Num	Type	Source
Valid N	104	Mean	74 12=Spanish
Minimum		Maximum	2497 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2D08_16	Frequency	Code and Description
Label	P2: In home- Hmong	98	0=No
Format	Num	Type	Source
Valid N	104	Mean	6 16=Hmong
Minimum		Maximum	2497 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2D08_20	Frequency	Code and Description
Label	P2: In home- Arabic	95	0=No
Format	Num	Type	Source
Valid N	104	Mean	9 20=Arabic
Minimum		Maximum	2497 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2D08_21	Frequency	Code and Description
Label	P2: In home- Other	91	0=No
Format	Num	Type	Source
Valid N	104	Mean	13 21=Other
Minimum		Maximum	2497 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2D08_30	Frequency	Code and Description
Label	P2: In home-African lang	101	0=No
Format	Num	Type	Source
Valid N	104	Mean	3 30=African language
Minimum		Maximum	2497 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2D08a	Frequency	Code and Description
Label	P2: N of adults speaking another lang to child	103	valid numeric value
Format	Num	Type	Source
Valid N	103	Mean	2.05
Minimum	0	Maximum	10
			2497 -1/.N=Not Applicable
			1 -8/.D=Don't know
			748 SYSMIS/.
Name	P2D08b	Frequency	Code and Description
Label	P2: N of children speaking another lang to child	104	valid numeric value
Format	Num	Type	Source
Valid N	104	Mean	1.34
Minimum	0	Maximum	8
			2497 -1/.N=Not Applicable
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D09	Frequency	Code and Description
Label	P2: R's First Language	1	11=French
Format	Num	Type	Source
Valid N	102	Mean	58 12=Spanish
Minimum		Maximum	6 16=Hmong
			8 20=Arabic
			10 21=Other
			17 25=English
			2 30=African language
			2497 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.
Name	P2D10	Frequency	Code and Description
Label	P2: Language spoke often to child	56	12=Spanish
Format	Num	Type	Source
Valid N	104	Mean	5 16=Hmong
Minimum		Maximum	8 20=Arabic
			7 21=Other
			24 25=English
			4 30=African language
			2497 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2D12	Frequency	Code and Description
Label	P2: Language(s) child first learned	6	1=English
Format	Num	Type	Source
Valid N	80	Mean	53 2=Spanish
Minimum		Maximum	1 3=English and Spanish equally
			1 4=English and another language equally
			19 5=Another language
			2521 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2D12a	Frequency	Code and Description
Label	P2: Lang child 1st learned to speak (w/English)	1	30=African language
Format	Num	Type	Source
Valid N	1	Mean	2600 -1/.N=Not Applicable
Minimum		Maximum	748 SYSMIS/.
Name	P2D12b	Frequency	Code and Description
Label	P2: Language child first learned to speak	2601	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P2D13	Frequency	Code and Description
Label	P2: Language(s) child speaks most at home	24	1=English
Format	Num	Type	Source
Valid N	80	Mean	25 2=Spanish
Minimum		Maximum	14 3=English and Spanish equally
			17 5=Another language
			2521 -1/.N=Not Applicable
			748 SYSMIS/.

Name	P2D13a	Frequency	Code and Description
Label	P2: Lang child speaks most at home (w/English)	2601	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	

Name	P2D13b	Frequency	Code and Description
Label	P2: Language child speaks most at home	1	30=African language
Format	Num	Type	Source
Valid N	1	Mean	2600 -1/.N=Not Applicable
Minimum		Maximum	748 SYSMIS/.

Name	P2D14	Frequency	Code and Description
Label	P2: Lang(s) child is mostly read to by R	27	1=English
Format	Num	Type	Source
Valid N	80	Mean	41 2=Language from D10
Minimum		Maximum	12 3=Both (English & D10)
			2521 -1/.N=Not Applicable
			748 SYSMIS/.

Name	P2D14a	Frequency	Code and Description
Label	P2: N of children's books in another language	78	valid numeric value
Format	Num	Type	Source
Valid N	78	Mean	4.35
Minimum	0	Maximum	20
			2522 -1/.N=Not Applicable
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D14b1	Frequency	Code and Description
Label	P2: Comic books and magz for chld in Eng	21	0=No
Format	Num	Type	Source
Valid N	80	Mean	59 1=Yes
Minimum		Maximum	2521 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2D14b2	Frequency	Code and Description
Label	P2: Comic books and magz for chld in anoth lang	45	0=No
Format	Num	Type	Source
Valid N	80	Mean	35 1=Yes
Minimum		Maximum	2521 -1/.N=Not Applic
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D14b3	Frequency	Code and Description
Label	P2: Computer progs games for chld in Eng	35	0=No
Format	Num	Type	Source
Valid N	80	Mean	45 1=Yes
Minimum		Maximum	2521 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2D14b4	Frequency	Code and Description
Label	P2: Computer progs games for child in anoth lang	63	0=No
Format	Num	Type	Source
Valid N	80	Mean	17 1=Yes
Minimum		Maximum	2521 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2D14b5	Frequency	Code and Description
Label	P2: Books or magzs for adults in Eng	43	0=No
Format	Num	Type	Source
Valid N	80	Mean	37 1=Yes
Minimum		Maximum	2521 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2D14b6	Frequency	Code and Description
Label	P2: Books or magzs for adults in anoth lang	31	0=No
Format	Num	Type	Source
Valid N	77	Mean	46 1=Yes
Minimum		Maximum	2522 -1/.N=Not Applic
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D14b7	Frequency	Code and Description
Label	P2: CDs or tapes with singing in English	22	0=No
Format	Num	Type	Source
Valid N	80	Mean	58 1=Yes
Minimum		Maximum	2521 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2D14b8	Frequency	Code and Description
Label	P2: CDs or tapes with singing in anoth lang	18	0=No
Format	Num	Type	Source
Valid N	80	Mean	62 1=Yes
Minimum		Maximum	2521 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2D15a	Frequency	Code and Description
Label	P2: How well R understands English	13	1=Not at all
Format	Num	Type	Source
Valid N	77	Mean	38 2=Not well
Minimum		Maximum	15 3=Well
			11 4=Very well
			2522 -1/.N=Not Applic
			2 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D15b	Frequency	Code and Description
Label	P2: How well R speaks English	20	1=Not at all
Format	Num	Type	Source
Valid N	77	Mean	31 2=Not well
Minimum		Maximum	18 3=Well
			8 4=Very well
			2522 -1/.N=Not Applic
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D15c	Frequency	Code and Description
Label	P2: How well R reads English	19	1=Not at all
Format	Num	Type	Source
Valid N	77	Mean	35 2=Not well
Minimum		Maximum	14 3=Well
			9 4=Very well
			2522 -1/.N=Not Applic
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D16c	Frequency	Code and Description
Label	P2: How well R understands first language	1	1=Not at all
Format	Num	Type	Source
Valid N	77	Mean	3 2=Not well
Minimum		Maximum	17 3=Well
			56 4=Very well
			2522 -1/.N=Not Applic
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D16d	Frequency	Code and Description
Label	P2: How well R speaks first language	2	2=Not well
Format	Num	Type	Source
Valid N	77	Mean	17 3=Well
Minimum		Maximum	58 4=Very well
			2522 -1/.N=Not Applic
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D16a	Frequency	Code and Description
Label	P2: How well R reads first language	3	1=Not at all
Format	Num	Type	Source
Valid N	77	Mean	7 2=Not well
Minimum		Maximum	18 3=Well
			49 4=Very well
			2522 -1/.N=Not Applic
			2 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D16b	Frequency	Code and Description
Label	P2: How well R writes first language	2	1=Not at all
Format	Num	Type	Source
Valid N	77	Mean	7 2=Not well
Minimum		Maximum	20 3=Well
			48 4=Very well
			2522 -1/.N=Not Applic
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D16e1	Frequency	Code and Description
Label	P2: Importance to R that chld knows Eng	24	1=Essential
Format	Num	Type	Source
Valid N	80	Mean	52 2=Very important
Minimum		Maximum	4 3=Somewhat important
			2521 -1/.N=Not Applicable
			748 SYSMIS/.

Name	P2D16e2	Frequency	Code and Description
Label	P2: Importance to R that child uses prim lang	19	1=Essential
Format	Num	Type	Source
Valid N	80	Mean	51 2=Very important
Minimum		Maximum	8 3=Somewhat important
			2 4=Not at all important
			2521 -1/.N=Not Applicable
			748 SYSMIS/.

Name	P2D16e3	Frequency	Code and Description
Label	P2: Importance to R to improve English skills	16	1=Essential
Format	Num	Type	Source
Valid N	77	Mean	54 2=Very important
Minimum		Maximum	6 3=Somewhat important
			1 4=Not at all important
			2522 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D17	Frequency	Code and Description
Label	P2: Someone able to speak language	51	1=always
Format	Num	Type	Source
Valid N	76	Mean	14 2=sometimes
Minimum		Maximum	11 3=never
			2522 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D17a1	Frequency	Code and Description
Label	P2: HS teacher or assistant teachers speaks lang	24	0=No
Format	Num	Type	Source
Valid N	61	Mean	37 1=[Child]'s teacher/assistant teacher
Minimum		Maximum	2533 -1/.N=Not Applicable
			1 -7/.R=Refused
			6 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D17a2	Frequency	Code and Description
Label	P2: HS family service worker speaks lang	57	0=No
Format	Num	Type	Source
Valid N	61	Mean	4 2=Family service worker
Minimum		Maximum	2533 -1/.N=Not Applicable
			1 -7/.R=Refused
			6 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D17a3	Frequency	Code and Description
Label	P2: HS other staff member speaks lang	36	0=No
Format	Num	Type	Source
Valid N	61	Mean	25 3=Another staff member
Minimum		Maximum	2533 -1/.N=Not Applicable
			1 -7/.R=Refused
			6 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D17a4	Frequency	Code and Description
Label	P2: HS volunteer speaks lang	59	0=No
Format	Num	Type	Source
Valid N	61	Mean	2 4=A volunteer
Minimum		Maximum	2533 -1/.N=Not Applicable
			1 -7/.R=Refused
			6 -8/.D=Don't know
			748 SYSMIS/.

Name	P2D17a5	Frequency	Code and Description
Label	P2: Other person at HS who speaks lang	58	0=No
Format	Num	Type	Source
Valid N	61	Mean	3 5=Someone else
Minimum		Maximum	2533 -1/.N=Not Applicable
			1 -7/.R=Refused
			6 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2D18	Frequency	Code and Description
Label	P2: Child want to speak in language	18	0=No
Format	Num	Type	Source
Valid N	35	Mean	17 1=Yes
Minimum		Maximum	2559 -1/.N=Not Applic
			3 -8/.D=Don't know
			4 -9/.M=Missing
			748 SYSMIS/.

Name	P2D19	Frequency	Code and Description
Label	P2: Someone in class to speak lang	12	1=always
Format	Num	Type	Source
Valid N	17	Mean	3 2=sometimes
Minimum		Maximum	2 3=never
			2577 -1/.N=Not Applicable
			3 -8/.D=Don't know
			4 -9/.M=Missing
			748 SYSMIS/.

Name	P2E01	Frequency	Code and Description
Label	P2: TV in Child's household	5	0=No
Format	Num	Type	Source
Valid N	2595	Mean	2590 1=Yes
Minimum		Maximum	6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E02	Frequency	Code and Description
Label	P2: Computer in household child can use	875	0=No
Format	Num	Type	Source
Valid N	2595	Mean	1720 1=Yes
Minimum		Maximum	6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E03a	Frequency	Code and Description
Label	P2: Child spent time watching TV	209	0=No
Format	Num	Type	Source
Valid N	2589	Mean	2380 1=Yes
Minimum		Maximum	5 -1/.N=Not Applic
			1 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E03b	Frequency	Code and Description
Label	P2: Child spent time watching video/DVD	751	0=No
Format	Num	Type	Source
Valid N	2592	Mean	1841 1=Yes
Minimum		Maximum	9 -1/.N=Not Applic
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2E03c	Frequency	Code and Description
Label	P2: Child spent time playing outside	250	0=No
Format	Num	Type	Source
Valid N	2595	Mean	2345 1=Yes
Minimum		Maximum	6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E03d	Frequency	Code and Description
Label	P2: Spent time reading or being read to	175	0=No
Format	Num	Type	Source
Valid N	2594	Mean	2419 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E03e	Frequency	Code and Description
Label	P2: Child spent time playing video games	1734	0=No
Format	Num	Type	Source
Valid N	2595	Mean	861 1=Yes
Minimum		Maximum	6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E03f	Frequency	Code and Description
Label	P2: Spent time playing inside with toys	39	0=No
Format	Num	Type	Source
Valid N	2594	Mean	2555 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E03g	Frequency	Code and Description
Label	P2: Spent time playing computer games	679	0=No
Format	Num	Type	Source
Valid N	1720	Mean	1041 1=Yes
Minimum		Maximum	875 -1/.N=Not Applic
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E03h	Frequency	Code and Description
Label	P2: Used PC for s/thing oth than games	1191	0=No
Format	Num	Type	Source
Valid N	1720	Mean	529 1=Yes
Minimum		Maximum	875 -1/.N=Not Applic
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2E04a	Frequency	Code and Description
Label	P2: Time spent watching TV	493	1=More than two hours
Format	Num	Type	Source
Valid N	2379	Mean	1291 2=One to two hours
Minimum		Maximum	595 3=Less than one hour
			214 -1/.N=Not Applicable
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E04b	Frequency	Code and Description
Label	P2: Time spent watching video/ DVD	234	1=More than two hours
Format	Num	Type	Source
Valid N	1839	Mean	1000 2=One to two hours
Minimum		Maximum	605 3=Less than one hour
			760 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2E04c	Frequency	Code and Description
Label	P2: Time spent playing outside	901	1=More than two hours
Format	Num	Type	Source
Valid N	2344	Mean	1097 2=One to two hours
Minimum		Maximum	346 3=Less than one hour
			250 -1/.N=Not Applicable
			1 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E04d	Frequency	Code and Description
Label	P2: Time spent reading or being read to	160	1=More than two hours
Format	Num	Type	Source
Valid N	2419	Mean	576 2=One to two hours
Minimum		Maximum	1683 3=Less than one hour
			175 -1/.N=Not Applicable
			1 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E04e	Frequency	Code and Description
Label	P2: Time spent playing video games	41	1=More than two hours
Format	Num	Type	Source
Valid N	859	Mean	258 2=One to two hours
Minimum		Maximum	560 3=Less than one hour
			1734 -1/.N=Not Applicable
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2E04f	Frequency	Code and Description
Label	P2: Time spent playing inside with toys	942	1=More than two hours
Format	Num	Type	Source
Valid N	2554	Mean	1180 2=One to two hours
Minimum		Maximum	432 3=Less than one hour
			39 -1/.N=Not Applicable
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E04g	Frequency	Code and Description
Label	P2: Time spent playing computer games	58	1=More than two hours
Format	Num	Type	Source
Valid N	1041	Mean	283 2=One to two hours
Minimum		Maximum	700 3=Less than one hour
			1554 -1/.N=Not Applicable
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E04h	Frequency	Code and Description
Label	P2: Time spent on PC other than games	26	1=More than two hours
Format	Num	Type	Source
Valid N	526	Mean	130 2=One to two hours
Minimum		Maximum	370 3=Less than one hour
			2066 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2E05a	Frequency	Code and Description
Label	P2: Child watches TV/DVD/Videos while eating	1872	0=No
Format	Num	Type	Source
Valid N	2591	Mean	719 1=Yes
Minimum		Maximum	9 -1/.N=Not Applic
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2E05b1	Frequency	Code and Description
Label	P2: English spoken in TV child watches	5	0=No
Format	Num	Type	Source
Valid N	103	Mean	98 1=English
Minimum		Maximum	2498 -1/.N=Not Applicable
			748 SYSMIS/.

Name	P2E05b2	Frequency	Code and Description
Label	P2: Spanish spoken in TV child watches	71	0=No
Format	Num	Type	Source
Valid N	103	Mean	32 2=Spanish
Minimum		Maximum	2498 -1/.N=Not Applicable
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2E05b3	Frequency	Code and Description
Label	P2: Another lang spoken in TV child wathces	97	0=No
Format	Num	Type	Source
Valid N	103	Mean	6 3=Another language
Minimum		Maximum	2498 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2E06	Frequency	Code and Description
Label	P2: Yard/park/playgrnd where child can safely play	228	0=No
Format	Num	Type	Source
Valid N	2594	Mean	2366 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.
Name	P2E08	Frequency	Code and Description
Label	P2: N of days child gets physical activity when not in HS	2590	valid numeric value
Format	Num	Type	Source
Valid N	2590	Mean	4.43
Minimum	0	Maximum	7
			1 -7/.R=Refused
			4 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.
Name	P2E09	Frequency	Code and Description
Label	P2: Time each day child gets physical activity	138	1=less than half an hour
Format	Num	Type	Source
Valid N	2582	Mean	893 2=a half an hour to an hour
Minimum		Maximum	1551 3=more than an hour
			2 -7/.R=Refused
			11 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.
Name	P2F01	Frequency	Code and Description
Label	P2: Can [child] recognize letters	578	1=all letters of the alphabet
Format	Num	Type	Source
Valid N	2595	Mean	988 2=most of them
Minimum		Maximum	963 3=some of them
			66 4=none of them
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2F02	Frequency	Code and Description
Label	P2: How high child can count	13	1=Not at all
Format	Num	Type	Source
Valid N	2589	Mean	138 2=up to five
Minimum		Maximum	762 3=up to ten
			1239 4=up to twenty
			311 5=up to fifty
			126 6=up to 100 or more
			6 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2F03	Frequency	Code and Description
Label	P2: How often child likes to write	14	1=never
Format	Num	Type	Source
Valid N	2594	Mean	97 2=has done it once or twice
Minimum		Maximum	484 3=sometimes
			1999 4=often
			1 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2F04	Frequency	Code and Description
Label	P2: Child writes rather than scribbles	622	0=No
Format	Num	Type	Source
Valid N	2568	Mean	1946 1=Yes
Minimum		Maximum	14 -1/.N=Not Applic
			1 -7/.R=Refused
			12 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2F05	Frequency	Code and Description
Label	P2: Does child write own first name	697	0=No
Format	Num	Type	Source
Valid N	2574	Mean	1877 1=Yes
Minimum		Maximum	14 -1/.N=Not Applic
			3 -7/.R=Refused
			4 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2F06	Frequency	Code and Description
Label	P2: Can child identify colors	2005	1=all of them
Format	Num	Type	Source
Valid N	2594	Mean	542 2=some of them
Minimum		Maximum	47 3=none of them
			1 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2F07	Frequency	Code and Description
Label	P2: Child is understandable to strangers	268	0=No
Format	Num	Type	Source
Valid N	2583	Mean	2315 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			10 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2F08	Frequency	Code and Description
Label	P2: Child spoke later than others	1967	0=No
Format	Num	Type	Source
Valid N	2580	Mean	613 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			14 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2F09	Frequency	Code and Description
Label	P2: Child stutters or stammers	2153	0=No
Format	Num	Type	Source
Valid N	2578	Mean	425 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			15 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2H01	Frequency	Code and Description
Label	P2: # dys/wk family eats dinner together	2596	valid numeric value
Format	Num	Type	Source
Valid N	2596	Mean	5.39
Minimum	0	Maximum	7
			5 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H02	Frequency	Code and Description
Label	P2: Freq. Child drank milk in past week	458	1=four or more times a day
Format	Num	Type	Source
Valid N	2598	Mean	1203 2=two to three times a day
Minimum		Maximum	341 3=once a day
			464 4=almost every day
			107 5=1-3 times during past week
			25 6=Child does not drink milk
			3 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2H03	Frequency	Code and Description
Label	P2: Kind of milk child drank in pst 7 dys	737	1=Whole milk
Format	Num	Type	Source
Valid N	2561	Mean	1300 2=2% milk
Minimum		Maximum	67 3=Skim milk
			356 4=Low fat or 1% milk
			40 5=Soy milk
			11 6=Both regular cow's milk and soy milk
			21 7=Some other kind of milk
			29 8=Lactose free milk (Lactaid)
			25 -1/.N=Not Applicable
			15 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H04	Frequency	Code and Description
Label	P2: Freq. child drank sweet bev.,pst wk	101	1=four or more times a day
Format	Num	Type	Source
Valid N	2600	Mean	358 2=two to three times a day
Minimum		Maximum	483 3=once a day
			212 4=almost every day
			854 5=1 to 3 times during the past 7 days
			592 6=Child did not drink these beverages
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H05	Frequency	Code and Description
Label	P2: Freq. child ate fast food, pst wk	13	1=four or more times a day
Format	Num	Type	Source
Valid N	2600	Mean	39 2=two to three times a day
Minimum		Maximum	126 3=once a day
			29 4=almost every day
			1668 5=1-3 times during past 7 days
			725 6=Child did not eat fast food
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H06	Frequency	Code and Description
Label	P2: Freq. child ate sweets, past week	31	1=four or more times a day
Format	Num	Type	Source
Valid N	2598	Mean	194 2=two to three times a day
Minimum		Maximum	599 3=once a day
			228 4=almost every day
			1336 5=1-3 times during past week
			210 6=Child did not eat candy
			1 -7/.R=Refused
			2 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2H07	Frequency	Code and Description
Label	P2: Freq. child ate salty snacks,pst wk	21	1=four or more times a day
Format	Num	Type	Source
Valid N	2599	Mean	137 2=two to three times a day
Minimum		Maximum	468 3=once a day
			203 4=almost every day
			1432 5=1 to 3 times during the past 7 days
			338 6=Child did not eat salty snack foods
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H07a	Frequency	Code and Description
Label	P2: Freq. child ate fruit, pst wk	248	1=four or more times a day
Format	Num	Type	Source
Valid N	2600	Mean	830 2=two to three times a day
Minimum		Maximum	638 3=once a day
			571 4=almost every day
			267 5=1 to 3 times during the past 7 days
			46 6=(he/she) did not eat fruit
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H07b	Frequency	Code and Description
Label	P2: Freq. child ate vegetables, pst wk	177	1=four or more times a day
Format	Num	Type	Source
Valid N	2601	Mean	765 2=two or three times a day
Minimum		Maximum	629 3=once a day
			542 4=almost every day
			393 5=1 to 3 times during the past 7 days
			95 6=(he/she) did not eat vegetables
			748 SYSMIS/.

Name	P2H08hr	Frequency	Code and Description
Label	P2: What time [child] goes to bed (hr)	2600	valid numeric value
Format	Num	Type	Source
Valid N	2600	Mean	8.61
Minimum	6	Maximum	98
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H08min	Frequency	Code and Description
Label	P2: What time [child] goes to bed (min)	2600	valid numeric value
Format	Num	Type	Source
Valid N	2600	Mean	9.54
Minimum	0	Maximum	98
			1 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2H08			Frequency	Code and Description
Label	P2: Child's regular bedtime			3	18:00
Format	Num	Type	Source	2	18:30
Valid N	2596	Mean		65	19:00
Minimum		Maximum		89	19:30
				5	19:45
				710	20:00
				1	20:08
				2	20:15
				3	20:20
				522	20:30
				8	20:45
				1	20:50
				835	21:00
				1	21:15
				1	21:20
				1	21:25
				154	21:30
				1	21:45
				162	22:00
				1	22:11
				1	22:15
				9	22:30
				14	23:00
				1	23:30
				4	23:59
				1	D
				4	N
				748	SYSMIS/.

Name	P2H09			Frequency	Code and Description
Label	P2: Time child in bed on sched in pst wk			2590	valid numeric value
Format	Num	Type	Source	4	-1/.N=Not Applicable
Valid N	2590	Mean	4.57	1	-7/.R=Refused
Minimum	0	Maximum	5	6	-8/.D=Don't know
				748	SYSMIS/.

Name	P2H10hr			Frequency	Code and Description
Label	P2: Time child wakes up on weekdays (hr)			2598	valid numeric value
Format	Num	Type	Source	1	-7/.R=Refused
Valid N	2598	Mean	7.11	2	-8/.D=Don't know
Minimum	4	Maximum	98	748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2H10min	Frequency	Code and Description
Label	P2: Time child wakes up on weekdays(min)	2598	valid numeric value
Format	Num	Type	Source
Valid N	2598	Mean	13.41
Minimum	0	Maximum	98
			1 -7/.R=Refused
			2 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2H10		Frequency	Code and Description
Label	P2: Time child wakes up on weekdays		1	4:30
Format	Num	Type	Source	1 4:45
Valid N	2593	Mean	19	5:00
Minimum		Maximum	21	5:30
			3	5:40
			4	5:45
			1	5:50
			257	6:00
			1	6:03
			1	6:04
			1	6:05
			26	6:15
			7	6:20
			2	6:25
			399	6:30
			1	6:35
			17	6:40
			68	6:45
			17	6:50
			3	6:55
			782	7:00
			2	7:01
			2	7:03
			2	7:05
			1	7:08
			6	7:10
			38	7:15
			30	7:20
			2	7:25
			349	7:30
			1	7:35
			4	7:40
			24	7:45
			4	7:50
			259	8:00
			2	8:10
			4	8:15
			4	8:20
			50	8:30
			1	8:33
			1	8:40

Codebook for Child-Level PUF, continued

1 8:45
 102 9:00
 20 9:30
 2 9:40
 1 9:45
 34 10:00
 6 10:30
 9 11:00
 2 D
 5 N
 1 R
 748 SYSMIS/.

Name	P2H11	Frequency	Code and Description
Label	P2: # times child wakes up in a night	2596	valid numeric value
Format	Num	Type	Source
Valid N	2596	Mean	0.27
Minimum	0	Maximum	5

5 -8/.D=Don't know
 748 SYSMIS/.

Name	P2H11a1	Frequency	Code and Description
Label	P2: Child has safe place to sleep at night	2157	1=Strongly agree
Format	Num	Type	Source
Valid N	2601	Mean	426
Minimum		Maximum	6

2=Agree
 12 3=Disagree
 6 4=Strongly disagree
 748 SYSMIS/.

Name	P2H11a2	Frequency	Code and Description
Label	P2: Child sleeps soundly through night	1813	1=Strongly agree
Format	Num	Type	Source
Valid N	2595	Mean	692
Minimum		Maximum	16

2=Agree
 74 3=Disagree
 16 4=Strongly disagree
 6 -8/.D=Don't know
 748 SYSMIS/.

Name	P2H11a3	Frequency	Code and Description
Label	P2: Child wakes up full of energy	1603	1=Strongly agree
Format	Num	Type	Source
Valid N	2599	Mean	821
Minimum		Maximum	142

3=Disagree
 33 4=Strongly disagree
 2 -8/.D=Don't know
 748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2H11b	Frequency	Code and Description
Label	P2: Freq. child brushed teeth last 7 nights	2596	valid numeric value
Format	Num	Type	Source
Valid N	2596	Mean	5.82
Minimum	0	Maximum	7
			1 -7/.R=Refused
			4 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H12	Frequency	Code and Description
Label	P2: Spanked child in past week	1819	0=No
Format	Num	Type	Source
Valid N	2598	Mean	779
Minimum		Maximum	1=Yes
			2 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H13	Frequency	Code and Description
Label	P2: Number times spanked child	777	valid numeric value
Format	Num	Type	Source
Valid N	777	Mean	1.88
Minimum	1	Maximum	10
			1819 -1/.N=Not Applicable
			3 -7/.R=Refused
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H14	Frequency	Code and Description
Label	P2: Have used 'time out'	773	0=No
Format	Num	Type	Source
Valid N	2600	Mean	1827
Minimum		Maximum	1=Yes
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H15	Frequency	Code and Description
Label	P2: Number times used 'time out'	1824	valid numeric value
Format	Num	Type	Source
Valid N	1824	Mean	2.71
Minimum	1	Maximum	30
			773 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			748 SYSMIS/.

Name	P2H16a	Frequency	Code and Description
Label	P2: Warn kids about bad things	924	1=Exactly
Format	Num	Type	Source
Valid N	2584	Mean	820
Minimum		Maximum	2=Very much
			616 3=Somewhat
			102 4=Not much
			122 5=Not at all
			2 -7/.R=Refused
			8 -8/.D=Don't know
			7 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2H16b			Frequency	Code and Description
Label	P2: No energy to make child behave			173	1=Exactly
Format	Num	Type	Source	157	2=Very much
Valid N	2585	Mean		672	3=Somewhat
Minimum		Maximum		470	4=Not much
				1113	5=Not at all
				1	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				748	SYSMIS/.

Name	P2H16c			Frequency	Code and Description
Label	P2: Warm intimate moment with child			1269	1=Exactly
Format	Num	Type	Source	1004	2=Very much
Valid N	2548	Mean		194	3=Somewhat
Minimum		Maximum		16	4=Not much
				65	5=Not at all
				18	-7/.R=Refused
				28	-8/.D=Don't know
				7	-9/.M=Missing
				748	SYSMIS/.

Name	P2H16d			Frequency	Code and Description
Label	P2: Teach misbehavior is punished			1177	1=Exactly
Format	Num	Type	Source	760	2=Very much
Valid N	2586	Mean		482	3=Somewhat
Minimum		Maximum		77	4=Not much
				90	5=Not at all
				3	-7/.R=Refused
				5	-8/.D=Don't know
				7	-9/.M=Missing
				748	SYSMIS/.

Name	P2H16e			Frequency	Code and Description
Label	P2: Encourage child to be curious			1212	1=Exactly
Format	Num	Type	Source	886	2=Very much
Valid N	2590	Mean		429	3=Somewhat
Minimum		Maximum		35	4=Not much
				28	5=Not at all
				1	-7/.R=Refused
				3	-8/.D=Don't know
				7	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2H16f		Frequency	Code and Description
Label	P2: Don't allow child get angry w/me		606	1=Exactly
Format	Num	Type	Source	415 2=Very much
Valid N	2577	Mean		871 3=Somewhat
Minimum		Maximum		310 4=Not much
				375 5=Not at all
				3 -7/.R=Refused
				14 -8/.D=Don't know
				7 -9/.M=Missing
				748 SYSMIS/.

Name	P2H16g		Frequency	Code and Description
Label	P2: Am easygoing/relaxed with child		1010	1=Exactly
Format	Num	Type	Source	791 2=Very much
Valid N	2589	Mean		683 3=Somewhat
Minimum		Maximum		73 4=Not much
				32 5=Not at all
				5 -8/.D=Don't know
				7 -9/.M=Missing
				748 SYSMIS/.

Name	P2H16h		Frequency	Code and Description
Label	P2: Believe child be seen not heard		314	1=Exactly
Format	Num	Type	Source	206 2=Very much
Valid N	2532	Mean		349 3=Somewhat
Minimum		Maximum		236 4=Not much
				1427 5=Not at all
				5 -7/.R=Refused
				57 -8/.D=Don't know
				7 -9/.M=Missing
				748 SYSMIS/.

Name	P2H16i		Frequency	Code and Description
Label	P2: Make sure child knows I appreciate		1588	1=Exactly
Format	Num	Type	Source	922 2=Very much
Valid N	2592	Mean		72 3=Somewhat
Minimum		Maximum		7 4=Not much
				3 5=Not at all
				2 -8/.D=Don't know
				7 -9/.M=Missing
				748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2H16j	Frequency	Code and Description
Label	P2: No difficulty sticking w/rules	1053	1=Exactly
Format	Num	Type	Source
Valid N	2586	Mean	676 2=Very much
Minimum		Maximum	632 3=Somewhat
			112 4=Not much
			113 5=Not at all
			8 -8/.D=Don't know
			7 -9/.M=Missing
			748 SYSMIS/.

Name	P2H16k	Frequency	Code and Description
Label	P2: Encourage child to be independent	1169	1=Exactly
Format	Num	Type	Source
Valid N	2581	Mean	813 2=Very much
Minimum		Maximum	477 3=Somewhat
			62 4=Not much
			60 5=Not at all
			3 -7/.R=Refused
			10 -8/.D=Don't know
			7 -9/.M=Missing
			748 SYSMIS/.

Name	P2H16l	Frequency	Code and Description
Label	P2: Follow thru on deal w/misbehavior	1169	1=Exactly
Format	Num	Type	Source
Valid N	2582	Mean	775 2=Very much
Minimum		Maximum	559 3=Somewhat
			51 4=Not much
			28 5=Not at all
			2 -7/.R=Refused
			10 -8/.D=Don't know
			7 -9/.M=Missing
			748 SYSMIS/.

Name	P2H16m	Frequency	Code and Description
Label	P2: Physical punishment is best	115	1=Exactly
Format	Num	Type	Source
Valid N	2588	Mean	56 2=Very much
Minimum		Maximum	415 3=Somewhat
			411 4=Not much
			1591 5=Not at all
			6 -8/.D=Don't know
			7 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2I01a	Frequency	Code and Description
Label	P2: How often R volunteered in classroom	1160	1=Not yet
Format	Num	Type	Source
Valid N	2591	Mean	576 2=Once or twice
Minimum		Maximum	427 3=Several times
			274 4=About once a month
			154 5=At least once a week
			2 -7/.R=Refused
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I01b	Frequency	Code and Description
Label	P2: How often R observed in classroom	814	1=Not yet
Format	Num	Type	Source
Valid N	2589	Mean	703 2=Once or twice
Minimum		Maximum	530 3=Several times
			263 4=About once a month
			279 5=At least once a week
			6 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I01c	Frequency	Code and Description
Label	P2: How often R prepared food/materials	1274	1=Not yet
Format	Num	Type	Source
Valid N	2586	Mean	577 2=Once or twice
Minimum		Maximum	448 3=Several times
			245 4=About once a month
			42 5=At least once a week
			1 -7/.R=Refused
			8 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I01d	Frequency	Code and Description
Label	P2: How often R helped with field trips	1534	1=Not yet
Format	Num	Type	Source
Valid N	2590	Mean	550 2=Once or twice
Minimum		Maximum	316 3=Several times
			168 4=About once a month
			22 5=At least once a week
			1 -7/.R=Refused
			4 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2I01e	Frequency	Code and Description
Label	P2: How often R attended HS social events	1303	1=Not yet
Format	Num	Type	Source
Valid N	2588	Mean	671 2=Once or twice
Minimum		Maximum	372 3=Several times
			221 4=About once a month
			21 5=At least once a week
			1 -7/.R=Refused
			6 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I01f	Frequency	Code and Description
Label	P2: How often R attended workshops	1221	1=Not yet
Format	Num	Type	Source
Valid N	2591	Mean	651 2=Once or twice
Minimum		Maximum	369 3=Several times
			309 4=About once a month
			41 5=At least once a week
			4 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I01g	Frequency	Code and Description
Label	P2: How often R attend parent/teach conf	406	1=Not yet
Format	Num	Type	Source
Valid N	2593	Mean	935 2=Once or twice
Minimum		Maximum	778 3=Several times
			423 4=About once a month
			51 5=At least once a week
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I01h	Frequency	Code and Description
Label	P2: How often HS staff at R's home	833	1=Not yet
Format	Num	Type	Source
Valid N	2593	Mean	1056 2=Once or twice
Minimum		Maximum	416 3=Several times
			245 4=About once a month
			43 5=At least once a week
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2I01k	Frequency	Code and Description
Label	P2: How often R participated in policy council	2083	1=Not yet
Format	Num	Type	Source
Valid N	2460	Mean	182 2=Once or twice
Minimum		Maximum	93 3=Several times
			92 4=About once a month
			10 5=At least once a week
			3 -7/.R=Refused
			132 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I01q	Frequency	Code and Description
Label	P2: How often R participated parent committee	1820	1=Not yet
Format	Num	Type	Source
Valid N	2587	Mean	358 2=Once or twice
Minimum		Maximum	203 3=Several times
			187 4=About once a month
			19 5=At least once a week
			8 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I01m	Frequency	Code and Description
Label	P2: How often R prepared HS newsletters	2211	1=Not yet
Format	Num	Type	Source
Valid N	2591	Mean	193 2=Once or twice
Minimum		Maximum	111 3=Several times
			63 4=About once a month
			13 5=At least once a week
			4 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I01n	Frequency	Code and Description
Label	P2: How often R at fundraising activities	1908	1=Not yet
Format	Num	Type	Source
Valid N	2586	Mean	412 2=Once or twice
Minimum		Maximum	183 3=Several times
			72 4=About once a month
			11 5=At least once a week
			1 -7/.R=Refused
			8 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2I01o	Frequency	Code and Description
Label	P2: How often other HS activity	30	2=Once or twice
Format	Num	Type	Source
Valid N	62	Mean	18 3=Several times
Minimum		Maximum	10 4=About once a month
			4 5=At least once a week

2532 -1/.N=Not Applicable
 1 -7/.R=Refused
 6 -9/.M=Missing
 748 SYSMIS/.

Name	P2I02a	Frequency	Code and Description
Label	P2: R's need for child care interferes	1782	0=No
Format	Num	Type	Source
Valid N	2575	Mean	793 1=Yes
Minimum		Maximum	14 -1/.N=Not Applic
			6 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I02b	Frequency	Code and Description
Label	P2: R's work schedule interferes	1173	0=No
Format	Num	Type	Source
Valid N	2573	Mean	1400 1=Yes
Minimum		Maximum	20 -1/.N=Not Applic
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I02c	Frequency	Code and Description
Label	P2: R's school/ training interferes	1964	0=No
Format	Num	Type	Source
Valid N	2565	Mean	601 1=Yes
Minimum		Maximum	26 -1/.N=Not Applic
			4 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2I02d	Frequency	Code and Description
Label	P2: R needs transportation	2090	0=No
Format	Num	Type	Source
Valid N	2578	Mean	488 1=Yes
Minimum		Maximum	13 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2102e	Frequency	Code and Description
Label	P2: R doesn't know others at HS	2179	0=No
Format	Num	Type	Source
Valid N	2565	Mean	386 1=Yes
Minimum		Maximum	15 -1/.N=Not Applic
			15 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2102f	Frequency	Code and Description
Label	P2: R feels uncomfortable at HS	2476	0=No
Format	Num	Type	Source
Valid N	2583	Mean	107 1=Yes
Minimum		Maximum	8 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2102g	Frequency	Code and Description
Label	P2: R has health prob that interferes	2280	0=No
Format	Num	Type	Source
Valid N	2588	Mean	308 1=Yes
Minimum		Maximum	6 -1/.N=Not Applic
			1 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2102h	Frequency	Code and Description
Label	P2: Teacher uncomfortable w/parents	2512	0=No
Format	Num	Type	Source
Valid N	2566	Mean	54 1=Yes
Minimum		Maximum	7 -1/.N=Not Applic
			2 -7/.R=Refused
			20 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2102i	Frequency	Code and Description
Label	P2: No opportunity to participate	2165	0=No
Format	Num	Type	Source
Valid N	2567	Mean	402 1=Yes
Minimum		Maximum	8 -1/.N=Not Applic
			2 -7/.R=Refused
			18 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2102j	Frequency	Code and Description
Label	P2: R had bad exp w/ HS in the past	2513	0=No
Format	Num	Type	Source
Valid N	2585	Mean	72 1=Yes
Minimum		Maximum	7 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2102k	Frequency	Code and Description
Label	P2: Uncomfortable w/language differences	2430	0=No
Format	Num	Type	Source
Valid N	2584	Mean	154 1=Yes
Minimum		Maximum	9 -1/.N=Not Applic
			2 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2102l	Frequency	Code and Description
Label	P2: R concerned for safety getting to HS	2537	0=No
Format	Num	Type	Source
Valid N	2585	Mean	48 1=Yes
Minimum		Maximum	5 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2102m	Frequency	Code and Description
Label	P2: R need more support from spouse	2300	0=No
Format	Num	Type	Source
Valid N	2541	Mean	241 1=Yes
Minimum		Maximum	49 -1/.N=Not Applic
			2 -7/.R=Refused
			3 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2102p	Frequency	Code and Description
Label	P2: Opportunities HS provides are not of interest	2051	0=No
Format	Num	Type	Source
Valid N	2554	Mean	503 1=Yes
Minimum		Maximum	13 -1/.N=Not Applic
			4 -7/.R=Refused
			24 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2I02n	Frequency	Code and Description
Label	P2: Other interference w/participating	2489	0=No
Format	Num	Type	Source 97 1=Yes
Valid N	2586	Mean	6 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused 2 -8/.D=Don't know 6 -9/.M=Missing 748 SYSMIS/.
Name	P2J01_11	Frequency	Code and Description
Label	P2: Mom is deceased	23	0=No
Format	Num	Type	Source 1 11=Deceased
Valid N	24	Mean	2575 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused 1 -8/.D=Don't know 748 SYSMIS/.
Name	P2J01_12	Frequency	Code and Description
Label	P2: Mom did not have \$ to raise child	24	0=No
Format	Num	Type	Source 2575 -1/.N=Not Applicable
Valid N	24	Mean	1 -7/.R=Refused
Minimum		Maximum	1 -8/.D=Don't know 748 SYSMIS/.
Name	P2J01_13	Frequency	Code and Description
Label	P2: Mom too sick to take care of child	24	0=No
Format	Num	Type	Source 2575 -1/.N=Not Applicable
Valid N	24	Mean	1 -7/.R=Refused
Minimum		Maximum	1 -8/.D=Don't know 748 SYSMIS/.
Name	P2J01_14	Frequency	Code and Description
Label	P2: Mom had drinking problem	24	0=No
Format	Num	Type	Source 2575 -1/.N=Not Applicable
Valid N	24	Mean	1 -7/.R=Refused
Minimum		Maximum	1 -8/.D=Don't know 748 SYSMIS/.
Name	P2J01_15	Frequency	Code and Description
Label	P2: Mom had drug problem	20	0=No
Format	Num	Type	Source 4 15=Drug problem and could not take care of Child
Valid N	24	Mean	2575 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused 1 -8/.D=Don't know 748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J01_16	Frequency	Code and Description
Label	P2: Mom had mental/ emotional problem	23	0=No
Format	Num	Type	Source
Valid N	24	Mean	1 16=Mental/emotional problem, could not take care of Child
Minimum		Maximum	2575 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2J01_17	Frequency	Code and Description
Label	P2: Mom in trouble w/ the law, in jail	19	0=No
Format	Num	Type	Source
Valid N	24	Mean	5 17=In trouble with the law or had to go to jail
Minimum		Maximum	2575 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2J01_18	Frequency	Code and Description
Label	P2: Child abused/ neglected with Mom	24	0=No
Format	Num	Type	Source
Valid N	24	Mean	2575 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2J01_19	Frequency	Code and Description
Label	P2: Child Welfare Office said couldn't	24	0=No
Format	Num	Type	Source
Valid N	24	Mean	2575 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2J01_20	Frequency	Code and Description
Label	P2: No explanation given	24	0=No
Format	Num	Type	Source
Valid N	24	Mean	2575 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2J01_21	Frequency	Code and Description
Label	P2: Something else (specify)	15	0=No
Format	Num	Type	Source
Valid N	24	Mean	9 21=Something else
Minimum		Maximum	2575 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J01_22	Frequency	Code and Description
Label	P2: Divorced/separated	21	0=No
Format	Num	Type	Source
Valid N	24	Mean	3 22=Divorced/separated
Minimum		Maximum	2575 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2J01_24	Frequency	Code and Description
Label	P2: Mom in residential treatment program	24	0=No
Format	Num	Type	Source
Valid N	24	Mean	2575 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2J01_25	Frequency	Code and Description
Label	P2: Child's family is homeless	23	0=No
Format	Num	Type	Source
Valid N	24	Mean	1 25=Child's family is homeless
Minimum		Maximum	2575 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2J01_26	Frequency	Code and Description
Label	P2: Mother and child live together	24	0=No
Format	Num	Type	Source
Valid N	24	Mean	2575 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2J02	Frequency	Code and Description
Label	P2: Mom ever in same household w/ child	3	0=No
Format	Num	Type	Source
Valid N	25	Mean	22 1=Yes
Minimum		Maximum	2576 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2J03	Frequency	Code and Description
Label	P2: Mother lives same city as child	78	0=No
Format	Num	Type	Source
Valid N	171	Mean	93 1=Yes
Minimum		Maximum	2415 -1/.N=Not Applic
			3 -8/.D=Don't know
			12 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J04	Frequency	Code and Description
Label	P2: Number days child has seen mother	166	valid numeric value
Format	Num	Type	Source
Valid N	166	Mean	38.93
Minimum	0	Maximum	365
			2415 -1/.N=Not Applicable
			2 -7/.R=Refused
			6 -8/.D=Don't know
			12 -9/.M=Missing
			748 SYSMIS/.

Name	P2J05num	Frequency	Code and Description
Label	P2: How long since child had contact	168	valid numeric value
Format	Num	Type	Source
Valid N	168	Mean	3.40
Minimum	1	Maximum	60
			2418 -1/.N=Not Applicable
			3 -7/.R=Refused
			12 -9/.M=Missing
			748 SYSMIS/.

Name	P2J05code	Frequency	Code and Description
Label	P2: Unit code for last contact w/ mom	3	0=Never had contact
Format	Num	Type	Source
Valid N	170	Mean	89 1=Days ago
Minimum		Maximum	28 2=Weeks ago
			24 3=Months ago
			26 4=Years ago
			2415 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			12 -9/.M=Missing
			748 SYSMIS/.

Name	P2J06	Frequency	Code and Description
Label	P2: Any child support from mother	161	0=No
Format	Num	Type	Source
Valid N	172	Mean	11 1=Yes
Minimum		Maximum	2415 -1/.N=Not Applic
			2 -7/.R=Refused
			12 -9/.M=Missing
			748 SYSMIS/.

Name	P2J07	Frequency	Code and Description
Label	P2: Received other support from mom	157	0=No
Format	Num	Type	Source
Valid N	172	Mean	15 1=Yes
Minimum		Maximum	2415 -1/.N=Not Applic
			2 -7/.R=Refused
			12 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J07a			Frequency	Code and Description
Label	P2: Any other mother-figure to child			79	0=No
Format	Num	Type	Source	93	1=Yes
Valid N	172	Mean		2415	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				1	-8/.D=Don't know
				12	-9/.M=Missing
				748	SYSMIS/.

Name	P2J07b			Frequency	Code and Description
Label	P2: Relat of mother-figure to child			45	1=You
Format	Num	Type	Source	14	2=your spouse or partner
Valid N	92	Mean		28	3=a relative of Child
Minimum		Maximum		5	4=a friend of the family
				2494	-1/.N=Not Applicable
				1	-7/.R=Refused
				2	-8/.D=Don't know
				12	-9/.M=Missing
				748	SYSMIS/.

Name	P2J07c			Frequency	Code and Description
Label	P2: Mother-figure in same household			20	0=No
Format	Num	Type	Source	13	1=Yes
Valid N	33	Mean		2553	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				12	-9/.M=Missing
				748	SYSMIS/.

Name	P2J15			Frequency	Code and Description
Label	P2: Marital status of Childs bio mom/dad			5	1=married
Format	Num	Type	Source	8	2=divorced
Valid N	52	Mean		7	3=separated
Minimum		Maximum		32	4=not married
				2420	-1/.N=Not Applic
				3	-7/.R=Refused
				8	-8/.D=Don't know
				118	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J16	Frequency	Code and Description
Label	P2: Relationship of Childs bio mom/dad	3	1=they are romantically involved on a steady basis
Format	Num	Type	Source
Valid N	44	Mean	3 2=involved in an on-again / off-again relationship
Minimum		Maximum	5 3=they are just friends
			33 4=they are not in any kind of relationship
			2425 -1/.N=Not Applicable
			1 -7/.R=Refused
			13 -8/.D=Don't know
			118 -9/.M=Missing
			748 SYSMIS/.

Name	P2J16a	Frequency	Code and Description
Label	P2: Numb of mom-child 1-week separations	2407	valid numeric value
Format	Num	Type	Source
Valid N	2407	Mean	0.19
Minimum	0	Maximum	40
			185 -1/.N=Not Applicable
			2 -7/.R=Refused
			5 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J16b12	Frequency	Code and Description
Label	P2: Mom did not have \$ to raise child	214	0=No
Format	Num	Type	Source
Valid N	215	Mean	
Minimum		Maximum	
			1 12=Did not have enough money to raise him/her
			2373 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J16b13	Frequency	Code and Description
Label	P2: Mom too sick to take care of child	186	0=No
Format	Num	Type	Source
Valid N	215	Mean	
Minimum		Maximum	
			29 13=Got too sick to take care of Child
			2373 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J16b14	Frequency	Code and Description
Label	P2: Mom had drinking problem	215	0=No
Format	Num	Type	Source
Valid N	215	Mean	
Minimum		Maximum	
			2373 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J16b15	Frequency	Code and Description
Label	P2: Mom had drug problem	214	0=No
Format	Num	Type	Source
Valid N	215	Mean	1 15=Drug problem and could not take care of Child
Minimum		Maximum	2373 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J16b16	Frequency	Code and Description
Label	P2: Mom had mental/ emotional problem	214	0=No
Format	Num	Type	Source
Valid N	215	Mean	1 16=Mental/emotional problem, could not take care of Child
Minimum		Maximum	2373 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J16b17	Frequency	Code and Description
Label	P2: Mom in trouble w/ the law, in jail	212	0=No
Format	Num	Type	Source
Valid N	215	Mean	3 17=In trouble with the law or had to go to jail
Minimum		Maximum	2373 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J16b18	Frequency	Code and Description
Label	P2: Child abused/ neglected with Mom	215	0=No
Format	Num	Type	Source
Valid N	215	Mean	2373 -1/.N=Not Applicable
Minimum		Maximum	4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J16b19	Frequency	Code and Description
Label	P2: Child Welfare Office said couldn't	214	0=No
Format	Num	Type	Source
Valid N	215	Mean	1 19=Child Welfare Office said child couldn't live w/mother
Minimum		Maximum	2373 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J16b20	Frequency	Code and Description
Label	P2: No explanation given	213	0=No
Format	Num	Type	Source
Valid N	215	Mean	2373
Minimum		Maximum	
			20=No explanation given
			-1/.N=Not Applicable
			-7/.R=Refused
			-8/.D=Don't know
			-9/.M=Missing
			748 SYSMIS/.
Name	P2J16b21	Frequency	Code and Description
Label	P2: Something else (specify)	199	0=No
Format	Num	Type	Source
Valid N	215	Mean	2373
Minimum		Maximum	
			16 21=Something else
			-1/.N=Not Applicable
			-7/.R=Refused
			-8/.D=Don't know
			-9/.M=Missing
			748 SYSMIS/.
Name	P2J16b22	Frequency	Code and Description
Label	P2: Divorced/separated	212	0=No
Format	Num	Type	Source
Valid N	215	Mean	2373
Minimum		Maximum	
			3 22=Divorced/separated
			-1/.N=Not Applicable
			-7/.R=Refused
			-8/.D=Don't know
			-9/.M=Missing
			748 SYSMIS/.
Name	P2J16b24	Frequency	Code and Description
Label	P2: Mom in residential treatment program	213	0=No
Format	Num	Type	Source
Valid N	215	Mean	2373
Minimum		Maximum	
			2 24=In substance abuse residential treatment program
			-1/.N=Not Applicable
			-7/.R=Refused
			-8/.D=Don't know
			-9/.M=Missing
			748 SYSMIS/.
Name	P2J16b25	Frequency	Code and Description
Label	P2: Child's family is homeless	214	0=No
Format	Num	Type	Source
Valid N	215	Mean	2373
Minimum		Maximum	
			1 25=Child's family is homeless
			-1/.N=Not Applicable
			-7/.R=Refused
			-8/.D=Don't know
			-9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J16b27	Frequency	Code and Description
Label	P2: Child went to visit relatives	104	0=No
Format	Num	Type	Source
Valid N	215	Mean	111 27=Child is on vacation/visiting relatives
Minimum		Maximum	2373 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J16b28	Frequency	Code and Description
Label	P2: Mom traveled/went on vacation	168	0=No
Format	Num	Type	Source
Valid N	215	Mean	47 28=Mom is on vacation/taking a trip
Minimum		Maximum	2373 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J17	Frequency	Code and Description
Label	P2: Mother work for pay in past week	1267	0=No
Format	Num	Type	Source
Valid N	2409	Mean	1137 1=Yes
Minimum		Maximum	5 3=Disabled/unable to work
			185 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J18	Frequency	Code and Description
Label	P2: Mother on leave/ vacation in past wk	1212	0=No
Format	Num	Type	Source
Valid N	1266	Mean	54 1=Yes
Minimum		Maximum	1327 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2J19	Frequency	Code and Description
Label	P2: Mother looked for work in past 4 wks	810	0=No
Format	Num	Type	Source
Valid N	1266	Mean	456 1=Yes
Minimum		Maximum	1327 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J20			Frequency	Code and Description
Label	P2: Mother worked for pay in pst 12 mths			999	0=No
Format	Num	Type	Source	265	1=Yes
Valid N	1264	Mean		1327	-1/.N=Not Applic
Minimum		Maximum		2	-7/.R=Refused
				6	-8/.D=Don't know
				2	-9/.M=Missing
				748	SYSMIS/.

Name	P2J21			Frequency	Code and Description
Label	P2: Total hours/ week mother works			1393	valid numeric value
Format	Num	Type	Source	1189	-1/.N=Not Applicable
Valid N	1393	Mean	33.10	4	-7/.R=Refused
Minimum	1	Maximum	88	13	-8/.D=Don't know
				2	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J23	Frequency	Code and Description
Label	P2: Mother occupation	86	1=Executive, administrative, and managerial occupations
Format	Num		
Valid N	1380	1	2=Engineers, surveyors, and architects
Minimum		17	4=Social scientists, social workers, religious workers and lawyers
		78	5=Teachers
		2	6=Health diagnosing and treating practitioners
		190	7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
		5	8=Writers, artists, entertainers and athletes
		30	9=Health technologists and technicians
		5	10=Technologists and technicians, except health
		201	11=Marketing and sales occupations
		144	12=Administrative support occupation,including clerical
		463	13=Service occupations
		4	14=Agricultural, forestry, and fishing occupations
		8	15=Mechanics and repairers
		1	16=Construction and extractive occupations
		34	17=Precision production occupations
		19	18=Transportation and materials moving occupations
		63	19=Handlers, equipment cleaners, helpers and laborers
		29	20=Miscellaneous occupations
		1189	-1/.N=Not Applicable
		10	-7/.R=Refused
		20	-8/.D=Don't know
		2	-9/.M=Missing
		748	SYSMIS/.

Name	P2J26	Frequency	Code and Description
Label	P2: Mother taken programs or courses since...	1646	0=No
Format	Num	764	1=Yes
Valid N	2410	185	-1/.N=Not Applic
Minimum		2	-7/.R=Refused
		2	-8/.D=Don't know
		2	-9/.M=Missing
		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J27	Frequency	Code and Description
Label	P2: Mother now taking full/part-time courses	252	1=Full time
Format	Num	Type	Source
Valid N	760	Mean	311 2=Part time
Minimum		Maximum	197 3=No
			1831 -1/.N=Not Applic
			3 -7/.R=Refused
			5 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.
Name	P2J28	Frequency	Code and Description
Label	P2: Mother currently in job training	1605	0=No
Format	Num	Type	Source
Valid N	1644	Mean	39 1=Yes
Minimum		Maximum	949 -1/.N=Not Applic
			2 -7/.R=Refused
			4 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.
Name	P2J29	Frequency	Code and Description
Label	P2: Mother received cert/ dipl/ degree	2183	0=No
Format	Num	Type	Source
Valid N	2403	Mean	220 1=Yes
Minimum		Maximum	185 -1/.N=Not Applic
			3 -7/.R=Refused
			1 -8/.D=Don't know
			9 -9/.M=Missing
			748 SYSMIS/.
Name	P2J30	Frequency	Code and Description
Label	P2: Mother type of certif/diploma/degree	90	1=Trade license or certificate
Format	Num	Type	Source
Valid N	219	Mean	12 2=GED certificate or equivalent
Minimum		Maximum	6 3=High school diploma
			18 4=Associate's degree
			4 5=Child development associate (CDA)
			9 6=Bachelor's degree
			1 7=Graduate degree
			77 8=Credential for family service worker
			2 9=Other
			2368 -1/.N=Not Applicable
			3 -7/.R=Refused
			2 -8/.D=Don't know
			9 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2J31	Frequency	Code and Description
Label	P2: Did HS help mother locate courses	656	0=No
Format	Num	Type	Source
Valid N	763	Mean	107 1=Yes
Minimum		Maximum	1831 -1/.N=Not Applic
			2 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			748 SYSMIS/.

Name	P2J32	Frequency	Code and Description
Label	P2: Reason mom prevented taking courses	6	1=Admission requirement/ qualification
Format	Num	Type	Source
Valid N	1548	Mean	1 2=Too old to take any courses
Minimum		Maximum	43 3=Health problem
			4 4=Don't like learning
			18 5=language barrier
			40 6=No information about offering
			173 7=Lack of child care
			506 8=Time constraints (home or work)
			124 9=Cost
			49 10=Inconvenient location/transportation not available
			65 11=Did not need more
			99 12=Other
			160 13=Did not want to/no interest
			238 14=Child related reasons (pregnant/at home w/child)
			2 15=Mental health problem
			3 16=Learning disability
			15 17=Physical disability
			2 18=Lack of confidence
			988 -1/.N=Not Applicable
			16 -7/.R=Refused
			41 -8/.D=Don't know
			8 -9/.M=Missing
			748 SYSMIS/.

Name	P2K01_11	Frequency	Code and Description
Label	P2: Father is deceased	88	0=No
Format	Num	Type	Source
Valid N	91	Mean	3 11=Deceased
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2K01_12	Frequency	Code and Description
Label	P2: Father not have \$ to raise child	90	0=No
Format	Num	Type	Source
Valid N	91	Mean	1 12=Did not have enough money to raise him/her
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_13	Frequency	Code and Description
Label	P2: Father too sick to take care of child	91	0=No
Format	Num	Type	Source
Valid N	91	Mean	2505 -1/.N=Not Applicable
Minimum		Maximum	4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_14	Frequency	Code and Description
Label	P2: Father had drinking problem	91	0=No
Format	Num	Type	Source
Valid N	91	Mean	2505 -1/.N=Not Applicable
Minimum		Maximum	4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_15	Frequency	Code and Description
Label	P2: Father had drug problem	90	0=No
Format	Num	Type	Source
Valid N	91	Mean	1 15=Drug problem and could not take care of Child
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_16	Frequency	Code and Description
Label	P2: Father had mental/ emotional problem	90	0=No
Format	Num	Type	Source
Valid N	91	Mean	1 16=Mental/emotional problem, could not take care of Child
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_17	Frequency	Code and Description
Label	P2: Father in trouble w/ the law, in jail	82	0=No
Format	Num	Type	Source
Valid N	91	Mean	9 17=In trouble with the law or had to go to jail
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2K01_18	Frequency	Code and Description
Label	P2: Child abused/ neglected with Father	89	0=No
Format	Num	Type	Source
Valid N	91	Mean	2 18=Child was neglected/abused while living with father
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_19	Frequency	Code and Description
Label	P2: Child Welfare Office said couldn't	90	0=No
Format	Num	Type	Source
Valid N	91	Mean	1 19=Child Welfare Office said child couldn't live w/father
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_20	Frequency	Code and Description
Label	P2: No explanation given	83	0=No
Format	Num	Type	Source
Valid N	91	Mean	8 20=No explanation given
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_21	Frequency	Code and Description
Label	P2: Something else (specify)	64	0=No
Format	Num	Type	Source
Valid N	90	Mean	26 21=Something else
Minimum		Maximum	2505 -1/.N=Not Applicable
			5 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_22	Frequency	Code and Description
Label	P2: Divorced/separated	54	0=No
Format	Num	Type	Source
Valid N	91	Mean	37 22=Divorced/separated
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2K01_23	Frequency	Code and Description
Label	P2: Father left/did not want child	86	0=No
Format	Num	Type	Source
Valid N	91	Mean	5 23=Father left/did not want child
Minimum		Maximum	2505 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_24	Frequency	Code and Description
Label	P2: Father in residential treatment program	91	0=No
Format	Num	Type	Source
Valid N	91	Mean	2505 -1/.N=Not Applicable
Minimum		Maximum	4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_25	Frequency	Code and Description
Label	P2: Child's family is homeless	91	0=No
Format	Num	Type	Source
Valid N	91	Mean	2505 -1/.N=Not Applicable
Minimum		Maximum	4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K01_26	Frequency	Code and Description
Label	P2: Father and child live together	91	0=No
Format	Num	Type	Source
Valid N	91	Mean	2505 -1/.N=Not Applicable
Minimum		Maximum	4 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K02	Frequency	Code and Description
Label	P2: Father ever same household w/ child	23	0=No
Format	Num	Type	Source
Valid N	93	Mean	70 1=Yes
Minimum		Maximum	2508 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2K03	Frequency	Code and Description
Label	P2: Father lives in same city as child	601	0=No
Format	Num	Type	Source
Valid N	1292	Mean	691 1=Yes
Minimum		Maximum	1217 -1/.N=Not Applic
			11 -7/.R=Refused
			50 -8/.D=Don't know
			31 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2K04		Frequency	Code and Description
Label	P2: Number days child has seen father		1273	valid numeric value
Format	Num	Type	Source	1217 -1/.N=Not Applicable
Valid N	1273	Mean	39.93	24 -7/.R=Refused
Minimum	0	Maximum	365	56 -8/.D=Don't know
				31 -9/.M=Missing
				748 SYSMIS/.

Name	P2K05num		Frequency	Code and Description
Label	P2: How long since child contact w/ dad		1167	valid numeric value
Format	Num	Type	Source	1344 -1/.N=Not Applicable
Valid N	1167	Mean	2.46	24 -7/.R=Refused
Minimum	1	Maximum	50	35 -8/.D=Don't know
				31 -9/.M=Missing
				748 SYSMIS/.

Name	P2K05code		Frequency	Code and Description
Label	P2: Unit code for last contact w/ father		127	0=Never had contact
Format	Num	Type	Source	588 1=Days ago
Valid N	1288	Mean		164 2=Weeks ago
Minimum		Maximum		208 3=Months ago
				201 4=Years ago
				1217 -1/.N=Not Applicable
				26 -7/.R=Refused
				39 -8/.D=Don't know
				31 -9/.M=Missing
				748 SYSMIS/.

Name	P2K06		Frequency	Code and Description
Label	P2: Any child support from father		935	0=No
Format	Num	Type	Source	396 1=Yes
Valid N	1331	Mean		1217 -1/.N=Not Applic
Minimum		Maximum		17 -7/.R=Refused
				5 -8/.D=Don't know
				31 -9/.M=Missing
				748 SYSMIS/.

Name	P2K07		Frequency	Code and Description
Label	P2: Any other support from father		1074	0=No
Format	Num	Type	Source	259 1=Yes
Valid N	1333	Mean		1217 -1/.N=Not Applic
Minimum		Maximum		16 -7/.R=Refused
				4 -8/.D=Don't know
				31 -9/.M=Missing
				748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2K07a	Frequency	Code and Description
Label	P2: Anyone like father to child	65	0=No
Format	Num	Type	Source
Valid N	93	Mean	28 1=Yes
Minimum		Maximum	2508 -1/.N=Not Applic 748 SYSMIS/.
Name	P2K07b	Frequency	Code and Description
Label	P2: Relat of father-figure to child	14	2=your spouse or partner
Format	Num	Type	Source
Valid N	28	Mean	8 3=a relative of Child
Minimum		Maximum	6 4=a friend of the family 2573 -1/.N=Not Applicable 748 SYSMIS/.
Name	P2K07c	Frequency	Code and Description
Label	P2: Father-figure in same household	13	0=No
Format	Num	Type	Source
Valid N	14	Mean	1 1=Yes
Minimum		Maximum	2587 -1/.N=Not Applic 748 SYSMIS/.
Name	P2K17	Frequency	Code and Description
Label	P2: Father worked for pay in past week	330	0=No
Format	Num	Type	Source
Valid N	1206	Mean	866 1=Yes
Minimum		Maximum	10 3=Disabled/unable to work 1389 -1/.N=Not Applicable 3 -7/.R=Refused 3 -8/.D=Don't know 748 SYSMIS/.
Name	P2K18	Frequency	Code and Description
Label	P2: Father on leave/ vacation in past wk	303	0=No
Format	Num	Type	Source
Valid N	328	Mean	25 1=Yes
Minimum		Maximum	2265 -1/.N=Not Applic 4 -7/.R=Refused 4 -8/.D=Don't know 748 SYSMIS/.
Name	P2K19	Frequency	Code and Description
Label	P2: Father looked for work in past 4 wks	141	0=No
Format	Num	Type	Source
Valid N	329	Mean	188 1=Yes
Minimum		Maximum	2265 -1/.N=Not Applic 4 -7/.R=Refused 3 -8/.D=Don't know 748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2K20	Frequency	Code and Description
Label	P2: Father worked for pay in pst 12 mths	224	0=No
Format	Num	Type	Source
Valid N	328	Mean	104 1=Yes
Minimum		Maximum	2265 -1/.N=Not Applic
			4 -7/.R=Refused
			4 -8/.D=Don't know
			748 SYSMIS/.
Name	P2K21	Frequency	Code and Description
Label	P2: Total hours/ week father works	948	valid numeric value
Format	Num	Type	Source
Valid N	948	Mean	1623 -1/.N=Not Applicable
Minimum	2	Maximum	39.31
			5 -7/.R=Refused
			25 -8/.D=Don't know
			748 SYSMIS/.
Name	P2K23	Frequency	Code and Description
Label	P2: Father occupation	33	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source
Valid N	955	Mean	3 4=Social scientists, social workers, religious workers and lawyers
Minimum		Maximum	16 5=Teachers
			1 6=Health diagnosing and treating practitioners
			10 7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
			6 8=Writers, artists, entertainers and athletes
			3 9=Health technologists and technicians
			15 10=Technologists and technicians, except health
			48 11=Marketing and sales occupations
			13 12=Administrative support occupation,including clerical
			180 13=Service occupations
			63 14=Agricultural, forestry, and fishing occupations
			100 15=Mechanics and repairers
			177 16=Construction and extractive occupations
			27 17=Precision production occupations
			95 18=Transportation and materials moving occupations
			123 19=Handlers, equipment cleaners, helpers and laborers
			42 20=Miscellaneous occupations
			1623 -1/.N=Not Applicable
			8 -7/.R=Refused
			15 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2K26	Frequency	Code and Description
Label	P2: Father taken programs or courses since...	995	0=No
Format	Num	Type	Source
Valid N	1208	Mean	213 1=Yes
Minimum		Maximum	1389 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K27	Frequency	Code and Description
Label	P2: Father now taking full/part-time courses	39	1=Full time
Format	Num	Type	Source
Valid N	209	Mean	88 2=Part time
Minimum		Maximum	82 3=No
			2384 -1/.N=Not Applic
			1 -7/.R=Refused
			7 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K28	Frequency	Code and Description
Label	P2: Father currently in job training	964	0=No
Format	Num	Type	Source
Valid N	993	Mean	29 1=Yes
Minimum		Maximum	1602 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			748 SYSMIS/.

Name	P2K29	Frequency	Code and Description
Label	P2: Father received cert/ dipl/ degree	1111	0=No
Format	Num	Type	Source
Valid N	1200	Mean	89 1=Yes
Minimum		Maximum	1389 -1/.N=Not Applic
			1 -7/.R=Refused
			6 -8/.D=Don't know
			5 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2K30			Frequency	Code and Description
Label	P2: Father type of certif/diploma/degree			35	1=Trade license or certificate
Format	Num	Type	Source	2	2=GED certificate or equivalent
Valid N	88	Mean		1	3=High school diploma
Minimum		Maximum		3	4=Associate's degree
				2	6=Bachelor's degree
				4	7=Graduate degree
				40	8=Credential for family service worker
				1	9=Other
				2500	-1/.N=Not Applicable
				1	-7/.R=Refused
				7	-8/.D=Don't know
				5	-9/.M=Missing
				748	SYSMIS/.

Name	P2K31			Frequency	Code and Description
Label	P2: Did HS help father locate courses			191	0=No
Format	Num	Type	Source	17	1=Yes
Valid N	208	Mean		2384	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				4	-8/.D=Don't know
				4	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2K32	Frequency	Code and Description
Label	P2: Reason dad prevented taking courses	13	1=Admission requirement/ qualification
Format	Num	Type	Source
Valid N	884	Mean	2 2=Too old to take any courses
Minimum		Maximum	24 3=Health problem
			5 4=Don't like learning
			8 5=language barrier
			25 6=No information about offering
			7 7=Lack of child care
			513 8=Time constraints (home or work)
			58 9=Cost
			10 10=Inconvenient location/transportation not available
			35 11=Did not need more
			46 12=Other
			93 13=Did not want to/no interest
			19 14=Child related reasons (pregnant/at home w/child)
			1 15=Mental health problem
			1 16=Learning disability
			22 17=Physical disability
			2 18=Lack of confidence
			1631 -1/.N=Not Applicable
			7 -7/.R=Refused
			78 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2L10	Frequency	Code and Description
Label	P2: R Spanish, Hispanic, Latino origin	26	0=No
Format	Num	Type	Source
Valid N	29	Mean	3 1=Yes
Minimum		Maximum	2572 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2L11	Frequency	Code and Description
Label	P2: Descr of R's Hispanic origin	3	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	3	Mean	2598 -1/.N=Not Applicable
Minimum		Maximum	748 SYSMIS/.

Name	P2L12_11	Frequency	Code and Description
Label	P2: Respondent White	16	0=No
Format	Num	Type	Source
Valid N	29	Mean	13 11=White
Minimum		Maximum	2572 -1/.N=Not Applicable
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2L12_12	Frequency	Code and Description
Label	P2: Resp. Black or African American	20	0=No
Format	Num	Type	Source
Valid N	29	Mean	9 12=Black or African American
Minimum		Maximum	2572 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2L12_13	Frequency	Code and Description
Label	P2: Resp. American Indian/Alaska Native	25	0=No
Format	Num	Type	Source
Valid N	29	Mean	4 13=American Indian or Alaska Native
Minimum		Maximum	2572 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2L12_20	Frequency	Code and Description
Label	P2: Respondent Asian or Pacific Islander	28	0=No
Format	Num	Type	Source
Valid N	29	Mean	1 20=Asian or Pacific Islander
Minimum		Maximum	2572 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2L12_25	Frequency	Code and Description
Label	P2: Respondent Another race	27	0=No
Format	Num	Type	Source
Valid N	29	Mean	2 25=Another race
Minimum		Maximum	2572 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2L13	Frequency	Code and Description
Label	P2: Country Respondent was born in	27	059=United States
Format	Num	Type	Source
Valid N	29	Mean	2 303=Mexico
Minimum		Maximum	2572 -1/.N=Not Applicable
			748 SYSMIS/.
Name	P2L14	Frequency	Code and Description
Label	P2: Number of years Resp. lived in US	2599	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	2 -9/.M=Missing
Minimum		Maximum	748 SYSMIS/.
Name	P2L17	Frequency	Code and Description
Label	P2: Resp. worked for pay in past week	85	0=No
Format	Num	Type	Source
Valid N	160	Mean	65 1=Yes
Minimum		Maximum	5 2=Retired
			5 3=Disabled/unable to work
			2440 -1/.N=Not Applicable
			1 -7/.R=Refused
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2L18	Frequency	Code and Description
Label	P2: Resp. on leave/ vacation in past wk	82	0=No
Format	Num	Type	Source
Valid N	85	Mean	3 1=Yes
Minimum		Maximum	2515 -1/.N=Not Applic
			1 -7/.R=Refused
			748 SYSMIS/.

Name	P2L19	Frequency	Code and Description
Label	P2: Resp. looked for work in past 4 wks	61	0=No
Format	Num	Type	Source
Valid N	85	Mean	24 1=Yes
Minimum		Maximum	2515 -1/.N=Not Applic
			1 -7/.R=Refused
			748 SYSMIS/.

Name	P2L20	Frequency	Code and Description
Label	P2: Resp. worked for pay in pst 12 mths	77	0=No
Format	Num	Type	Source
Valid N	85	Mean	8 1=Yes
Minimum		Maximum	2515 -1/.N=Not Applic
			1 -7/.R=Refused
			748 SYSMIS/.

Name	P2L21	Frequency	Code and Description
Label	P2: Total hours/ week Resp. works	73	valid numeric value
Format	Num	Type	Source
Valid N	73	Mean	33.77
Minimum	3	Maximum	70
			2527 -1/.N=Not Applicable
			1 -7/.R=Refused
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2L23			Frequency	Code and Description
Label	P2: Resp. occupation			2	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source	4	4=Social scientists, social workers, religious workers and lawyers
Valid N	73	Mean		3	5=Teachers
Minimum		Maximum		13	7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
				1	8=Writers, artists, entertainers and athletes
				2	9=Health technologists and technicians
				9	11=Marketing and sales occupations
				5	12=Administrative support occupation,including clerical
				21	13=Service occupations
				1	14=Agricultural, forestry, and fishing occupations
				1	15=Mechanics and repairers
				1	17=Precision production occupations
				3	18=Transportation and materials moving occupations
				4	19=Handlers, equipment cleaners, helpers andlaborers
				3	20=Miscellaneous occupations
					2527 -1/.N=Not Applicable
					1 -7/.R=Refused
					748 SYSMIS/.

Name	P2L24			Frequency	Code and Description
Label	P2: Grade of school Resp. completed			3	2=9th to 11th grade
Format	Num	Type	Source	1	3=12th grade but no diploma
Valid N	25	Mean		9	4=High school diploma/equivalent
Minimum		Maximum		2	6=Voc/tech diploma after high school
				5	7=Some college but no degree
				3	8=Associate's degree
				2	9=Bachelor's degree
					2572 -1/.N=Not Applicable
					4 -9/.M=Missing
					748 SYSMIS/.

Name	P2L25			Frequency	Code and Description
Label	P2: Resp. has HS diploma (not just GED)			1	0=GED
Format	Num	Type	Source	15	1=High school diploma
Valid N	16	Mean		2581	-1/.N=Not Applicable
Minimum		Maximum		4	-9/.M=Missing
					748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2L26	Frequency	Code and Description
Label	P2: Resp. taken programs or courses since...	132	0=No
Format	Num	Type	Source
Valid N	161	Mean	29 1=Yes
Minimum		Maximum	2440 -1/.N=Not Applic 748 SYSMIS/.
Name	P2L27	Frequency	Code and Description
Label	P2: Resp. now taking full/part-time courses	7	1=Full time
Format	Num	Type	Source
Valid N	29	Mean	12 2=Part time
Minimum		Maximum	10 3=No 2572 -1/.N=Not Applic 748 SYSMIS/.
Name	P2L28	Frequency	Code and Description
Label	P2: Resp. currently in job training	154	0=No
Format	Num	Type	Source
Valid N	161	Mean	7 1=Yes
Minimum		Maximum	2440 -1/.N=Not Applic 748 SYSMIS/.
Name	P2L29	Frequency	Code and Description
Label	P2: Resp. received cert/ dipl/ degree	122	0=No
Format	Num	Type	Source
Valid N	132	Mean	10 1=Yes
Minimum		Maximum	2469 -1/.N=Not Applic 748 SYSMIS/.
Name	P2L30	Frequency	Code and Description
Label	P2: Resp. kind of cert/dipl/degree recv	4	1=Trade license or certificate
Format	Num	Type	Source
Valid N	10	Mean	1 5=Child development associate (CDA)
Minimum		Maximum	5 8=Credential for family service worker 2591 -1/.N=Not Applicable 748 SYSMIS/.
Name	P2L31	Frequency	Code and Description
Label	P2: HS helped Resp. locate program	27	0=No
Format	Num	Type	Source
Valid N	29	Mean	2 1=Yes
Minimum		Maximum	2572 -1/.N=Not Applic 748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2L32	Frequency	Code and Description
Label	P2: Reason Resp. not taking courses	6	2=Too old to take any courses
Format	Num	10	3=Health problem
Valid N	127	1	6=No information about offering
Minimum		6	7=Lack of child care
		31	8=Time constraints (home or work)
		2	9=Cost
		14	11=Did not need more
		14	12=Other
		11	13=Did not want to/no interest
		22	14=Child related reasons (pregnant/at home w/child)
		1	16=Learning disability
		9	17=Physical disability
		2471	-1/.N=Not Applicable
		1	-7/.R=Refused
		2	-8/.D=Don't know
		748	SYSMIS/.

Name	P2M01a	Frequency	Code and Description
Label	P2: Welfare, TANF, general assistance	1968	0=No
Format	Num	606	1=Yes
Valid N	2574	8	-7/.R=Refused
Minimum		19	-8/.D=Don't know
		748	SYSMIS/.

Name	P2M01b	Frequency	Code and Description
Label	P2: Unemployment insurance	2291	0=No
Format	Num	300	1=Yes
Valid N	2591	5	-7/.R=Refused
Minimum		4	-8/.D=Don't know
		1	-9/.M=Missing
		748	SYSMIS/.

Name	P2M01c	Frequency	Code and Description
Label	P2: Food stamps	952	0=No
Format	Num	1642	1=Yes
Valid N	2594	6	-7/.R=Refused
Minimum		1	-9/.M=Missing
		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2M01d	Frequency	Code and Description
Label	P2: WIC program	1157	0=No
Format	Num	Type	Source
Valid N	2597	Mean	1440 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2M01e	Frequency	Code and Description
Label	P2: Child support	2089	0=No
Format	Num	Type	Source
Valid N	2594	Mean	505 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			3 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2M01f	Frequency	Code and Description
Label	P2: SSI/Social Security Retirement	2267	0=No
Format	Num	Type	Source
Valid N	2593	Mean	326 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			3 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2M01g	Frequency	Code and Description
Label	P2: Payments for foster care	2542	0=No
Format	Num	Type	Source
Valid N	2591	Mean	49 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			5 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2M01h	Frequency	Code and Description
Label	P2: Energy assistance	2212	0=No
Format	Num	Type	Source
Valid N	2591	Mean	379 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			6 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Name	P2M02	Frequency	Code and Description
Label	P2: Number of adults contributing income	2569	valid numeric value
Format	Num	Type	Source
Valid N	2569	Mean	1.54
Minimum	1	Maximum	7
			8 -7/.R=Refused
			22 -8/.D=Don't know
			2 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2M07	Frequency	Code and Description
Label	P2: Type of housing R lives in	2403	1=A house, apartment, or trailer with your family only
Format	Num		
Valid N	2593	172	2=A house, apartment, or trailer you share with another family
Minimum		8	3=Transitional housing (apartment) or a homeless shelter
		10	4=Somewhere else
		2	-7/.R=Refused
		2	-8/.D=Don't know
		4	-9/.M=Missing
		748	SYSMIS/.

Name	P2M08	Frequency	Code and Description
Label	P2: Number times moved in last 12 months	2595	valid numeric value
Format	Num		
Valid N	2595	6	-9/.M=Missing
Minimum	0	748	SYSMIS/.

Name	P2M08a	Frequency	Code and Description
Label	P2: Main reason for most recent move	21	1=For a job or schooling
Format	Num	9	2=To be closer to family/friends
Valid N	481	8	3=Moved in with partner/spouse
Minimum		89	4=Couldn't afford prior home
		21	5=Safer community
		6	6=Housing was destroyed
		1	7=Escape domestic abuse
		18	8=Prior landlord sold housing
		6	9=Family/friends no longer willing to house family
		2	10=Time limit for transitional housing/shelter
		198	11=Other
		102	12=More Space
		2107	-1/.N=Not Applicable
		5	-7/.R=Refused
		1	-8/.D=Don't know
		7	-9/.M=Missing
		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2M09	Frequency	Code and Description
Label	P2: Own home, pay rent, public housing	574	1=Owns or is buying home or apartment
Format	Num	Type	Source
Valid N	2548	Mean	1549 2=Rents (without public assistance)
Minimum		Maximum	346 3=Public or subsidized housing
			6 4=Some other arrangement
			73 5=Lives w/someone else, whether pays rent or not
			18 -1/.N=Not Applicable
			5 -7/.R=Refused
			18 -8/.D=Don't know
			12 -9/.M=Missing
			748 SYSMIS/.
Name	P2N01	Frequency	Code and Description
Label	P2: Child currently in care regularly	2343	0=No
Format	Num	Type	Source
Valid N	2590	Mean	247 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			10 -9/.M=Missing
			748 SYSMIS/.
Name	P2N02	Frequency	Code and Description
Label	P2: No. of non-HS centers child attends	238	1=One
Format	Num	Type	Source
Valid N	247	Mean	6 2=Two
Minimum		Maximum	1 3=Three
			2 4=Four or more
			2343 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			748 SYSMIS/.
Name	P2N03	Frequency	Code and Description
Label	P2: Days/wk child attends [main] program	247	valid numeric value
Format	Num	Type	Source
Valid N	247	Mean	4.42
Minimum	1	Maximum	5
			2343 -1/.N=Not Applicable
			1 -8/.D=Don't know
			10 -9/.M=Missing
			748 SYSMIS/.
Name	P2N04	Frequency	Code and Description
Label	P2: Hrs/wk child attends [main] program	245	valid numeric value
Format	Num	Type	Source
Valid N	245	Mean	14.75
Minimum	1	Maximum	50
			2343 -1/.N=Not Applicable
			3 -8/.D=Don't know
			10 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2N05	Frequency	Code and Description
Label	P2: Child attends prog before / after HS/K	47	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	244	Mean	143 2=After Head Start or kindergarten
Minimum		Maximum	54 3=Both before/after Head Start/kindergarten
			2343 -1/.N=Not Applicable
			4 -8/.D=Don't know
			10 -9/.M=Missing
			748 SYSMIS/.

Name	P2N06	Frequency	Code and Description
Label	P2: Child rec regular care from relative	1799	0=No
Format	Num	Type	Source
Valid N	2591	Mean	792 1=Yes
Minimum		Maximum	10 -9/.M=Missing
			748 SYSMIS/.

Name	P2N07	Frequency	Code and Description
Label	P2: Number of relative care arrangements	553	1=One
Format	Num	Type	Source
Valid N	782	Mean	181 2=Two
Minimum		Maximum	30 3=Three
			18 4=Four or more
			1799 -1/.N=Not Applic
			2 -7/.R=Refused
			8 -8/.D=Don't know
			10 -9/.M=Missing
			748 SYSMIS/.

Name	P2N08	Frequency	Code and Description
Label	P2: Relationship of relative to child	495	1=grandparent
Format	Num	Type	Source
Valid N	791	Mean	159 2=aunt
Minimum		Maximum	29 3=uncle
			18 4=brother
			26 5=sister
			64 6=another relative
			1799 -1/.N=Not Applicable
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2N09	Frequency	Code and Description
Label	P2: Location of relative care	348	1=Own home
Format	Num	Type	Source
Valid N	791	Mean	418 2=Other home
Minimum		Maximum	25 3=Both/varies
			1799 -1/.N=Not Applic
			11 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2N09a	Frequency	Code and Description
Label	P2: Relative caregiver live in R home	91	0=No
Format	Num	Type	Source
Valid N	348	Mean	257 1=Yes
Minimum		Maximum	2242 -1/.N=Not Applic
			11 -9/.M=Missing
			748 SYSMIS/.
Name	P2N10	Frequency	Code and Description
Label	P2: # dys/wk child rec care from relative	788	valid numeric value
Format	Num	Type	Source
Valid N	788	Mean	4.02
Minimum	1	Maximum	7
			1799 -1/.N=Not Applicable
			3 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.
Name	P2N11	Frequency	Code and Description
Label	P2: Hrs/wk child recv care from relative	784	valid numeric value
Format	Num	Type	Source
Valid N	784	Mean	14.41
Minimum	1	Maximum	72
			1799 -1/.N=Not Applicable
			1 -7/.R=Refused
			6 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.
Name	P2N12	Frequency	Code and Description
Label	P2: Child rec rel care before / after HS/K	78	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	781	Mean	495 2=After Head Start or kindergarten
Minimum		Maximum	208 3=Both before/after Head Start/kindergarten
			1799 -1/.N=Not Applicable
			1 -7/.R=Refused
			9 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.
Name	P2N13	Frequency	Code and Description
Label	P2: Child recv other care on reg basis	2472	0=No
Format	Num	Type	Source
Valid N	2589	Mean	117 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2N14	Frequency	Code and Description
Label	P2: Number of other care arrangements	95	1=One
Format	Num	Type	Source
Valid N	117	Mean	16 2=Two
Minimum		Maximum	3 3=Three
			3 4=Four or more
			2472 -1/.N=Not Applic
			1 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2N15	Frequency	Code and Description
Label	P2: Location of other care	25	1=Respondent's home
Format	Num	Type	Source
Valid N	116	Mean	86 2=Other home
Minimum		Maximum	5 3=Both/varies
			2472 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2N16	Frequency	Code and Description
Label	P2: Nonrelative caregiver live in R home	19	0=No
Format	Num	Type	Source
Valid N	25	Mean	6 1=Yes
Minimum		Maximum	2563 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2N17	Frequency	Code and Description
Label	P2: #dys/wk C rec care from non-relative	116	valid numeric value
Format	Num	Type	Source
Valid N	116	Mean	3.61
Minimum	1	Maximum	7
			2472 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2N18	Frequency	Code and Description
Label	P2: Hrs/wk C rec care from non-relative	115	valid numeric value
Format	Num	Type	Source
Valid N	115	Mean	14.04
Minimum	1	Maximum	50
			2472 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2N19	Frequency	Code and Description
Label	P2: Child rec other care before/after HS/K	12	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	113	Mean	70 2=After Head Start or kindergarten
Minimum		Maximum	31 3=Both before/after Head Start/kindergarten
			2472 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2N20	Frequency	Code and Description
Label	P2: # dys/wk C recv care before/after HS/K	105	valid numeric value
Format	Num	Type	Source
Valid N	105	Mean	4.28
Minimum	0	Maximum	7
			2494 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2N21	Frequency	Code and Description
Label	P2: Hrs/wk C recv care before / after HS/K	103	valid numeric value
Format	Num	Type	Source
Valid N	103	Mean	17.40
Minimum	1	Maximum	50
			2494 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			748 SYSMIS/.

Name	P2N22	Frequency	Code and Description
Label	P2: Charge/fee for any of the care	702	0=No
Format	Num	Type	Source
Valid N	1039	Mean	337 1=Yes
Minimum		Maximum	1559 -1/.N=Not Applic
			2 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2N23a	Frequency	Code and Description
Label	P2: Do you pay for it yourself	31	0=No
Format	Num	Type	Source
Valid N	336	Mean	305 1=Yes
Minimum		Maximum	2261 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2N23b	Frequency	Code and Description
Label	P2: Does a government agency pay	221	0=No
Format	Num	Type	Source
Valid N	334	Mean	113 1=Yes
Minimum		Maximum	2261 -1/.N=Not Applic
			5 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2N23c	Frequency	Code and Description
Label	P2: Does an employer pay	326	0=No
Format	Num	Type	Source
Valid N	335	Mean	9 1=Yes
Minimum		Maximum	2261 -1/.N=Not Applic
			4 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2N23d	Frequency	Code and Description
Label	P2: Does someone else pay	304	0=No
Format	Num	Type	Source
Valid N	335	Mean	31 1=Yes
Minimum		Maximum	2261 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2N23e	Frequency	Code and Description
Label	P2: Trade child care w/someone else	322	0=No
Format	Num	Type	Source
Valid N	336	Mean	14 1=Yes
Minimum		Maximum	2261 -1/.N=Not Applic
			3 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Name	P2N23f	Frequency	Code and Description
Label	P2: Other (please specify)	332	0=No
Format	Num	Type	Source
Valid N	334	Mean	2 1=Yes
Minimum		Maximum	2261 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2N24amt	Frequency	Code and Description
Label	P2: Amt paid for Childcare arrangements	325	valid numeric value
Format	Num	Type	Source
Valid N	325	Mean	94.92
Minimum	0	Maximum	1200
		2261	-1/.N=Not Applicable
		4	-7/.R=Refused
		10	-8/.D=Don't know
		1	-9/.M=Missing
		748	SYSMIS/.

Name	P2N24per	Frequency	Code and Description
Label	P2: Time period care paid for	8	1=Per hour
Format	Num	Type	Source
Valid N	306	Mean	165
Minimum		Maximum	14
			23 2=Per day
			165 3=Per week
			14 4=Bi-weekly
			95 5=Per month
			1 6=Per year
		2280	-1/.N=Not Applic
		4	-7/.R=Refused
		10	-8/.D=Don't know
		1	-9/.M=Missing
		748	SYSMIS/.

Name	P2N25	Frequency	Code and Description
Label	P2: Amt includes other children in house	143	1=Child only
Format	Num	Type	Source
Valid N	247	Mean	104
Minimum		Maximum	104
			2=Child and others
		2280	-1/.N=Not Applic
		4	-7/.R=Refused
		10	-8/.D=Don't know
		60	-9/.M=Missing
		748	SYSMIS/.

Name	P2P01	Frequency	Code and Description
Label	P2: Child's overall health status	1319	1=Excellent
Format	Num	Type	Source
Valid N	2590	Mean	774
Minimum		Maximum	355
			3=Good
			133 4=Fair
			9 5=Poor
		11	-9/.M=Missing
		748	SYSMIS/.

Name	P2P04	Frequency	Code and Description
Label	P2: Child take vitamin/ mineral suppl	1331	0=No
Format	Num	Type	Source
Valid N	2589	Mean	1258
Minimum		Maximum	1
			1=Yes
			1 -8/.D=Don't know
			11 -9/.M=Missing
		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P05	Frequency	Code and Description
Label	P2: Place where child goes for med care	1664	1=A private doctor, private clinic, or HMO
Format	Num	Type	Source
Valid N	2531	Mean	299 2=An outpatient clinic run by a hospital
Minimum		Maximum	8 3=The emergency room at a hospital
			473 4=Public health department or community health center
			4 5=A migrant health clinic
			12 6=The Indian Health Service
			71 7=Someplace else
			1 -7/.R=Refused
			58 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2P05a	Frequency	Code and Description
Label	P2: Child has regular health care provider	193	0=No
Format	Num	Type	Source
Valid N	2555	Mean	2362 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			34 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2P05b	Frequency	Code and Description
Label	P2: Child health provider works as partner to meet needs	1432	1=strongly agree
Format	Num	Type	Source
Valid N	2338	Mean	825 2=agree
Minimum		Maximum	54 3=disagree
			27 4=strongly disagree
			193 -1/.N=Not Applicable
			6 -7/.R=Refused
			53 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2P06	Frequency	Code and Description
Label	P2: HS help find hlth-care prov for child	2267	0=No
Format	Num	Type	Source
Valid N	2564	Mean	297 1=Yes
Minimum		Maximum	18 -8/.D=Don't know
			19 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P06a	Frequency	Code and Description
Label	P2: How HS helped find healthcare prov	192	1=Provided information
Format	Num	Type	Source
Valid N	292	Mean	70 2=Made referrals, for example, phone calls
Minimum		Maximum	12 3=Provided health care directly
			18 4=Helped in some other way
			2267 -1/.N=Not Applicable
			23 -8/.D=Don't know
			19 -9/.M=Missing
			748 SYSMIS/.
Name	P2P06b	Frequency	Code and Description
Label	P2: Reason HS didn't help find prov	1797	1=Had a health care provider prior to enrollment
Format	Num	Type	Source
Valid N	2204	Mean	140 2=Found a health care provider on my own
Minimum		Maximum	45 3=Other
			222 4=Did not ask for help
			297 -1/.N=Not Applicable
			2 -7/.R=Refused
			79 -8/.D=Don't know
			19 -9/.M=Missing
			748 SYSMIS/.
Name	P2P07	Frequency	Code and Description
Label	P2: Time since child had check-up w/ Doc	2013	1=6 months ago or less
Format	Num	Type	Source
Valid N	2585	Mean	529 2=more than 6 mnths but not more than 1 year ago
Minimum		Maximum	39 3=more than 1 year but not more than 2 years ago
			4 4=more than 2 years ago
			4 -8/.D=Don't know
			12 -9/.M=Missing
			748 SYSMIS/.
Name	P2P08	Frequency	Code and Description
Label	P2: Time since C had check-up w/ Dentist	1986	1=6 months ago or less
Format	Num	Type	Source
Valid N	2583	Mean	461 2=more than 6 mnths but not more than 1 year ago
Minimum		Maximum	62 3=more than 1 year but not more than 2 years ago
			3 4=more than 2 years ago
			71 5=never
			6 -8/.D=Don't know
			12 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P09a	Frequency	Code and Description
Label	P2: Child health cov: Private insurance	771	0=No
Format	Num	Type	Source
Valid N	2545	Mean	1774 1=Yes
Minimum		Maximum	5 -7/.R=Refused
			39 -8/.D=Don't know
			12 -9/.M=Missing
			748 SYSMIS/.

Name	P2P09b	Frequency	Code and Description
Label	P2: Child health cov: Medicaid	551	0=No
Format	Num	Type	Source
Valid N	2553	Mean	2002 1=Yes
Minimum		Maximum	5 -7/.R=Refused
			31 -8/.D=Don't know
			12 -9/.M=Missing
			748 SYSMIS/.

Name	P2P09c	Frequency	Code and Description
Label	P2: Child health cov: CHIP	1591	0=No
Format	Num	Type	Source
Valid N	2516	Mean	925 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			69 -8/.D=Don't know
			12 -9/.M=Missing
			748 SYSMIS/.

Name	P2P09d	Frequency	Code and Description
Label	P2: Child health cov: Military hlth care	2497	0=No
Format	Num	Type	Source
Valid N	2559	Mean	62 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			26 -8/.D=Don't know
			13 -9/.M=Missing
			748 SYSMIS/.

Name	P2P09e	Frequency	Code and Description
Label	P2: Child health cov: Indian hlth servc	2538	0=No
Format	Num	Type	Source
Valid N	2573	Mean	35 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			13 -8/.D=Don't know
			13 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P09f	Frequency	Code and Description
Label	P2: Child health cov: Oth govt program	2508	0=No
Format	Num	Type	Source
Valid N	2552	Mean	44 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			32 -8/.D=Don't know
			13 -9/.M=Missing
			748 SYSMIS/.

Name	P2P10	Frequency	Code and Description
Label	P2: #doc visits for injury in pst 12mnths	2229	0=Never
Format	Num	Type	Source
Valid N	2584	Mean	225 1=Once
Minimum		Maximum	72 2=Twice
			58 3=Three or more times
			2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P11	Frequency	Code and Description
Label	P2: Child restricted because of injury	265	0=No
Format	Num	Type	Source
Valid N	354	Mean	89 1=Yes
Minimum		Maximum	2229 -1/.N=Not Applic
			3 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P12	Frequency	Code and Description
Label	P2: Child miss HS bcause of injury	201	0=No
Format	Num	Type	Source
Valid N	355	Mean	154 1=Yes
Minimum		Maximum	2229 -1/.N=Not Applic
			2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P13a	Frequency	Code and Description
Label	P2: Asthma	2260	0=No
Format	Num	Type	Source
Valid N	2584	Mean	324 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P13b	Frequency	Code and Description
Label	P2: Respiratory/ breathing illness	2302	0=No
Format	Num	Type	Source
Valid N	2581	Mean	279 1=Yes
Minimum		Maximum	1 -7/.R=Refused 4 -8/.D=Don't know 15 -9/.M=Missing 748 SYSMIS/.

Name	P2P13c	Frequency	Code and Description
Label	P2: Stomach or gastrointestinal illness	2501	0=No
Format	Num	Type	Source
Valid N	2586	Mean	85 1=Yes
Minimum		Maximum	15 -9/.M=Missing 748 SYSMIS/.

Name	P2P13d	Frequency	Code and Description
Label	P2: Ear infection	2009	0=No
Format	Num	Type	Source
Valid N	2586	Mean	577 1=Yes
Minimum		Maximum	15 -9/.M=Missing 748 SYSMIS/.

Name	P2P13e	Frequency	Code and Description
Label	P2: Problem with muscles or with moving	2575	0=No
Format	Num	Type	Source
Valid N	2585	Mean	10 1=Yes
Minimum		Maximum	1 -8/.D=Don't know 15 -9/.M=Missing 748 SYSMIS/.

Name	P2P13f	Frequency	Code and Description
Label	P2: Developmental delay	2497	0=No
Format	Num	Type	Source
Valid N	2582	Mean	85 1=Yes
Minimum		Maximum	4 -8/.D=Don't know 15 -9/.M=Missing 748 SYSMIS/.

Name	P2P13g	Frequency	Code and Description
Label	P2: Epilepsy or seizures	2576	0=No
Format	Num	Type	Source
Valid N	2586	Mean	10 1=Yes
Minimum		Maximum	15 -9/.M=Missing 748 SYSMIS/.

Name	P2P13h	Frequency	Code and Description
Label	P2: Heart defect	2550	0=No
Format	Num	Type	Source
Valid N	2585	Mean	35 1=Yes
Minimum		Maximum	1 -8/.D=Don't know 15 -9/.M=Missing 748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P13i			Frequency	Code and Description
Label	P2: Mental retardation			2576	0=No
Format	Num	Type	Source	10	1=Yes
Valid N	2586	Mean		15	-9/.M=Missing
Minimum		Maximum		748	SYSMIS/.
Name	P2P13j			Frequency	Code and Description
Label	P2: Lactose intolerance			2508	0=No
Format	Num	Type	Source	74	1=Yes
Valid N	2582	Mean		1	-7/.R=Refused
Minimum		Maximum		3	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.
Name	P2P13k			Frequency	Code and Description
Label	P2: Other food allergy or sensitivity			2502	0=No
Format	Num	Type	Source	80	1=Yes
Valid N	2582	Mean		4	-8/.D=Don't know
Minimum		Maximum		15	-9/.M=Missing
				748	SYSMIS/.
Name	P2P13l			Frequency	Code and Description
Label	P2: Prob with allergies other than foods			2213	0=No
Format	Num	Type	Source	371	1=Yes
Valid N	2584	Mean		2	-8/.D=Don't know
Minimum		Maximum		15	-9/.M=Missing
				748	SYSMIS/.
Name	P2P13m			Frequency	Code and Description
Label	P2: Attention deficit, hyperactivity			2530	0=No
Format	Num	Type	Source	48	1=Yes
Valid N	2578	Mean		8	-8/.D=Don't know
Minimum		Maximum		15	-9/.M=Missing
				748	SYSMIS/.
Name	P2P13n			Frequency	Code and Description
Label	P2: Diabetes			2586	0=No
Format	Num	Type	Source	15	-9/.M=Missing
Valid N	2586	Mean		748	SYSMIS/.
Minimum		Maximum			
Name	P2P13o			Frequency	Code and Description
Label	P2: A need to lose weight			2507	0=No
Format	Num	Type	Source	79	1=Yes
Valid N	2586	Mean		15	-9/.M=Missing
Minimum		Maximum		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P14a	Frequency	Code and Description
Label	P2: Asthma	183	0=No
Format	Num	Type	Source
Valid N	324	Mean	141 1=Yes
Minimum		Maximum	2260 -1/.N=Not Applic
			2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14b	Frequency	Code and Description
Label	P2: Respiratory/ breathing illness	117	0=No
Format	Num	Type	Source
Valid N	278	Mean	161 1=Yes
Minimum		Maximum	2302 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14c	Frequency	Code and Description
Label	P2: Stomach or gastrointestinal illness	33	0=No
Format	Num	Type	Source
Valid N	85	Mean	52 1=Yes
Minimum		Maximum	2501 -1/.N=Not Applic
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14d	Frequency	Code and Description
Label	P2: Ear infection	207	0=No
Format	Num	Type	Source
Valid N	577	Mean	370 1=Yes
Minimum		Maximum	2009 -1/.N=Not Applic
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14e	Frequency	Code and Description
Label	P2: Problem with muscles or with moving	9	0=No
Format	Num	Type	Source
Valid N	10	Mean	1 1=Yes
Minimum		Maximum	2575 -1/.N=Not Applic
			1 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14f	Frequency	Code and Description
Label	P2: Developmental delay	81	0=No
Format	Num	Type	Source
Valid N	85	Mean	4 1=Yes
Minimum		Maximum	2497 -1/.N=Not Applic
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P14g	Frequency	Code and Description
Label	P2: Epilepsy or seizures	7	0=No
Format	Num	Type	Source
Valid N	10	Mean	3 1=Yes
Minimum		Maximum	2576 -1/.N=Not Applic
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14h	Frequency	Code and Description
Label	P2: Heart defect	34	0=No
Format	Num	Type	Source
Valid N	35	Mean	1 1=Yes
Minimum		Maximum	2550 -1/.N=Not Applic
			1 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14i	Frequency	Code and Description
Label	P2: Mental retardation	10	0=No
Format	Num	Type	Source
Valid N	10	Mean	2576 -1/.N=Not Applic
Minimum		Maximum	15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14j	Frequency	Code and Description
Label	P2: Lactose intolerance	62	0=No
Format	Num	Type	Source
Valid N	74	Mean	12 1=Yes
Minimum		Maximum	2508 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14k	Frequency	Code and Description
Label	P2: Other food allergy or sensitivity	67	0=No
Format	Num	Type	Source
Valid N	80	Mean	13 1=Yes
Minimum		Maximum	2502 -1/.N=Not Applic
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14l	Frequency	Code and Description
Label	P2: Prob with allergies other than foods	284	0=No
Format	Num	Type	Source
Valid N	370	Mean	86 1=Yes
Minimum		Maximum	2213 -1/.N=Not Applic
			3 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P14m	Frequency	Code and Description
Label	P2: Attention deficit, hyperactivity	39	0=No
Format	Num	Type	Source
Valid N	48	Mean	9 1=Yes
Minimum		Maximum	2530 -1/.N=Not Applic
			8 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P14n	Frequency	Code and Description
Label	P2: Diabetes	2586	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	15 -9/.M=Missing
Minimum		Maximum	748 SYSMIS/.

Name	P2P14o	Frequency	Code and Description
Label	P2: A need to lose weight	79	0=No
Format	Num	Type	Source
Valid N	79	Mean	2507 -1/.N=Not Applic
Minimum		Maximum	15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P15	Frequency	Code and Description
Label	P2: Child restricted due to health prob	2503	0=No
Format	Num	Type	Source
Valid N	2581	Mean	78 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P16	Frequency	Code and Description
Label	P2: Child missed HS due to health prob	1959	0=No
Format	Num	Type	Source
Valid N	2583	Mean	624 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			1 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P17	Frequency	Code and Description
Label	P2: C evaluated for attention/learning	2422	0=No
Format	Num	Type	Source
Valid N	2584	Mean	162 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P18	Frequency	Code and Description
Label	P2: Attention/learning problem diagnosed	72	0=No
Format	Num	Type	Source
Valid N	161	Mean	89 1=Yes
Minimum		Maximum	2422 -1/.N=Not Applic
			3 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P19_1	Frequency	Code and Description
Label	P2: Mental retardation or cog impairmnt	85	0=No
Format	Num	Type	Source
Valid N	88	Mean	3 1=Mental retardation or cognitive impairment
Minimum		Maximum	2494 -1/.N=Not Applicable
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P19_2	Frequency	Code and Description
Label	P2: Emotional/behavior disability	84	0=No
Format	Num	Type	Source
Valid N	88	Mean	4 2=Emotional/behavior disability
Minimum		Maximum	2494 -1/.N=Not Applicable
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P19_3	Frequency	Code and Description
Label	P2: Autism or PDD	75	0=No
Format	Num	Type	Source
Valid N	88	Mean	13 3=Autism or pervasive developmental delay (PDD)
Minimum		Maximum	2494 -1/.N=Not Applicable
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P19_4	Frequency	Code and Description
Label	P2: Traumatic brain injury	88	0=No
Format	Num	Type	Source
Valid N	88	Mean	2494 -1/.N=Not Applicable
Minimum		Maximum	4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P19_5	Frequency	Code and Description
Label	P2: Oppositional Defiant Disorder	88	0=No
Format	Num	Type	Source
Valid N	88	Mean	2494 -1/.N=Not Applicable
Minimum		Maximum	4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P19_6	Frequency	Code and Description
Label	P2: Other attention/learning problem	82	0=No
Format	Num	Type	Source
Valid N	88	Mean	6 6=Other
Minimum		Maximum	2494 -1/.N=Not Applicable
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P19_7	Frequency	Code and Description
Label	P2: Speech or language impairment or delay	65	0=No
Format	Num	Type	Source
Valid N	88	Mean	23 7=Speech or language impairment or delay
Minimum		Maximum	2494 -1/.N=Not Applicable
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P19_9	Frequency	Code and Description
Label	P2: No problem diagnosed	80	0=No
Format	Num	Type	Source
Valid N	88	Mean	8 9=No problem
Minimum		Maximum	2494 -1/.N=Not Applicable
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P19_10	Frequency	Code and Description
Label	P2: ADD/ADHD	51	0=No
Format	Num	Type	Source
Valid N	88	Mean	37 10=ADD/ADHD
Minimum		Maximum	2494 -1/.N=Not Applicable
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P19a	Frequency	Code and Description
Label	P2: Medication suggested or prescribed for diagnosis	62	0=No
Format	Num	Type	Source
Valid N	89	Mean	27 1=Yes
Minimum		Maximum	2494 -1/.N=Not Applic
			3 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P19b	Frequency	Code and Description
Label	P2: Child currently taking medication for diagnosis	5	0=No
Format	Num	Type	Source
Valid N	27	Mean	22 1=Yes
Minimum		Maximum	2556 -1/.N=Not Applic
			3 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P20	Frequency	Code and Description
Label	P2: Child evaluated about activity level	2493	0=No
Format	Num	Type	Source
Valid N	2583	Mean	90 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P21	Frequency	Code and Description
Label	P2: Activity level problem diagnosed	47	0=No
Format	Num	Type	Source
Valid N	88	Mean	41 1=Yes
Minimum		Maximum	2493 -1/.N=Not Applic
			5 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P22_1	Frequency	Code and Description
Label	P2: Attention deficit disorder (ADD)	36	0=No
Format	Num	Type	Source
Valid N	39	Mean	3 1=Attention deficit disorder (ADD)
Minimum		Maximum	2540 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P22_2	Frequency	Code and Description
Label	P2: Attn deficit hyperactivity disorder	24	0=No
Format	Num	Type	Source
Valid N	39	Mean	15 2=Attention deficit hyperactivity disorder (ADHD)
Minimum		Maximum	2540 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P22_3	Frequency	Code and Description
Label	P2: Other activity level problem	23	0=No
Format	Num	Type	Source
Valid N	39	Mean	16 3=Other
Minimum		Maximum	2540 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P22_9	Frequency	Code and Description
Label	P2: No problem diagnosed	34	0=No
Format	Num	Type	Source
Valid N	39	Mean	5 9=No problem
Minimum		Maximum	2540 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P22a	Frequency	Code and Description
Label	P2: Was medication suggested/prescribed	28	0=No
Format	Num	Type	Source
Valid N	41	Mean	13 1=Yes
Minimum		Maximum	2540 -1/.N=Not Applic
			5 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P22b	Frequency	Code and Description
Label	P2: Child on medication for problem/diagnosis	1	0=No
Format	Num	Type	Source
Valid N	13	Mean	12 1=Yes
Minimum		Maximum	2568 -1/.N=Not Applic
			5 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P23	Frequency	Code and Description
Label	P2: Child evaluated about arms/legs	2557	0=No
Format	Num	Type	Source
Valid N	2584	Mean	27 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P24	Frequency	Code and Description
Label	P2: Arms / legs problem diagnosed	11	0=No
Format	Num	Type	Source
Valid N	27	Mean	16 1=Yes
Minimum		Maximum	2557 -1/.N=Not Applic
			2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P25_1	Frequency	Code and Description
Label	P2: Cerebral palsy	15	0=No
Format	Num	Type	Source
Valid N	16	Mean	1 1=Cerebral palsy
Minimum		Maximum	2568 -1/.N=Not Applicable
			2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P25_2	Frequency	Code and Description
Label	P2: Epilepsy or seizures	16	0=No
Format	Num	Type	Source
Valid N	16	Mean	2568 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P25_3	Frequency	Code and Description
Label	P2: Other physical impairment (specify)	3	0=No
Format	Num	Type	Source
Valid N	16	Mean	13 3=Other physical impairment
Minimum		Maximum	2568 -1/.N=Not Applicable
			2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P25_9	Frequency	Code and Description
Label	P2: No problem diagnosed	14	0=No
Format	Num	Type	Source
Valid N	16	Mean	2 9=No problem
Minimum		Maximum	2568 -1/.N=Not Applicable
			2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P26	Frequency	Code and Description
Label	P2: Child use special equipment	10	0=No
Format	Num	Type	Source
Valid N	16	Mean	6 1=Yes
Minimum		Maximum	2568 -1/.N=Not Applic
			2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P27	Frequency	Code and Description
Label	P2: Child evaluated about communicating	2428	0=No
Format	Num	Type	Source
Valid N	2584	Mean	156 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P28	Frequency	Code and Description
Label	P2: Communication problem diagnosed	68	0=No
Format	Num	Type	Source
Valid N	154	Mean	86 1=Yes
Minimum		Maximum	2428 -1/.N=Not Applic
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P29_1	Frequency	Code and Description
Label	P2: Speech impairment	20	0=No
Format	Num	Type	Source
Valid N	83	Mean	63 1=Speech impairment
Minimum		Maximum	2496 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P29_2	Frequency	Code and Description
Label	P2: Language impairment	78	0=No
Format	Num	Type	Source
Valid N	83	Mean	5 2=Language impairment
Minimum		Maximum	2496 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P29_3	Frequency	Code and Description
Label	P2: Autism or PDD	75	0=No
Format	Num	Type	Source
Valid N	83	Mean	8 3=Autism or pervasive developmental delay (PDD)
Minimum		Maximum	2496 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P29_4	Frequency	Code and Description
Label	P2: Mental retardation/cogn. impairment	81	0=No
Format	Num	Type	Source
Valid N	83	Mean	2 4=Mental retardation or cognitive impairment
Minimum		Maximum	2496 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2P29_5	Frequency	Code and Description
Label	P2: Emotional/behavior disability	82	0=No
Format	Num	Type	Source
Valid N	83	Mean	1 5=Emotional/behavior disability
Minimum		Maximum	2496 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P29_6	Frequency	Code and Description
Label	P2: Other (specify)	80	0=No
Format	Num	Type	Source
Valid N	83	Mean	3 6=Other
Minimum		Maximum	2496 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P29_8	Frequency	Code and Description
Label	P2: Hearing impairment	78	0=No
Format	Num	Type	Source
Valid N	83	Mean	5 8=Hearing impairment
Minimum		Maximum	2496 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P29_9	Frequency	Code and Description
Label	P2: No problem	80	0=No
Format	Num	Type	Source
Valid N	83	Mean	3 9=No problem
Minimum		Maximum	2496 -1/.N=Not Applicable
			7 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P30	Frequency	Code and Description
Label	P2: diff in hearing/understanding speech	2485	0=No
Format	Num	Type	Source
Valid N	2583	Mean	98 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			2 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P31	Frequency	Code and Description
Label	P2: Evaluated over hearing/understanding	56	0=No
Format	Num	Type	Source
Valid N	97	Mean	41 1=Yes
Minimum		Maximum	2485 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P32			Frequency	Code and Description
Label	P2: Hearing problem diagnosed			17	0=No
Format	Num	Type	Source	24	1=Yes
Valid N	41	Mean		2541	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				3	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.
<hr/>					
Name	P2P33_1			Frequency	Code and Description
Label	P2: Ear infection			15	0=No
Format	Num	Type	Source	8	1=Ear infection
Valid N	23	Mean		2558	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				4	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.
<hr/>					
Name	P2P33_2			Frequency	Code and Description
Label	P2: Hearing impairment/hard of hearing			19	0=No
Format	Num	Type	Source	4	2=Hearing impairment/hard of hearing
Valid N	23	Mean		2558	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				4	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.
<hr/>					
Name	P2P33_3			Frequency	Code and Description
Label	P2: Deafness			23	0=No
Format	Num	Type	Source	2558	-1/.N=Not Applicable
Valid N	23	Mean		1	-7/.R=Refused
Minimum		Maximum		4	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.
<hr/>					
Name	P2P33_4			Frequency	Code and Description
Label	P2: Language impairment			13	0=No
Format	Num	Type	Source	10	4=Language impairment
Valid N	23	Mean		2558	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				4	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P33_5	Frequency	Code and Description
Label	P2: Autism or PDD	21	0=No
Format	Num	Type	Source
Valid N	23	Mean	2 5=Autism or pervasive developmental delay (PDD)
Minimum		Maximum	2558 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P33_6	Frequency	Code and Description
Label	P2: Mental retardation	23	0=No
Format	Num	Type	Source
Valid N	23	Mean	2558 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P33_7	Frequency	Code and Description
Label	P2: Emotional/behavior disability	23	0=No
Format	Num	Type	Source
Valid N	23	Mean	2558 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P33_8	Frequency	Code and Description
Label	P2: Other (specify)	23	0=No
Format	Num	Type	Source
Valid N	23	Mean	2558 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P33_9	Frequency	Code and Description
Label	P2: No problem diagnosed	23	0=No
Format	Num	Type	Source
Valid N	23	Mean	2558 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P34	Frequency	Code and Description
Label	P2: Child wears hearing aid	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	2597 -1/.N=Not Applic
Minimum		Maximum	748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P35a	Frequency	Code and Description
Label	P2: Child have cochlear implants	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	2597 -1/.N=Not Applic
Minimum		Maximum	748 SYSMIS/.

Name	P2P35b	Frequency	Code and Description
Label	P2: Effect on ability to hear/understand	2601	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	748 SYSMIS/.
Minimum		Maximum	

Name	P2P36	Frequency	Code and Description
Label	P2: Child has difficulty seeing	2445	0=No
Format	Num	Type	Source
Valid N	2582	Mean	137 1=Yes
Minimum		Maximum	4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P37	Frequency	Code and Description
Label	P2: Child's vision evaluated by pro	24	0=No
Format	Num	Type	Source
Valid N	136	Mean	112 1=Yes
Minimum		Maximum	2445 -1/.N=Not Applic
			5 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P38	Frequency	Code and Description
Label	P2: Vision problem diagnosed	28	0=No
Format	Num	Type	Source
Valid N	112	Mean	84 1=Yes
Minimum		Maximum	2469 -1/.N=Not Applic
			5 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P39_1	Frequency	Code and Description
Label	P2: Near sighted	57	0=No
Format	Num	Type	Source
Valid N	77	Mean	20 1=Near sighted
Minimum		Maximum	2497 -1/.N=Not Applicable
			1 -7/.R=Refused
			11 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P39_2			Frequency	Code and Description
Label	P2: Far sighted			49	0=No
Format	Num	Type	Source	28	2=Far sighted
Valid N	77	Mean		2497	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				11	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.

Name	P2P39_3			Frequency	Code and Description
Label	P2: Legally blind			76	0=No
Format	Num	Type	Source	1	3=Legally blind
Valid N	77	Mean		2497	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				11	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.

Name	P2P39_4			Frequency	Code and Description
Label	P2: Other (specify)			64	0=No
Format	Num	Type	Source	13	4=Other
Valid N	77	Mean		2497	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				11	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.

Name	P2P39_5			Frequency	Code and Description
Label	P2: Astigmatism			59	0=No
Format	Num	Type	Source	18	5=Astigmatism
Valid N	77	Mean		2497	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				11	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.

Name	P2P39_6			Frequency	Code and Description
Label	P2: Lazy eye/Amblyopia			68	0=No
Format	Num	Type	Source	9	6=Lazy eye/Amblyopia
Valid N	77	Mean		2497	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				11	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P39a	Frequency	Code and Description
Label	P2: Child wears glasses/ contacts	17	0=No
Format	Num	Type	67 1=Yes
Valid N	84	Mean	2497 -1/.N=Not Applic
Minimum		Maximum	5 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P39b	Frequency	Code and Description
Label	P2: Effect of glasses on C's eyesight	36	1=correctable with glasses
Format	Num	Type	25 2=improvable with glasses
Valid N	66	Mean	5 3=not correctable with glasses
Minimum		Maximum	2514 -1/.N=Not Applicable
			6 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P40a	Frequency	Code and Description
Label	P2: Speech or language therapy	136	0=No
Format	Num	Type	99 1=Yes
Valid N	235	Mean	2365 -1/.N=Not Applic
Minimum		Maximum	1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P40b	Frequency	Code and Description
Label	P2: Occupational therapy or OT	197	0=No
Format	Num	Type	37 1=Yes
Valid N	234	Mean	2365 -1/.N=Not Applic
Minimum		Maximum	2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P40c	Frequency	Code and Description
Label	P2: Physical therapy or PT	216	0=No
Format	Num	Type	20 1=Yes
Valid N	236	Mean	2365 -1/.N=Not Applic
Minimum		Maximum	748 SYSMIS/.

Name	P2P40d	Frequency	Code and Description
Label	P2: Vision services	192	0=No
Format	Num	Type	42 1=Yes
Valid N	234	Mean	2365 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P40e	Frequency	Code and Description
Label	P2: Hearing or audiology services	190	0=No
Format	Num	Type	Source
Valid N	236	Mean	46 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2P40f	Frequency	Code and Description
Label	P2: Social work services	214	0=No
Format	Num	Type	Source
Valid N	235	Mean	21 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P40g	Frequency	Code and Description
Label	P2: Psychological services	206	0=No
Format	Num	Type	Source
Valid N	236	Mean	30 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2P40h	Frequency	Code and Description
Label	P2: Parent support or training	211	0=No
Format	Num	Type	Source
Valid N	236	Mean	25 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2P40i	Frequency	Code and Description
Label	P2: Special classes with other children	201	0=No
Format	Num	Type	Source
Valid N	235	Mean	34 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P40j	Frequency	Code and Description
Label	P2: Private tutoring or schooling	223	0=No
Format	Num	Type	Source
Valid N	236	Mean	13 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2P40k	Frequency	Code and Description
Label	P2: Instruction in Braille	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	2593 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused
			6 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P40l	Frequency	Code and Description
Label	P2: Instruction in sign language	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	2597 -1/.N=Not Applic
Minimum		Maximum	748 SYSMIS/.

Name	P2P40m	Frequency	Code and Description
Label	P2: Home visits	203	0=No
Format	Num	Type	Source
Valid N	236	Mean	33 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			748 SYSMIS/.

Name	P2P41a	Frequency	Code and Description
Label	P2: EI pgm/svcs fr local school district	146	0=No
Format	Num	Type	Source
Valid N	235	Mean	89 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P41b	Frequency	Code and Description
Label	P2: EI pgm/svcs fr health/soc svc agency	206	0=No
Format	Num	Type	Source
Valid N	234	Mean	28 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P41c	Frequency	Code and Description
Label	P2: EI pgm/svcs fr health care provider	171	0=No
Format	Num	Type	Source
Valid N	235	Mean	64 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			1 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P41d	Frequency	Code and Description
Label	P2: EI pgm/svcs fr other source	230	0=No
Format	Num	Type	Source
Valid N	233	Mean	3 1=Yes
Minimum		Maximum	2365 -1/.N=Not Applic
			3 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P42	Frequency	Code and Description
Label	P2: Any suggestion to get C evaluated	2101	0=No
Format	Num	Type	Source
Valid N	2190	Mean	89 1=Yes
Minimum		Maximum	410 -1/.N=Not Applic
			1 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P42a01	Frequency	Code and Description
Label	P2: Condition: Behavior problem	80	0=No
Format	Num	Type	Source
Valid N	88	Mean	8 1=Behavior problem
Minimum		Maximum	2511 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.
Name	P2P42a02	Frequency	Code and Description
Label	P2: Condition: Emotional problem	85	0=No
Format	Num	Type	Source
Valid N	88	Mean	3 2=Emotional problem
Minimum		Maximum	2511 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.
Name	P2P42a03	Frequency	Code and Description
Label	P2: Condition: Attention problem	78	0=No
Format	Num	Type	Source
Valid N	88	Mean	10 3=Attention problem
Minimum		Maximum	2511 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.
Name	P2P42a04	Frequency	Code and Description
Label	P2: Condition: Developmental delay	87	0=No
Format	Num	Type	Source
Valid N	88	Mean	1 4=Developmental delay
Minimum		Maximum	2511 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.
Name	P2P42a05	Frequency	Code and Description
Label	P2: Condition: Problem with use of arms or legs	83	0=No
Format	Num	Type	Source
Valid N	88	Mean	5 5=Problem with use of arms or legs
Minimum		Maximum	2511 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.
Name	P2P42a06	Frequency	Code and Description
Label	P2: Condition: Oppositional defiant disorder	88	0=No
Format	Num	Type	Source
Valid N	88	Mean	2511 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			748 SYSMIS/.
Name	P2P42a07	Frequency	Code and Description
Label	P2: Condition: Speech problem	59	0=No
Format	Num	Type	Source
Valid N	88	Mean	29 7=Speech problem
Minimum		Maximum	2511 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P42a08	Frequency	Code and Description
Label	P2: Condition: Hearing problem	83	0=No
Format	Num	Type	Source
Valid N	88	Mean	5 8=Hearing problem
Minimum		Maximum	2511 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P42a09	Frequency	Code and Description
Label	P2: Condition: Vision problem	63	0=No
Format	Num	Type	Source
Valid N	88	Mean	25 9=Vision problem
Minimum		Maximum	2511 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P42a10	Frequency	Code and Description
Label	P2: Condition: Other (specify)	78	0=No
Format	Num	Type	Source
Valid N	88	Mean	10 10=Other
Minimum		Maximum	2511 -1/.N=Not Applicable
			2 -8/.D=Don't know
			748 SYSMIS/.

Name	P2P42b	Frequency	Code and Description
Label	P2: Child had IFSP in last 12 months	100	0=No
Format	Num	Type	Source
Valid N	102	Mean	2 1=Yes
Minimum		Maximum	2494 -1/.N=Not Applic
			5 -9/.M=Missing
			748 SYSMIS/.

Name	P2P43	Frequency	Code and Description
Label	P2: Child currently has IEP or IFSP	2384	0=No
Format	Num	Type	Source
Valid N	2570	Mean	186 1=Yes
Minimum		Maximum	16 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2P44	Frequency	Code and Description
Label	P2: R help develop IEP/IFSP for child	17	0=No
Format	Num	Type	Source
Valid N	186	Mean	169 1=Yes
Minimum		Maximum	2384 -1/.N=Not Applic
			16 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2P45			Frequency	Code and Description
Label	P2: HS staff or others developed IEP			135	1=School staff
Format	Num	Type	Source	50	2=Not school staff
Valid N	185	Mean		2384	-1/.N=Not Applic
Minimum		Maximum		17	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.
<hr/>					
Name	P2P46			Frequency	Code and Description
Label	P2: IEP services child is receiving			10	1=none of the services identified in the IEP or IFSP
Format	Num	Type	Source	33	2=some of the services
Valid N	180	Mean		17	3=most of the services
Minimum		Maximum		120	4=all of the services identified in the IEP or IFSP
				2384	-1/.N=Not Applicable
				22	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.
<hr/>					
Name	P2P47			Frequency	Code and Description
Label	P2: R's satisfaction w/ IEP services			7	1=very dissatisfied
Format	Num	Type	Source	2	2=somewhat dissatisfied
Valid N	169	Mean		22	3=somewhat satisfied
Minimum		Maximum		138	4=very satisfied
				2394	-1/.N=Not Applicable
				23	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.
<hr/>					
Name	P2Q01			Frequency	Code and Description
Label	P2: R's health status			635	1=Excellent
Format	Num	Type	Source	756	2=Very Good
Valid N	2584	Mean		789	3=Good
Minimum		Maximum		349	4=Fair
				55	5=Poor
				2	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.
<hr/>					
Name	P2Q01a			Frequency	Code and Description
Label	P2: R needed doctor/hospital in 1st yr but could not go			2255	0=No
Format	Num	Type	Source	329	1=Yes
Valid N	2584	Mean		1	-7/.R=Refused
Minimum		Maximum		1	-8/.D=Don't know
				15	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2Q01b1	Frequency	Code and Description
Label	P2: R didn't go to doctor: didn't have money	232	0=No
Format	Num	Type	Source
Valid N	326	Mean	94 1=Didn't have the money
Minimum		Maximum	2255 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2Q01b2	Frequency	Code and Description
Label	P2: R didn't go to doctor: didn't have insurance	177	0=No
Format	Num	Type	Source
Valid N	326	Mean	149 2=Didn't have insurance
Minimum		Maximum	2255 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2Q01b3	Frequency	Code and Description
Label	P2: R didn't go to doctor: didn't know where to go	325	0=No
Format	Num	Type	Source
Valid N	326	Mean	1 3=Didn't know where to go
Minimum		Maximum	2255 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2Q01b4	Frequency	Code and Description
Label	P2: R didn't go to doctor: no time off of work	302	0=No
Format	Num	Type	Source
Valid N	326	Mean	24 4=Couldn't take time off from work
Minimum		Maximum	2255 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.
Name	P2Q01b5	Frequency	Code and Description
Label	P2: R didn't go to doctor: transportation problems	277	0=No
Format	Num	Type	Source
Valid N	326	Mean	49 5=Transportation problems
Minimum		Maximum	2255 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2Q01b6	Frequency	Code and Description
Label	P2: R didn't go to doctor: other	299	0=No
Format	Num	Type	Source
Valid N	326	Mean	27 6=Other
Minimum		Maximum	2255 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q01b7	Frequency	Code and Description
Label	P2: Needed child care	293	0=No
Format	Num	Type	Source
Valid N	326	Mean	33 7=Needed child care
Minimum		Maximum	2255 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q02a	Frequency	Code and Description
Label	P2: R's health cov: Private insurance	1388	0=No
Format	Num	Type	Source
Valid N	2569	Mean	1181 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			11 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q02b	Frequency	Code and Description
Label	P2: R's health cov: Medicaid	1565	0=No
Format	Num	Type	Source
Valid N	2568	Mean	1003 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			13 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q02c	Frequency	Code and Description
Label	P2: R's health cov: Military health care	2535	0=No
Format	Num	Type	Source
Valid N	2580	Mean	45 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			3 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2Q02d	Frequency	Code and Description
Label	P2: R's health cov: Indian health servc	2556	0=No
Format	Num	Type	Source
Valid N	2579	Mean	23 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			4 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q02e	Frequency	Code and Description
Label	P2: R's hlth cov: Medicare, oth govt pgm	2518	0=No
Format	Num	Type	Source
Valid N	2573	Mean	55 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			7 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q03	Frequency	Code and Description
Label	P2: Hlth impairment keeps R from working	2363	0=No
Format	Num	Type	Source
Valid N	2582	Mean	219 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q04	Frequency	Code and Description
Label	P2: Limited in kind/amount of work	2286	0=No
Format	Num	Type	Source
Valid N	2578	Mean	292 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			3 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q05	Frequency	Code and Description
Label	P2: R smoked tobacco in last 30 days	2095	0=No
Format	Num	Type	Source
Valid N	2580	Mean	485 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			17 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q06num	Frequency	Code and Description
Label	P2: Quantity cigarettes smoked per day	477	valid numeric value
Format	Num	Type	Source
Valid N	477	Mean	2095 -1/.N=Not Applicable
Minimum	0	Maximum	5.42
			3 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2Q06cod	Frequency	Code and Description
Label	P2: Units code cigarettes smoked per day	371	1=Cigarettes
Format	Num	Type	Source
Valid N	474	Mean	103 2=Packs
Minimum		Maximum	2095 -1/.N=Not Applic
			10 -7/.R=Refused
			5 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q07	Frequency	Code and Description
Label	P2: Anyone else in hhold smoked tobacco in last 30 days	2181	0=No
Format	Num	Type	Source
Valid N	2579	Mean	398 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			1 -8/.D=Don't know
			17 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q07a	Frequency	Code and Description
Label	P2: R/others smoke inside home	584	0=No
Format	Num	Type	Source
Valid N	705	Mean	121 1=Yes
Minimum		Maximum	1874 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			20 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q07b	Frequency	Code and Description
Label	P2: N who smoke inside home	120	valid numeric value
Format	Num	Type	Source
Valid N	120	Mean	1.47
Minimum	1	Maximum	5
			2458 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			20 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q07c	Frequency	Code and Description
Label	P2: Days per week someone smokes in home	4	1=Less than one day/rarely
Format	Num	Type	Source
Valid N	118	Mean	2 2=1 day
Minimum		Maximum	5 3=2 days
			9 4=3 days
			98 5=4-7 days
			2458 -1/.N=Not Applicable
			3 -7/.R=Refused
			2 -8/.D=Don't know
			20 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2Q09		Frequency	Code and Description
Label	P2: Freq. R drinks alcoholic beverages		1961	0=Never
Format	Num	Type	Source	453 1=Less than once a week
Valid N	2577	Mean		144 2=1 or 2 days per week
Minimum		Maximum		14 3=3 or 4 days per week
				3 4=5 or 6 days per week
				2 5=Every day
				3 -7/.R=Refused
				4 -8/.D=Don't know
				17 -9/.M=Missing
				748 SYSMIS/.

Name	P2Q10		Frequency	Code and Description
Label	P2: Number/day of alcoholic beverages		611	valid numeric value
Format	Num	Type	Source	1961 -1/.N=Not Applicable
Valid N	611	Mean	2.14	5 -7/.R=Refused
Minimum	1	Maximum	30	7 -8/.D=Don't know
				17 -9/.M=Missing
				748 SYSMIS/.

Name	P2Q11		Frequency	Code and Description
Label	P2: Anyone else in R home that drinks		2164	0=No
Format	Num	Type	Source	415 1=Yes
Valid N	2579	Mean		3 -7/.R=Refused
Minimum		Maximum		1 -8/.D=Don't know
				18 -9/.M=Missing
				748 SYSMIS/.

Name	P2Q12		Frequency	Code and Description
Label	P2: No of others that drink in R home		415	valid numeric value
Format	Num	Type	Source	2164 -1/.N=Not Applicable
Valid N	415	Mean	1.14	3 -7/.R=Refused
Minimum	0	Maximum	3	1 -8/.D=Don't know
				18 -9/.M=Missing
				748 SYSMIS/.

Name	P2Q13		Frequency	Code and Description
Label	P2: Anyone in R household uses drugs		2577	0=No
Format	Num	Type	Source	6 1=Yes
Valid N	2583	Mean		18 -9/.M=Missing
Minimum		Maximum		748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2Q14	Frequency	Code and Description
Label	P2: No of people in R hhold use drugs	6	valid numeric value
Format	Num	Type	Source
Valid N	6	Mean	1.83
Minimum	1	Maximum	5
		2577	-1/.N=Not Applicable
		18	-9/.M=Missing
		748	SYSMIS/.

Name	P2Q15a1	Frequency	Code and Description
Label	P2: Frequency trouble w/fam for alcohol	811	1=Never
Format	Num	Type	Source
Valid N	856	Mean	3
Minimum		Maximum	3
		32	2=Once or twice
		3	3=Three or four times
		3	4=Five or six times
		4	5=More than six times
		3	6=NA/DON't USE
		1738	-1/.N=Not Applicable
		3	-7/.R=Refused
		4	-9/.M=Missing
		748	SYSMIS/.

Name	P2Q15a2	Frequency	Code and Description
Label	P2: Frequency trouble w/family for drugs	3	1=Never
Format	Num	Type	Source
Valid N	6	Mean	1
Minimum		Maximum	2
		1	3=Three or four times
		2	5=More than six times
		2577	-1/.N=Not Applicable
		18	-9/.M=Missing
		748	SYSMIS/.

Name	P2Q15b1	Frequency	Code and Description
Label	P2: Freq trouble w/police for alcohol	832	1=Never
Format	Num	Type	Source
Valid N	857	Mean	23
Minimum		Maximum	2
		23	2=Once or twice
		2	6=NA/DON't USE
		1738	-1/.N=Not Applicable
		1	-7/.R=Refused
		1	-8/.D=Don't know
		4	-9/.M=Missing
		748	SYSMIS/.

Name	P2Q15b2	Frequency	Code and Description
Label	P2: Freq trouble w/police for drugs	4	1=Never
Format	Num	Type	Source
Valid N	6	Mean	1
Minimum		Maximum	1
		1	2=Once or twice
		1	3=Three or four times
		2577	-1/.N=Not Applicable
		18	-9/.M=Missing
		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2Q15c1	Frequency	Code and Description
Label	P2: Freq misssd work/school due to alcohol	846	1=Never
Format	Num	Type	Source
Valid N	858	Mean	9 2=Once or twice
Minimum		Maximum	2 3=Three or four times
			1 6=NA/DON't USE
			1738 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -9/.M=Missing
			748 SYSMIS/.

Name	P2Q15c2	Frequency	Code and Description
Label	P2: Freq missed work/school due to drugs	5	1=Never
Format	Num	Type	Source
Valid N	6	Mean	1 4=Five or six times
Minimum		Maximum	2577 -1/.N=Not Applicable
			18 -9/.M=Missing
			748 SYSMIS/.

Name	P2S01	Frequency	Code and Description
Label	P2: R completed HS FNA or FPA	1443	0=No
Format	Num	Type	Source
Valid N	2502	Mean	1059 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			72 -8/.D=Don't know
			24 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02a	Frequency	Code and Description
Label	P2: R/hhold rec help with housing	2416	0=No
Format	Num	Type	Source
Valid N	2574	Mean	158 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02b	Frequency	Code and Description
Label	P2: R/hhold rec training for a job	2480	0=No
Format	Num	Type	Source
Valid N	2575	Mean	95 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02c	Frequency	Code and Description
Label	P2: R/hhold rec help finding a job	2476	0=No
Format	Num	Type	Source
Valid N	2575	Mean	99 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2S02d	Frequency	Code and Description
Label	P2: R/hhold rec help for school/college	2410	0=No
Format	Num	Type	Source
Valid N	2575	Mean	165 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02e	Frequency	Code and Description
Label	P2: R/hhold rec ESL classes	2432	0=No
Format	Num	Type	Source
Valid N	2575	Mean	143 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02f	Frequency	Code and Description
Label	P2: R/hhold rec transp for work/training	2531	0=No
Format	Num	Type	Source
Valid N	2574	Mean	43 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02g	Frequency	Code and Description
Label	P2: R/hhold rec child care	2396	0=No
Format	Num	Type	Source
Valid N	2575	Mean	179 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02h	Frequency	Code and Description
Label	P2: R/hhold rec alcohol/ drug treatment	2563	0=No
Format	Num	Type	Source
Valid N	2575	Mean	12 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02i	Frequency	Code and Description
Label	P2: R/hhold rec advice from a lawyer	2530	0=No
Format	Num	Type	Source
Valid N	2576	Mean	46 1=Yes
Minimum		Maximum	25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02j	Frequency	Code and Description
Label	P2: R/hhold rec mental health services	2477	0=No
Format	Num	Type	Source
Valid N	2575	Mean	98 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2S02k	Frequency	Code and Description
Label	P2: R/hhold rec help w/ family violence	2541	0=No
Format	Num	Type	Source
Valid N	2573	Mean	32 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			2 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02l	Frequency	Code and Description
Label	P2: R/hhold rec help for oth family prob	2490	0=No
Format	Num	Type	Source
Valid N	2572	Mean	82 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			2 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02m	Frequency	Code and Description
Label	P2: R/hhold rec dental/orthodontic care	2152	0=No
Format	Num	Type	Source
Valid N	2574	Mean	422 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S02n	Frequency	Code and Description
Label	P2: R/hhold rec medical care	2245	0=No
Format	Num	Type	Source
Valid N	2574	Mean	329 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03a	Frequency	Code and Description
Label	P2: HS help R/hhold rec help with housing	123	0=No
Format	Num	Type	Source
Valid N	158	Mean	35 1=Yes
Minimum		Maximum	2416 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03b	Frequency	Code and Description
Label	P2: HS help R/hhold rec training for a job	60	0=No
Format	Num	Type	Source
Valid N	95	Mean	35 1=Yes
Minimum		Maximum	2480 -1/.N=Not Applic
			1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2S03c	Frequency	Code and Description
Label	P2: HS help R/hhold rec help finding a job	39	0=No
Format	Num	Type	Source
Valid N	99	Mean	60 1=Yes
Minimum		Maximum	2476 -1/.N=Not Applic
			1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03d	Frequency	Code and Description
Label	P2: HS help R/hhold rec help for school/college	57	0=No
Format	Num	Type	Source
Valid N	165	Mean	108 1=Yes
Minimum		Maximum	2410 -1/.N=Not Applic
			1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03e	Frequency	Code and Description
Label	P2: HS help R/hhold rec ESL classes	52	0=No
Format	Num	Type	Source
Valid N	143	Mean	91 1=Yes
Minimum		Maximum	2432 -1/.N=Not Applic
			1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03f	Frequency	Code and Description
Label	P2: HS help R/hhold rec transp for work/training	21	0=No
Format	Num	Type	Source
Valid N	43	Mean	22 1=Yes
Minimum		Maximum	2531 -1/.N=Not Applic
			2 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03g	Frequency	Code and Description
Label	P2: HS help R/hhold rec child care	81	0=No
Format	Num	Type	Source
Valid N	179	Mean	98 1=Yes
Minimum		Maximum	2396 -1/.N=Not Applic
			1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2S03h	Frequency	Code and Description
Label	P2: HS help R/hhold rec alcohol/ drug treatment	4	0=No
Format	Num	Type	Source
Valid N	12	Mean	8 1=Yes
Minimum		Maximum	2563 -1/.N=Not Applic
			1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03i	Frequency	Code and Description
Label	P2: HS help R/hhold rec advice from a lawyer	35	0=No
Format	Num	Type	Source
Valid N	46	Mean	11 1=Yes
Minimum		Maximum	2530 -1/.N=Not Applic
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03j	Frequency	Code and Description
Label	P2: HS help R/hhold rec mental health services	54	0=No
Format	Num	Type	Source
Valid N	98	Mean	44 1=Yes
Minimum		Maximum	2477 -1/.N=Not Applic
			1 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03k	Frequency	Code and Description
Label	P2: HS help R/hhold rec help w/ family violence	8	0=No
Format	Num	Type	Source
Valid N	32	Mean	24 1=Yes
Minimum		Maximum	2541 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03l	Frequency	Code and Description
Label	P2: HS help R/hhold rec help for oth family prob	32	0=No
Format	Num	Type	Source
Valid N	82	Mean	50 1=Yes
Minimum		Maximum	2490 -1/.N=Not Applic
			2 -7/.R=Refused
			2 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2S03m	Frequency	Code and Description
Label	P2: HS help R/hhold rec dental/orthodontic care	174	0=No
Format	Num	Type	Source
Valid N	421	Mean	247 1=Yes
Minimum		Maximum	2152 -1/.N=Not Applic
			3 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2S03n	Frequency	Code and Description
Label	P2: HS help R/hhold rec medical care	259	0=No
Format	Num	Type	Source
Valid N	328	Mean	69 1=Yes
Minimum		Maximum	2245 -1/.N=Not Applic
			3 -8/.D=Don't know
			25 -9/.M=Missing
			748 SYSMIS/.

Name	P2T01a	Frequency	Code and Description
Label	P2: Help to watch C when R runs errand	419	1=Never true
Format	Num	Type	Source
Valid N	2574	Mean	1025 2=Sometimes true
Minimum		Maximum	1130 3=Always true
			3 -7/.R=Refused
			3 -8/.D=Don't know
			21 -9/.M=Missing
			748 SYSMIS/.

Name	P2T01b	Frequency	Code and Description
Label	P2: Help w/ ride to get child to doctor	250	1=Never true
Format	Num	Type	Source
Valid N	2574	Mean	655 2=Sometimes true
Minimum		Maximum	1669 3=Always true
			2 -7/.R=Refused
			4 -8/.D=Don't know
			21 -9/.M=Missing
			748 SYSMIS/.

Name	P2T01c	Frequency	Code and Description
Label	P2: Others check when child is sick	211	1=Never true
Format	Num	Type	Source
Valid N	2578	Mean	706 2=Sometimes true
Minimum		Maximum	1661 3=Always true
			1 -7/.R=Refused
			1 -8/.D=Don't know
			21 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2T01d	Frequency	Code and Description
Label	P2: Other to talk to when problem w/ HS	237	1=Never true
Format	Num	Type	Source
Valid N	2579	Mean	619 2=Sometimes true
Minimum		Maximum	1723 3=Always true
			1 -7/.R=Refused
			21 -9/.M=Missing
			748 SYSMIS/.

Name	P2T01e	Frequency	Code and Description
Label	P2: Others will loan emergency cash	315	1=Never true
Format	Num	Type	Source
Valid N	2575	Mean	845 2=Sometimes true
Minimum		Maximum	1415 3=Always true
			1 -7/.R=Refused
			4 -8/.D=Don't know
			21 -9/.M=Missing
			748 SYSMIS/.

Name	P2T01f	Frequency	Code and Description
Label	P2: R has someone to talk to for advice	120	1=Never true
Format	Num	Type	Source
Valid N	2577	Mean	619 2=Sometimes true
Minimum		Maximum	1838 3=Always true
			1 -7/.R=Refused
			2 -8/.D=Don't know
			21 -9/.M=Missing
			748 SYSMIS/.

Name	P2T02a	Frequency	Code and Description
Label	P2: How helpful father has been	711	1=Not very helpful
Format	Num	Type	Source
Valid N	2560	Mean	360 2=Somewhat helpful
Minimum		Maximum	1246 3=Very helpful
			243 4=NOT APPLICABLE
			11 -7/.R=Refused
			7 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Name	P2T02b	Frequency	Code and Description
Label	P2: How helpful mother has been	104	1=Not very helpful
Format	Num	Type	Source
Valid N	2597	Mean	48 2=Somewhat helpful
Minimum		Maximum	168 3=Very helpful
			2277 4=NOT APPLICABLE
			2 -7/.R=Refused
			1 -8/.D=Don't know
			1 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2T02c	Frequency	Code and Description
Label	P2: How helpful spouse/partner is	161	1=Not very helpful
Format	Num	Type	Source
Valid N	2571	Mean	180 2=Somewhat helpful
Minimum		Maximum	833 3=Very helpful
			1397 4=NOT APPLICABLE
			12 -7/.R=Refused
			3 -8/.D=Don't know
			15 -9/.M=Missing
			748 SYSMIS/.

Name	P2T02d	Frequency	Code and Description
Label	P2: How helpful grandparents are	411	1=Not very helpful
Format	Num	Type	Source
Valid N	2575	Mean	462 2=Somewhat helpful
Minimum		Maximum	1418 3=Very helpful
			284 4=NOT APPLICABLE
			2 -7/.R=Refused
			1 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Name	P2T02e	Frequency	Code and Description
Label	P2: How helpful other relatives are	497	1=Not very helpful
Format	Num	Type	Source
Valid N	2577	Mean	808 2=Somewhat helpful
Minimum		Maximum	1184 3=Very helpful
			88 4=NOT APPLICABLE
			1 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Name	P2T02f	Frequency	Code and Description
Label	P2: How helpful friends have been	676	1=Not very helpful
Format	Num	Type	Source
Valid N	2575	Mean	887 2=Somewhat helpful
Minimum		Maximum	921 3=Very helpful
			91 4=NOT APPLICABLE
			1 -7/.R=Refused
			2 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2T02g	Frequency	Code and Description
Label	P2: How helpful coworkers have been	1263	1=Not very helpful
Format	Num	Type	Source
Valid N	2571	Mean	424 2=Somewhat helpful
Minimum		Maximum	309 3=Very helpful
			575 4=NOT APPLICABLE
			4 -7/.R=Refused
			3 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Name	P2T02h	Frequency	Code and Description
Label	P2: How helpful social workers are	1190	1=Not very helpful
Format	Num	Type	Source
Valid N	2568	Mean	398 2=Somewhat helpful
Minimum		Maximum	404 3=Very helpful
			576 4=NOT APPLICABLE
			3 -7/.R=Refused
			7 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Name	P2T02i	Frequency	Code and Description
Label	P2: How helpful Head Start staff is	374	1=Not very helpful
Format	Num	Type	Source
Valid N	2573	Mean	748 2=Somewhat helpful
Minimum		Maximum	1388 3=Very helpful
			63 4=NOT APPLICABLE
			5 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Name	P2T02j	Frequency	Code and Description
Label	P2: How helpful other parents are	1203	1=Not very helpful
Format	Num	Type	Source
Valid N	2571	Mean	545 2=Somewhat helpful
Minimum		Maximum	440 3=Very helpful
			383 4=NOT APPLICABLE
			2 -7/.R=Refused
			5 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2T02k			Frequency	Code and Description
Label	P2: How helpful other childcare is			1321	1=Not very helpful
Format	Num	Type	Source	345	2=Somewhat helpful
Valid N	2569	Mean		365	3=Very helpful
Minimum		Maximum		538	4=NOT APPLICABLE
				3	-7/.R=Refused
				6	-8/.D=Don't know
				23	-9/.M=Missing
				748	SYSMIS/.

Name	P2T02l			Frequency	Code and Description
Label	P2: How helpful religious members are			1169	1=Not very helpful
Format	Num	Type	Source	461	2=Somewhat helpful
Valid N	2567	Mean		576	3=Very helpful
Minimum		Maximum		361	4=NOT APPLICABLE
				4	-7/.R=Refused
				7	-8/.D=Don't know
				23	-9/.M=Missing
				748	SYSMIS/.

Name	P2T02m			Frequency	Code and Description
Label	P2: Anyone else been helpful			7	2=Somewhat helpful
Format	Num	Type	Source	20	3=Very helpful
Valid N	27	Mean		2550	-1/.N=Not Applic
Minimum		Maximum		1	-8/.D=Don't know
				23	-9/.M=Missing
				748	SYSMIS/.

Name	P2U01a			Frequency	Code and Description
Label	P2: Bothered by things			1728	1=Rarely or Never
Format	Num	Type	Source	498	2=Some or a Little
Valid N	2556	Mean		271	3=Occasionally or Moderate
Minimum		Maximum		59	4=Most or All
				13	-7/.R=Refused
				9	-8/.D=Don't know
				23	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2U01b	Frequency	Code and Description
Label	P2: Your appetite was poor	1940	1=Rarely or Never
Format	Num	361	2=Some or a Little
Valid N	2566	198	3=Occasionally or Moderate
Minimum		67	4=Most or All
		9	-7/.R=Refused
		3	-8/.D=Don't know
		23	-9/.M=Missing
		748	SYSMIS/.

Name	P2U01c	Frequency	Code and Description
Label	P2: Could not shake off the blues	2140	1=Rarely or Never
Format	Num	238	2=Some or a Little
Valid N	2558	121	3=Occasionally or Moderate
Minimum		59	4=Most or All
		10	-7/.R=Refused
		10	-8/.D=Don't know
		23	-9/.M=Missing
		748	SYSMIS/.

Name	P2U01d	Frequency	Code and Description
Label	P2: Trouble keeping mind on track	1970	1=Rarely or Never
Format	Num	383	2=Some or a Little
Valid N	2567	154	3=Occasionally or Moderate
Minimum		60	4=Most or All
		9	-7/.R=Refused
		2	-8/.D=Don't know
		23	-9/.M=Missing
		748	SYSMIS/.

Name	P2U01e	Frequency	Code and Description
Label	P2: Depressed	2043	1=Rarely or Never
Format	Num	341	2=Some or a Little
Valid N	2569	129	3=Occasionally or Moderate
Minimum		56	4=Most or All
		7	-7/.R=Refused
		2	-8/.D=Don't know
		23	-9/.M=Missing
		748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2U01f			Frequency	Code and Description
Label	P2: Everything was an effort			1389	1=Rarely or Never
Format	Num	Type	Source	385	2=Some or a Little
Valid N	2545	Mean		252	3=Occasionally or Moderate
Minimum		Maximum		519	4=Most or All
				10	-7/.R=Refused
				23	-8/.D=Don't know
				23	-9/.M=Missing
				748	SYSMIS/.

Name	P2U01g			Frequency	Code and Description
Label	P2: Fearful			2252	1=Rarely or Never
Format	Num	Type	Source	163	2=Some or a Little
Valid N	2562	Mean		76	3=Occasionally or Moderate
Minimum		Maximum		71	4=Most or All
				10	-7/.R=Refused
				6	-8/.D=Don't know
				23	-9/.M=Missing
				748	SYSMIS/.

Name	P2U01h			Frequency	Code and Description
Label	P2: Your sleep was restless			1782	1=Rarely or Never
Format	Num	Type	Source	403	2=Some or a Little
Valid N	2566	Mean		226	3=Occasionally or Moderate
Minimum		Maximum		155	4=Most or All
				8	-7/.R=Refused
				4	-8/.D=Don't know
				23	-9/.M=Missing
				748	SYSMIS/.

Name	P2U01i			Frequency	Code and Description
Label	P2: You talked less than usual			2088	1=Rarely or Never
Format	Num	Type	Source	291	2=Some or a Little
Valid N	2567	Mean		136	3=Occasionally or Moderate
Minimum		Maximum		52	4=Most or All
				5	-7/.R=Refused
				6	-8/.D=Don't know
				23	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2U01j	Frequency	Code and Description
Label	P2: You felt lonely	2132	1=Rarely or Never
Format	Num	Type	Source
Valid N	2567	Mean	252 2=Some or a Little
Minimum		Maximum	113 3=Occasionally or Moderate
			70 4=Most or All
			6 -7/.R=Refused
			5 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Name	P2U01k	Frequency	Code and Description
Label	P2: You felt sad	1973	1=Rarely or Never
Format	Num	Type	Source
Valid N	2568	Mean	387 2=Some or a Little
Minimum		Maximum	151 3=Occasionally or Moderate
			57 4=Most or All
			7 -7/.R=Refused
			3 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Name	P2U01l	Frequency	Code and Description
Label	P2: You could not get 'going'	2016	1=Rarely or Never
Format	Num	Type	Source
Valid N	2567	Mean	344 2=Some or a Little
Minimum		Maximum	165 3=Occasionally or Moderate
			42 4=Most or All
			7 -7/.R=Refused
			4 -8/.D=Don't know
			23 -9/.M=Missing
			748 SYSMIS/.

Name	P2V01	Frequency	Code and Description
Label	P2: School to be attended in Fall	1095	1=Returning to Head Start
Format	Num	Type	Source
Valid N	2570	Mean	216 2=Attending Pre-Kindergarten
Minimum		Maximum	875 3=Attending Kindergarten
			29 4=Attending another preschool
			2 5=Not attending any school
			353 6=Don't know yet
			2 -8/.D=Don't know
			29 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2W01a	Frequency	Code and Description
Label	P2: Helping child to grow and develop	10	1=very dissatisfied
Format	Num	Type	Source
Valid N	2569	Mean	28 2=somewhat dissatisfied
Minimum		Maximum	298 3=somewhat satisfied
			2233 4=very satisfied
			2 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Name	P2W01b	Frequency	Code and Description
Label	P2: Open to Ideas	22	1=very dissatisfied
Format	Num	Type	Source
Valid N	2557	Mean	30 2=somewhat dissatisfied
Minimum		Maximum	436 3=somewhat satisfied
			2069 4=very satisfied
			4 -7/.R=Refused
			10 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Name	P2W01c	Frequency	Code and Description
Label	P2: Respect R culture and background	12	1=very dissatisfied
Format	Num	Type	Source
Valid N	2561	Mean	15 2=somewhat dissatisfied
Minimum		Maximum	273 3=somewhat satisfied
			2261 4=very satisfied
			3 -7/.R=Refused
			7 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Name	P2W01d	Frequency	Code and Description
Label	P2: Identify/ provide services for child	13	1=very dissatisfied
Format	Num	Type	Source
Valid N	2434	Mean	14 2=somewhat dissatisfied
Minimum		Maximum	299 3=somewhat satisfied
			2108 4=very satisfied
			129 -1/.N=Not Applicable
			2 -7/.R=Refused
			6 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2W01e	Frequency	Code and Description
Label	P2: Help provide services that help R	27	1=very dissatisfied
Format	Num	Type	Source
Valid N	1982	Mean	62 2=somewhat dissatisfied
Minimum		Maximum	503 3=somewhat satisfied
			1390 4=very satisfied
			563 -1/.N=Not Applicable
			6 -7/.R=Refused
			19 -8/.D=Don't know
			31 -9/.M=Missing
			748 SYSMIS/.

Name	P2W01f	Frequency	Code and Description
Label	P2: Maintaining a safe program	11	1=very dissatisfied
Format	Num	Type	Source
Valid N	2562	Mean	16 2=somewhat dissatisfied
Minimum		Maximum	286 3=somewhat satisfied
			2249 4=very satisfied
			4 -7/.R=Refused
			4 -8/.D=Don't know
			31 -9/.M=Missing
			748 SYSMIS/.

Name	P2W01g	Frequency	Code and Description
Label	P2: Prepare child to enter kindergarten	24	1=very dissatisfied
Format	Num	Type	Source
Valid N	2554	Mean	40 2=somewhat dissatisfied
Minimum		Maximum	274 3=somewhat satisfied
			2216 4=very satisfied
			4 -7/.R=Refused
			12 -8/.D=Don't know
			31 -9/.M=Missing
			748 SYSMIS/.

Name	P2W01h	Frequency	Code and Description
Label	P2: Help R be involved in community	20	1=very dissatisfied
Format	Num	Type	Source
Valid N	2127	Mean	63 2=somewhat dissatisfied
Minimum		Maximum	647 3=somewhat satisfied
			1397 4=very satisfied
			422 -1/.N=Not Applicable
			9 -7/.R=Refused
			12 -8/.D=Don't know
			31 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2W01i	Frequency	Code and Description
Label	P2: Support R relationship with child	10	1=very dissatisfied
Format	Num	Type	Source
Valid N	2557	Mean	24 2=somewhat dissatisfied
Minimum		Maximum	281 3=somewhat satisfied
			2242 4=very satisfied
			2 -7/.R=Refused
			11 -8/.D=Don't know
			31 -9/.M=Missing
			748 SYSMIS/.

Name	P2W01j	Frequency	Code and Description
Label	P2: Help child develop English lang skills	10	3=somewhat satisfied
Format	Num	Type	Source
Valid N	77	Mean	67 4=very satisfied
Minimum		Maximum	2518 -1/.N=Not Applicable
			1 -8/.D=Don't know
			5 -9/.M=Missing
			748 SYSMIS/.

Name	P2W01k	Frequency	Code and Description
Label	P2: Help child develop skills in home lang	1	1=very dissatisfied
Format	Num	Type	Source
Valid N	71	Mean	16 3=somewhat satisfied
Minimum		Maximum	54 4=very satisfied
			2518 -1/.N=Not Applicable
			1 -8/.D=Don't know
			11 -9/.M=Missing
			748 SYSMIS/.

Name	P2W02a	Frequency	Code and Description
Label	P2: Child feels safe in Head Start	17	1=Never
Format	Num	Type	Source
Valid N	2569	Mean	120 2=Sometimes
Minimum		Maximum	126 3=Often
			2306 4=Always
			2 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Name	P2W02b	Frequency	Code and Description
Label	P2: Child gets lots of indiv attention	78	1=Never
Format	Num	Type	Source
Valid N	2535	Mean	497 2=Sometimes
Minimum		Maximum	409 3=Often
			1551 4=Always
			2 -7/.R=Refused
			34 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2W02c			Frequency	Code and Description
Label	P2: Teacher open to new info			17	1=Never
Format	Num	Type	Source	153	2=Sometimes
Valid N	2551	Mean		238	3=Often
Minimum		Maximum		2143	4=Always
				4	-7/.R=Refused
				16	-8/.D=Don't know
				30	-9/.M=Missing
				748	SYSMIS/.

Name	P2W02d			Frequency	Code and Description
Label	P2: Child happy in HS program			16	1=Never
Format	Num	Type	Source	121	2=Sometimes
Valid N	2571	Mean		171	3=Often
Minimum		Maximum		2263	4=Always
				30	-9/.M=Missing
				748	SYSMIS/.

Name	P2W02e			Frequency	Code and Description
Label	P2: Teacher warm towards child			15	1=Never
Format	Num	Type	Source	153	2=Sometimes
Valid N	2555	Mean		163	3=Often
Minimum		Maximum		2224	4=Always
				3	-7/.R=Refused
				13	-8/.D=Don't know
				30	-9/.M=Missing
				748	SYSMIS/.

Name	P2W02f			Frequency	Code and Description
Label	P2: Child treated w/ respect by teachers			6	1=Never
Format	Num	Type	Source	65	2=Sometimes
Valid N	2563	Mean		129	3=Often
Minimum		Maximum		2363	4=Always
				2	-7/.R=Refused
				6	-8/.D=Don't know
				30	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2W02g			Frequency	Code and Description
Label	P2: Teacher takes interest in child			10	1=Never
Format	Num	Type	Source	129	2=Sometimes
Valid N	2563	Mean		156	3=Often
Minimum		Maximum		2268	4=Always
				3	-7/.R=Refused
				5	-8/.D=Don't know
				30	-9/.M=Missing
				748	SYSMIS/.

Name	P2W02h			Frequency	Code and Description
Label	P2: Child feels accepted by teacher			37	1=Never
Format	Num	Type	Source	111	2=Sometimes
Valid N	2563	Mean		119	3=Often
Minimum		Maximum		2296	4=Always
				1	-7/.R=Refused
				7	-8/.D=Don't know
				30	-9/.M=Missing
				748	SYSMIS/.

Name	P2W02i			Frequency	Code and Description
Label	P2: Teacher supportive of R as parent			21	1=Never
Format	Num	Type	Source	111	2=Sometimes
Valid N	2561	Mean		143	3=Often
Minimum		Maximum		2286	4=Always
				4	-7/.R=Refused
				6	-8/.D=Don't know
				30	-9/.M=Missing
				748	SYSMIS/.

Name	P2W02k			Frequency	Code and Description
Label	P2: R feels welcome by teacher			16	1=Never
Format	Num	Type	Source	98	2=Sometimes
Valid N	2566	Mean		115	3=Often
Minimum		Maximum		2337	4=Always
				3	-7/.R=Refused
				2	-8/.D=Don't know
				30	-9/.M=Missing
				748	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2W02l	Frequency	Code and Description
Label	P2: Teacher disciplines w/o being harsh	18	1=Never
Format	Num	Type	Source
Valid N	2528	Mean	131 2=Sometimes
Minimum		Maximum	145 3=Often
			2234 4=Always
			6 -7/.R=Refused
			37 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Name	P2W02m	Frequency	Code and Description
Label	P2: Teacher happy and content	15	1=Never
Format	Num	Type	Source
Valid N	2565	Mean	139 2=Sometimes
Minimum		Maximum	170 3=Often
			2241 4=Always
			2 -7/.R=Refused
			4 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Name	P2W02n	Frequency	Code and Description
Label	P2: Aide warm towards Child	17	1=Never
Format	Num	Type	Source
Valid N	2541	Mean	147 2=Sometimes
Minimum		Maximum	153 3=Often
			2224 4=Always
			6 -7/.R=Refused
			24 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Name	P2W02o	Frequency	Code and Description
Label	P2: Administrators supportive of R as parent	45	1=Never
Format	Num	Type	Source
Valid N	2546	Mean	182 2=Sometimes
Minimum		Maximum	154 3=Often
			2165 4=Always
			3 -7/.R=Refused
			22 -8/.D=Don't know
			30 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2W02p	Frequency	Code and Description
Label	P2: Relationship with FSW is supportive/helpful	90	1=Never
Format	Num	Type	Source
Valid N	2452	Mean	222 2=Sometimes
Minimum		Maximum	160 3=Often
			1980 4=Always
			23 -7/.R=Refused
			95 -8/.D=Don't know
			31 -9/.M=Missing
			748 SYSMIS/.

Name	P2W03a	Frequency	Code and Description
Label	P2: HS lets R know who child is doing in program	2199	1=Does it very well
Format	Num	Type	Source
Valid N	2566	Mean	327 2=Just okay
Minimum		Maximum	40 3=Doesn't do it at all
			2 -7/.R=Refused
			1 -8/.D=Don't know
			32 -9/.M=Missing
			748 SYSMIS/.

Name	P2W03b	Frequency	Code and Description
Label	P2: HS helps R undrsnd what chldrn at child's age are like	2101	1=Does it very well
Format	Num	Type	Source
Valid N	2565	Mean	391 2=Just okay
Minimum		Maximum	73 3=Doesn't do it at all
			4 -8/.D=Don't know
			32 -9/.M=Missing
			748 SYSMIS/.

Name	P2W03c	Frequency	Code and Description
Label	P2: HS makes R aware of chances to volunteer	2063	1=Does it very well
Format	Num	Type	Source
Valid N	2565	Mean	392 2=Just okay
Minimum		Maximum	110 3=Doesn't do it at all
			1 -7/.R=Refused
			3 -8/.D=Don't know
			32 -9/.M=Missing
			748 SYSMIS/.

Name	P2W03d	Frequency	Code and Description
Label	P2: HS provides info on how to help child learn at home	2097	1=Does it very well
Format	Num	Type	Source
Valid N	2563	Mean	359 2=Just okay
Minimum		Maximum	107 3=Doesn't do it at all
			1 -7/.R=Refused
			5 -8/.D=Don't know
			32 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2W03e	Frequency	Code and Description
Label	P2: HS provides info on community services	1868	1=Does it very well
Format	Num	Type	Source
Valid N	2557	Mean	466 2=Just okay
Minimum		Maximum	223 3=Doesn't do it at all
			2 -7/.R=Refused
			10 -8/.D=Don't know
			32 -9/.M=Missing
			748 SYSMIS/.

Name	P2W03f	Frequency	Code and Description
Label	P2: HS undrstdns needs of families who don't speak English	75	1=Does it very well
Format	Num	Type	Source
Valid N	97	Mean	15 2=Just okay
Minimum		Maximum	7 3=Doesn't do it at all
			2494 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			6 -9/.M=Missing
			748 SYSMIS/.

Name	P2Y01a	Frequency	Code and Description
Label	P2: R able to understand q's easily	2572	valid numeric value
Format	Num	Type	Source
Valid N	2572	Mean	6.53
Minimum	1	Maximum	7
			2 -8/.D=Don't know
			27 -9/.M=Missing
			748 SYSMIS/.

Name	P2Y01b	Frequency	Code and Description
Label	P2: The respondent was truthful	2571	valid numeric value
Format	Num	Type	Source
Valid N	2571	Mean	6.73
Minimum	1	Maximum	7
			3 -8/.D=Don't know
			27 -9/.M=Missing
			748 SYSMIS/.

Name	P2Y01c	Frequency	Code and Description
Label	P2: The respondent was accurate	2571	valid numeric value
Format	Num	Type	Source
Valid N	2571	Mean	6.62
Minimum	1	Maximum	7
			3 -8/.D=Don't know
			27 -9/.M=Missing
			748 SYSMIS/.

Name	P2Y01d	Frequency	Code and Description
Label	P2: R Interested in the interview	2571	valid numeric value
Format	Num	Type	Source
Valid N	2571	Mean	6.63
Minimum	1	Maximum	7
			3 -8/.D=Don't know
			27 -9/.M=Missing
			748 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P2Y01e			Frequency	Code and Description
Label	P2: Respondent was cooperative			2569	valid numeric value
Format	Num	Type	Source	5	-8/.D=Don't know
Valid N	2569	Mean	6.76	27	-9/.M=Missing
Minimum	1	Maximum	7	748	SYSMIS/.
Name	P2Y01f			Frequency	Code and Description
Label	P2: R had no English lang problem			2504	valid numeric value
Format	Num	Type	Source	70	-8/.D=Don't know
Valid N	2504	Mean	6.27	27	-9/.M=Missing
Minimum	1	Maximum	7	748	SYSMIS/.
Name	P2Y01g			Frequency	Code and Description
Label	P2: Interviewed w/out interruptions			2571	valid numeric value
Format	Num	Type	Source	3	-8/.D=Don't know
Valid N	2571	Mean	6.48	27	-9/.M=Missing
Minimum	1	Maximum	7	748	SYSMIS/.
Name	P2Y01h			Frequency	Code and Description
Label	P2: Your opinion about the data			2570	valid numeric value
Format	Num	Type	Source	4	-8/.D=Don't know
Valid N	2570	Mean	6.58	27	-9/.M=Missing
Minimum	1	Maximum	7	748	SYSMIS/.
Name	P2Y_Z1			Frequency	Code and Description
Label	P2: Interviewed with an interpreter			2504	0=No
Format	Num	Type	Source	70	1=Yes
Valid N	2574	Mean		27	-9/.M=Missing
Minimum		Maximum		748	SYSMIS/.
Name	P2Y_Z2			Frequency	Code and Description
Label	P2: Language used			1	11=French
Format	Num	Type	Source	54	12=Spanish
Valid N	70	Mean		2	16=Hmong
Minimum		Maximum		6	20=Arabic
				7	21=Other
				2504	-1/.N=Not Applicable
				27	-9/.M=Missing
				748	SYSMIS/.
Name	P3_Date			Frequency	Code and Description
Label	P3: Date of Interview			487	February 2011
Format	Num	Type	Source	808	March 2011
Valid N	1916	Mean		439	April 2011
Minimum		Maximum		182	May 2011
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3_Lang			Frequency	Code and Description
Label	P3: Language			1340	1=English
Format	Num	Type	Source	576	2=Spanish
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3_SC9			Frequency	Code and Description
Label	P3: Resp Relationship to child (all resp)			1696	11=Bio/adopt/step mother
Format	Num	Type	Source	123	12=Bio/adopt/step father
Valid N	1916	Mean		72	17=(great)grandparent
Minimum		Maximum		25	31=Other
				1433	SYSMIS/.
Name	P3_RGender			Frequency	Code and Description
Label	P3: Respondent Gender			1787	1=Girl/female
Format	Num	Type	Source	129	2=Boy/male
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3_SC7			Frequency	Code and Description
Label	P3: Respondent birth date (all resp)			1915	valid numeric value
Format	Num	Type	Source		-7/.R=Refused
Valid N	1915	Mean	1978.39	1434	SYSMIS/.
Minimum	1962	Maximum	1989		
Name	P3SC10			Frequency	Code and Description
Label	P3: Are you child's legal guardian			2	0=No
Format	Num	Type	Source	12	1=Yes
Valid N	14	Mean		1819	-1/.N=Not Applic
Minimum		Maximum		83	-9/.M=Missing
				1433	SYSMIS/.
Name	P3AA01			Frequency	Code and Description
Label	P3: Child went to HS til end of last pgm yr/stop before			935	1=kept going to end of program year
Format	Num	Type	Source	18	2=stopped going before end of program year
Valid N	954	Mean		1	3=Other
Minimum		Maximum		958	-1/.N=Not Applicable
				2	-8/.D=Don't know
				2	-9/.M=Missing
				1433	SYSMIS/.
Name	P3AA02_Mo			Frequency	Code and Description
Label	P3: Month child stopped going to HS prog			15	valid numeric value
Format	Num	Type	Source	1893	-1/.N=Not Applicable
Valid N	15	Mean	5.27	6	-8/.D=Don't know
Minimum	1	Maximum	7	2	-9/.M=Missing
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3AA02_Yr	Frequency	Code and Description
Label	P3: Year child stopped going to HS prog	20	valid numeric value
Format	Num	Type	Source
Valid N	20	Mean	2010.00
Minimum	2010	Maximum	2010
		1893	-1/.N=Not Applicable
		1	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.
Name	P3AA03	Frequency	Code and Description
Label	P3: Why Child stopped going to HS prog	4	1=Family moved
Format	Num	Type	Source
Valid N	20	Mean	1
Minimum		Maximum	2
			4=Conflict with parent's work or school schedule
			5=Lack of transportation
			8=Parent decision not to send child or to send child elsewhere
		10	10=Other
		1	D
		2	M
		1893	N
		1433	SYSMIS/.
Name	P3AA04	Frequency	Code and Description
Label	P3: Enrolled in other child care/prgm (excl summer pgm)	21	0=No
Format	Num	Type	Source
Valid N	21	Mean	
Minimum		Maximum	
		1893	-1/.N=Not Applic
		2	-9/.M=Missing
		1433	SYSMIS/.
Name	P3BB01	Frequency	Code and Description
Label	P3: Child is currently attending or enrolled in school	955	1=yes
Format	Num	Type	Source
Valid N	956	Mean	1
Minimum		Maximum	2
			2=home schooled
		958	-1/.N=Not Applic
		2	-9/.M=Missing
		1433	SYSMIS/.
Name	P3BB02	Frequency	Code and Description
Label	P3: Grade or year Child is attending	954	4=kindergarten
Format	Num	Type	Source
Valid N	955	Mean	1
Minimum		Maximum	5
			5=pre-first grade (after K)
		959	-1/.N=Not Applicable
		2	-9/.M=Missing
		1433	SYSMIS/.
Name	P3BB03	Frequency	Code and Description
Label	P3: Grade Child would be in at school w/ regular grades	1	4=kindergarten
Format	Num	Type	Source
Valid N	1	Mean	
Minimum		Maximum	
		1912	-1/.N=Not Applicable
		3	-9/.M=Missing
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B01	Frequency	Code and Description
Label	P3: Number of adults living in household	1915	valid numeric value
Format	Num	Type	Source
Valid N	1915	Mean	2.03
Minimum	1	Maximum	7
Frequency		1	-8/.D=Don't know
		1433	SYSMIS/.
Name	P3B02	Frequency	Code and Description
Label	P3: Number of children living in house	1916	valid numeric value
Format	Num	Type	Source
Valid N	1916	Mean	2.63
Minimum	1	Maximum	8
Frequency		1433	SYSMIS/.
Name	P3B03	Frequency	Code and Description
Label	P3: Are preloaded HH members correct?	648	0=No
Format	Num	Type	Source
Valid N	1892	Mean	2
Minimum		Maximum	.5=No (but Yes in Blaise)
		1242	1=Yes
		24	-1/.N=Not Applicable
		1433	SYSMIS/.
Name	P3BSI_01	Frequency	Code and Description
Label	P3: Household member 1 still in HH	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	
Frequency		1433	SYSMIS/.
Name	P3BDL_01	Frequency	Code and Description
Label	P3: Household member 1 date left HH	-3349	SYSMIS/.
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	
Name	P3B04_01	Frequency	Code and Description
Label	P3: Household member 1 age	1916	valid numeric value
Format	Num	Type	Source
Valid N	1916	Mean	3.58
Minimum	2	Maximum	6
Frequency		1433	SYSMIS/.
Name	P3B05_01	Frequency	Code and Description
Label	P3: Household member 1 relationship to child	1916	19=Focus child
Format	Num	Type	Source
Valid N	1916	Mean	
Minimum		Maximum	
Frequency		1433	SYSMIS/.
Name	P3B06_01	Frequency	Code and Description
Label	P3: Household member 1 attended Head Start	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	
Frequency		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B07_01	Frequency	Code and Description
Label	P3: Currently in Head Start, person #01	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	

Name	P3B08_01	Frequency	Code and Description
Label	P3: Early Head Start, person #01	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	

Name	P3BHH_01	Frequency	Code and Description
Label	P3: Household member 1 status in HH	1916	0=Stayed
Format	Num	Type	Source
Valid N	1916	Mean	1433 SYSMIS/.
Minimum		Maximum	

Name	P3BSI_02	Frequency	Code and Description
Label	P3: Household member 2 still in HH	28	0=No
Format	Num	Type	Source
Valid N	649	Mean	621 1=Yes
Minimum		Maximum	1243 -1/.N=Not Applic
			24 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BDL_02	Frequency	Code and Description
Label	P3: Household member 2 date left HH	26	valid numeric value
Format	Num	Type	Source
Valid N	26	Mean	
Minimum		Maximum	
			3323 SYSMIS/.

Name	P3B04_02	Frequency	Code and Description
Label	P3: Household member 2 age	1915	valid numeric value
Format	Num	Type	Source
Valid N	1915	Mean	1 -9/.M=Missing
Minimum	1	Maximum	30.71
			1433 SYSMIS/.
			80

Codebook for Child-Level PUF, continued

Name	P3B05_02	Frequency	Code and Description
Label	P3: Household member 2 relationship to child	1679	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	1916	Mean	137 2=Bio/adoptive father
Minimum		Maximum	5 3=Stepmother
			3 4=Stepfather
			55 5=Grandmother
			4 6=Grandfather
			8 7=Great grandmother
			3 9=Sister/half/sister
			2 10=Brother/half/stepbrother
			14 11=Other relative or in-law (female)
			4 13=Foster parent (female)
			1 14=Foster parent (male)
			1 15=Other non-relative (female)
			1433 SYSMIS/.

Name	P3B06_02	Frequency	Code and Description
Label	P3: Household member 2 attended Head Start	10	0=No
Format	Num	Type	Source
Valid N	20	Mean	10 1=Yes
Minimum		Maximum	1891 -1/.N=Not Applic
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1433 SYSMIS/.

Name	P3B07_02	Frequency	Code and Description
Label	P3: Currently in Head Start, person #02	1892	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	24 -9/.M=Missing
Minimum		Maximum	1433 SYSMIS/.

Name	P3B08_02	Frequency	Code and Description
Label	P3: Early Head Start, person #02	1891	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	25 -9/.M=Missing
Minimum		Maximum	1433 SYSMIS/.

Name	P3BHH_02	Frequency	Code and Description
Label	P3: Household member 2 status in HH	1863	0=Stayed
Format	Num	Type	Source
Valid N	1892	Mean	1 1=Joined
Minimum		Maximum	28 2=Left
			24 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3BSI_03	Frequency	Code and Description
Label	P3: Household member 3 still in HH	141	0=No
Format	Num	Type	Source
Valid N	611	Mean	470 1=Yes
Minimum		Maximum	1281 -1/.N=Not Applic
			24 -9/.M=Missing
			1433 SYSMIS/.
Name	P3BDL_03	Frequency	Code and Description
Label	P3: Household member 3 date left HH	130	valid numeric value
Format	Num	Type	Source
Valid N	130	Mean	
Minimum		Maximum	
			3219 SYSMIS/.
Name	P3B04_03	Frequency	Code and Description
Label	P3: Household member 3 age	1820	valid numeric value
Format	Num	Type	Source
Valid N	1820	Mean	24.40
Minimum	0	Maximum	89
			86 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1433 SYSMIS/.
Name	P3B05_03	Frequency	Code and Description
Label	P3: Household member 3 relationship to child	69	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	1830	Mean	581 2=Bio/adoptive father
Minimum		Maximum	4 3=Stepmother
			53 4=Stepfather
			142 5=Grandmother
			55 6=Grandfather
			15 7=Great grandmother
			6 8=Great grandfather
			358 9=Sister/half/sistersister
			405 10=Brother/half/stepbrother
			53 11=Other relative or in-law (female)
			46 12=Other relative or in-law (male)
			1 13=Foster parent (female)
			5 14=Foster parent (male)
			6 15=Other non-relative (female)
			15 16=Other non-relative (male)
			2 17=Parent's partner (female)
			14 18=Parent's partner (male)
			86 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B06_03	Frequency	Code and Description
Label	P3: Household member 3 attended Head Start	23	0=No
Format	Num	Type	Source
Valid N	34	Mean	11 1=Yes
Minimum		Maximum	1871 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			1433 SYSMIS/.

Name	P3B07_03	Frequency	Code and Description
Label	P3: Currently in Head Start, person #03	1893	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	23 -9/.M=Missing
Minimum		Maximum	1433 SYSMIS/.

Name	P3B08_03	Frequency	Code and Description
Label	P3: Early Head Start, person #03	20	0=No
Format	Num	Type	Source
Valid N	22	Mean	2 1=Yes
Minimum		Maximum	1876 -1/.N=Not Applic
			1 -8/.D=Don't know
			17 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BHH_03	Frequency	Code and Description
Label	P3: Household member 3 status in HH	1627	0=Stayed
Format	Num	Type	Source
Valid N	1807	Mean	39 1=Joined
Minimum		Maximum	141 2=Left
			86 -1/.N=Not Applicable
			23 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BSI_04	Frequency	Code and Description
Label	P3: Household member 4 still in HH	143	0=No
Format	Num	Type	Source
Valid N	501	Mean	358 1=Yes
Minimum		Maximum	1391 -1/.N=Not Applic
			1 -8/.D=Don't know
			23 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BDL_04	Frequency	Code and Description
Label	P3: Household member 4 date left HH	127	valid numeric value
Format	Num	Type	Source
Valid N	127	Mean	
Minimum		Maximum	
			3222 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B04_04	Frequency	Code and Description
Label	P3: Household member 4 age	1556	valid numeric value
Format	Num	Type	Source
Valid N	1556	Mean	16.56
Minimum	0	Maximum	87
			349 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1433 SYSMIS/.

Name	P3B05_04	Frequency	Code and Description
Label	P3: Household member 4 relationship to child	20	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	1566	Mean	1
Minimum		Maximum	22
			86 5=Grandmother
			61 6=Grandfather
			7 7=Great grandmother
			4 8=Great grandfather
			516 9=Sister/half/siblingsister
			540 10=Brother/half/stepbrother
			88 11=Other relative or in-law (female)
			89 12=Other relative or in-law (male)
			1 13=Foster parent (female)
			12 15=Other non-relative (female)
			27 16=Other non-relative (male)
			10 18=Parent's partner (male)
			349 -1/.N=Not Applicable
			1 -9/.M=Missing
			1433 SYSMIS/.

Name	P3B06_04	Frequency	Code and Description
Label	P3: Household member 4 attended Head Start	30	0=No
Format	Num	Type	Source
Valid N	53	Mean	23
Minimum		Maximum	1
			1847 -1/.N=Not Applicable
			2 -7/.R=Refused
			12 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3B07_04	Frequency	Code and Description
Label	P3: Currently in Head Start, person #04	2	1=Yes
Format	Num	Type	Source
Valid N	2	Mean	1900
Minimum		Maximum	1
			-1/.N=Not Applicable
			14 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B08_04	Frequency	Code and Description
Label	P3: Early Head Start, person #04	45	0=No
Format	Num	Type	Source
Valid N	51	Mean	6 1=Yes
Minimum		Maximum	1858 -1/.N=Not Applic
			7 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BHH_04	Frequency	Code and Description
Label	P3: Household member 4 status in HH	1306	0=Stayed
Format	Num	Type	Source
Valid N	1552	Mean	103 1=Joined
Minimum		Maximum	143 2=Left
			349 -1/.N=Not Applicable
			1 -8/.D=Don't know
			14 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BSI_05	Frequency	Code and Description
Label	P3: Household member 5 still in HH	105	0=No
Format	Num	Type	Source
Valid N	356	Mean	251 1=Yes
Minimum		Maximum	1545 -1/.N=Not Applic
			15 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BDL_05	Frequency	Code and Description
Label	P3: Household member 5 date left HH	91	valid numeric value
Format	Num	Type	Source
Valid N	91	Mean	
Minimum		Maximum	
			3258 SYSMIS/.

Name	P3B04_05	Frequency	Code and Description
Label	P3: Household member 5 age	1049	valid numeric value
Format	Num	Type	Source
Valid N	1049	Mean	15.24
Minimum	0	Maximum	88
			862 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B05_05	Frequency	Code and Description
Label	P3: Household member 5 relationship to child	15	1=Bio/adoptive mother
Format	Num	79	2=Bio/adoptive father
Valid N	1054	1	3=Stepmother
Minimum		13	4=Stepfather
		34	5=Grandmother
		27	6=Grandfather
		4	7=Great grandmother
		4	8=Great grandfather
		302	9=Sister/half/sister
		354	10=Brother/half/stepbrother
		79	11=Other relative or in-law (female)
		108	12=Other relative or in-law (male)
		15	15=Other non-relative (female)
		12	16=Other non-relative (male)
		7	18=Parent's partner (male)
		862	-1/.N=Not Applicable
		1433	SYSMIS/.

Name	P3B06_05	Frequency	Code and Description
Label	P3: Household member 5 attended Head Start	35	0=No
Format	Num	18	1=Yes
Valid N	53	1853	-1/.N=Not Applicable
Minimum		1	-7/.R=Refused
		9	-8/.D=Don't know
		1433	SYSMIS/.

Name	P3B07_05	Frequency	Code and Description
Label	P3: Currently in Head Start, person #05	1	0=No
Format	Num	1	1=Yes
Valid N	2	1908	-1/.N=Not Applicable
Minimum		6	-9/.M=Missing
		1433	SYSMIS/.

Name	P3B08_05	Frequency	Code and Description
Label	P3: Early Head Start, person #05	71	0=No
Format	Num	1	1=Yes
Valid N	72	1841	-1/.N=Not Applicable
Minimum		3	-9/.M=Missing
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3BHH_05	Frequency	Code and Description
Label	P3: Household member 5 status in HH	810	0=Stayed
Format	Num	Type	Source
Valid N	1048	Mean	133 1=Joined
Minimum		Maximum	105 2=Left
			862 -1/.N=Not Applicable
			6 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BSI_06	Frequency	Code and Description
Label	P3: Household member 6 still in HH	75	0=No
Format	Num	Type	Source
Valid N	224	Mean	149 1=Yes
Minimum		Maximum	1686 -1/.N=Not Applic
			6 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BDL_06	Frequency	Code and Description
Label	P3: Household member 6 date left HH	64	valid numeric value
Format	Num	Type	Source
Valid N	64	Mean	
Minimum		Maximum	
			3285 SYSMIS/.

Name	P3B04_06	Frequency	Code and Description
Label	P3: Household member 6 age	603	valid numeric value
Format	Num	Type	Source
Valid N	603	Mean	16.20
Minimum	0	Maximum	80
			1310 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B05_06	Frequency	Code and Description
Label	P3: Household member 6 relationship to child	9	1=Bio/adoptive mother
Format	Num	47	2=Bio/adoptive father
Valid N	605	2	3=Stepmother
Minimum		14	4=Stepfather
		22	5=Grandmother
		21	6=Grandfather
		1	7=Great grandmother
		2	8=Great grandfather
		148	9=Sister/half/stepmother
		170	10=Brother/half/stepbrother
		68	11=Other relative or in-law (female)
		67	12=Other relative or in-law (male)
		2	13=Foster parent (female)
		12	15=Other non-relative (female)
		16	16=Other non-relative (male)
		4	18=Parent's partner (male)
		1310	-1/.N=Not Applicable
		1	-9/.M=Missing
		1433	SYSMIS/.

Name	P3B06_06	Frequency	Code and Description
Label	P3: Household member 6 attended Head Start	33	0=No
Format	Num	20	1=Yes
Valid N	53	1857	-1/.N=Not Applic
Minimum		6	-8/.D=Don't know
		1433	SYSMIS/.

Name	P3B07_06	Frequency	Code and Description
Label	P3: Currently in Head Start, person #06	1914	-1/.N=Not Applic
Format	Num	2	-9/.M=Missing
Valid N	0	1433	SYSMIS/.
Minimum			

Name	P3B08_06	Frequency	Code and Description
Label	P3: Early Head Start, person #06	51	0=No
Format	Num	2	1=Yes
Valid N	53	1859	-1/.N=Not Applic
Minimum		3	-8/.D=Don't know
		1	-9/.M=Missing
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3BHH_06	Frequency	Code and Description
Label	P3: Household member 6 status in HH	408	0=Stayed
Format	Num	Type	Source
Valid N	604	Mean	121 1=Joined
Minimum		Maximum	75 2=Left
			1310 -1/.N=Not Applicable
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BSI_07	Frequency	Code and Description
Label	P3: Household member 7 still in HH	41	0=No
Format	Num	Type	Source
Valid N	123	Mean	82 1=Yes
Minimum		Maximum	1791 -1/.N=Not Applic
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BDL_07	Frequency	Code and Description
Label	P3: Household member 7 date left HH	33	valid numeric value
Format	Num	Type	Source
Valid N	33	Mean	
Minimum		Maximum	
			3316 SYSMIS/.

Name	P3B04_07	Frequency	Code and Description
Label	P3: Household member 7 age	313	valid numeric value
Format	Num	Type	Source
Valid N	313	Mean	15.29
Minimum	0	Maximum	87
			1601 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B05_07	Frequency	Code and Description
Label	P3: Household member 7 relationship to child	5	1=Bio/adoptive mother
Format	Num	24	2=Bio/adoptive father
Valid N	315	1	3=Stepmother
Minimum		2	4=Stepfather
		14	5=Grandmother
		10	6=Grandfather
		2	7=Great grandmother
		1	8=Great grandfather
		77	9=Sister/half/sister
		73	10=Brother/half/stepbrother
		42	11=Other relative or in-law (female)
		47	12=Other relative or in-law (male)
		6	15=Other non-relative (female)
		11	16=Other non-relative (male)

1601 -1/.N=Not Applicable

1433 SYSMIS/.

Name	P3B06_07	Frequency	Code and Description
Label	P3: Household member 7 attended Head Start	26	0=No
Format	Num	16	1=Yes
Valid N	42	1868	-1/.N=Not Applic
Minimum		6	-8/.D=Don't know

1433 SYSMIS/.

Name	P3B07_07	Frequency	Code and Description
Label	P3: Currently in Head Start, person #07	1	0=No
Format	Num	1914	-1/.N=Not Applic
Valid N	1	1	-9/.M=Missing
Minimum		1433	SYSMIS/.

Name	P3B08_07	Frequency	Code and Description
Label	P3: Early Head Start, person #07	42	0=No
Format	Num	2	1=Yes
Valid N	44	1869	-1/.N=Not Applic
Minimum		3	-8/.D=Don't know

1433 SYSMIS/.

Name	P3BHH_07	Frequency	Code and Description
Label	P3: Household member 7 status in HH	187	0=Stayed
Format	Num	86	1=Joined
Valid N	314	41	2=Left
Minimum		1601	-1/.N=Not Applicable

1 -9/.M=Missing

1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3BSI_08	Frequency	Code and Description
Label	P3: Household member 8 still in HH	24	0=No
Format	Num	Type	Source
Valid N	59	Mean	35 1=Yes
Minimum		Maximum	1855 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			1433 SYSMIS/.
Name	P3BDL_08	Frequency	Code and Description
Label	P3: Household member 8 date left HH	21	valid numeric value
Format	Num	Type	Source
Valid N	21	Mean	
Minimum		Maximum	
			3328 SYSMIS/.
Name	P3B04_08	Frequency	Code and Description
Label	P3: Household member 8 age	166	valid numeric value
Format	Num	Type	Source
Valid N	166	Mean	1749 -1/.N=Not Applicable
Minimum	0	Maximum	13.49
			1 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3B05_08	Frequency	Code and Description
Label	P3: Household member 8 relationship to child	1	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	167	Mean	5 2=Bio/adoptive father
Minimum		Maximum	1 3=Stepmother
			8 5=Grandmother
			4 6=Grandfather
			1 7=Great grandmother
			34 9=Sister/half/sister
			41 10=Brother/half/stepbrother
			31 11=Other relative or in-law (female)
			24 12=Other relative or in-law (male)
			4 15=Other non-relative (female)
			10 16=Other non-relative (male)
			3 18=Parent's partner (male)
			1749 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B06_08	Frequency	Code and Description
Label	P3: Household member 8 attended Head Start	23	0=No
Format	Num	Type	Source
Valid N	34	Mean	11 1=Yes
Minimum		Maximum	1879 -1/.N=Not Applic
			2 -8/.D=Don't know
			1 -9/.M=Missing
			1433 SYSMIS/.

Name	P3B07_08	Frequency	Code and Description
Label	P3: Currently in Head Start, person #08	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	1914 -1/.N=Not Applic
Minimum		Maximum	1 -9/.M=Missing
			1433 SYSMIS/.

Name	P3B08_08	Frequency	Code and Description
Label	P3: Early Head Start, person #08	31	0=No
Format	Num	Type	Source
Valid N	32	Mean	1 1=Yes
Minimum		Maximum	1881 -1/.N=Not Applic
			2 -8/.D=Don't know
			1 -9/.M=Missing
			1433 SYSMIS/.

Name	P3BHH_08	Frequency	Code and Description
Label	P3: Household member 8 status in HH	83	0=Stayed
Format	Num	Type	Source
Valid N	166	Mean	59 1=Joined
Minimum		Maximum	24 2=Left
			1749 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3BSI_09	Frequency	Code and Description
Label	P3: Household member 9 still in HH	14	0=No
Format	Num	Type	Source
Valid N	33	Mean	19 1=Yes
Minimum		Maximum	1883 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3BDL_09	Frequency	Code and Description
Label	P3: Household member 9 date left HH	14	valid numeric value
Format	Num	Type	Source
Valid N	14	Mean	-
Minimum		Maximum	3335 SYSMIS/.

Name	P3B04_09	Frequency	Code and Description
Label	P3: Household member 9 age	78	valid numeric value
Format	Num	Type	Source
Valid N	78	Mean	16.27
Minimum	0	Maximum	94
			1837 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B05_09	Frequency	Code and Description
Label	P3: Household member 9 relationship to child	5	2=Bio/adoptive father
Format	Num	Type	Source
Valid N	79	Mean	3 5=Grandmother
Minimum		Maximum	1 6=Grandfather
			1 8=Great grandfather
			12 9=Sister/half/stepmother
			12 10=Brother/half/stepbrother
			17 11=Other relative or in-law (female)
			18 12=Other relative or in-law (male)
			6 15=Other non-relative (female)
			3 16=Other non-relative (male)
			1 17=Parent's partner (female)
			1837 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3B06_09	Frequency	Code and Description
Label	P3: Household member 9 attended Head Start	12	0=No
Format	Num	Type	Source
Valid N	15	Mean	3 1=Yes
Minimum		Maximum	1895 -1/.N=Not Applic
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3B07_09	Frequency	Code and Description
Label	P3: Currently in Head Start, person #09	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	

Name	P3B08_09	Frequency	Code and Description
Label	P3: Early Head Start, person #09	13	0=No
Format	Num	Type	Source
Valid N	13	Mean	1903 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3BHH_09	Frequency	Code and Description
Label	P3: Household member 9 status in HH	32	0=Stayed
Format	Num	Type	Source
Valid N	79	Mean	33 1=Joined
Minimum		Maximum	14 2=Left
			1837 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3BSI_10	Frequency	Code and Description
Label	P3: Household member 10 still in HH	3	0=No
Format	Num	Type	Source
Valid N	11	Mean	8 1=Yes
Minimum		Maximum	1905 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3BDL_10	Frequency	Code and Description
Label	P3: Household member 10 date left HH	3	valid numeric value
Format	Num	Type	Source
Valid N	3	Mean	-
Minimum		Maximum	3346 SYSMIS/.
Name	P3B04_10	Frequency	Code and Description
Label	P3: Household member 10 age	28	valid numeric value
Format	Num	Type	Source
Valid N	28	Mean	19.21
Minimum	0	Maximum	71
Name	P3B05_10	Frequency	Code and Description
Label	P3: Household member 10 relationship to child	2	2=Bio/adoptive father
Format	Num	Type	Source
Valid N	28	Mean	1
Minimum		Maximum	16
			4=Stepfather
			5=Grandmother
			6=Grandfather
			7=Great grandmother
			9=Sister/half/sister
			10=Brother/half/stepbrother
			11=Other relative or in-law (female)
			12=Other relative or in-law (male)
			15=Other non-relative (female)
			16=Other non-relative (male)
			1888 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3B06_10	Frequency	Code and Description
Label	P3: Household member 10 attended Head Start	7	0=No
Format	Num	Type	Source
Valid N	10	Mean	3
Minimum		Maximum	1
			1=Yes
			-8/.D=Don't know
			1433 SYSMIS/.
Name	P3B07_10	Frequency	Code and Description
Label	P3: Currently in Head Start, person #10	1916	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	
Name	P3B08_10	Frequency	Code and Description
Label	P3: Early Head Start, person #10	5	0=No
Format	Num	Type	Source
Valid N	5	Mean	1911 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3BHH_10	Frequency	Code and Description
Label	P3: Household member 10 status in HH	10	0=Stayed
Format	Num	Type	Source
Valid N	28	Mean	15 1=Joined
Minimum		Maximum	3 2=Left
			1888 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3BSI_11	Frequency	Code and Description
Label	P3: Household member 11 still in HH	3	0=No
Format	Num	Type	Source
Valid N	7	Mean	4 1=Yes
Minimum		Maximum	1909 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3BDL_11	Frequency	Code and Description
Label	P3: Household member 11 date left HH	2	valid numeric value
Format	Num	Type	Source
Valid N	2	Mean	3347 SYSMIS/.
Minimum		Maximum	
Name	P3B04_11	Frequency	Code and Description
Label	P3: Household member 11 age	17	valid numeric value
Format	Num	Type	Source
Valid N	17	Mean	1899 -1/.N=Not Applicable
Minimum	0	Maximum	1433 SYSMIS/.
Name	P3B05_11	Frequency	Code and Description
Label	P3: Household member 11 relationship to child	1	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	17	Mean	1 2=Bio/adoptive father
Minimum		Maximum	1 6=Grandfather
			1 9=Sister/half/sstepsister
			3 10=Brother/half/stepbrother
			5 11=Other relative or in-law (female)
			3 12=Other relative or in-law (male)
			1 15=Other non-relative (female)
			1 16=Other non-relative (male)
			1899 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3B06_11	Frequency	Code and Description
Label	P3: Household member 11 attended Head Start	3	0=No
Format	Num	Type	Source
Valid N	5	Mean	2 1=Yes
Minimum		Maximum	1911 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B07_11	Frequency	Code and Description
Label	P3: Currently in Head Start, person #11	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	
Name	P3B08_11	Frequency	Code and Description
Label	P3: Early Head Start, person #11	6	0=No
Format	Num	Type	Source
Valid N	6	Mean	1910 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.
Name	P3BHH_11	Frequency	Code and Description
Label	P3: Household member 11 status in HH	4	0=Stayed
Format	Num	Type	Source
Valid N	17	Mean	10 1=Joined
Minimum		Maximum	3 2=Left
			1899 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3BSI_12	Frequency	Code and Description
Label	P3: Household member 12 still in HH	3	0=No
Format	Num	Type	Source
Valid N	4	Mean	1 1=Yes
Minimum		Maximum	1912 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3BDL_12	Frequency	Code and Description
Label	P3: Household member 12 date left HH	2	valid numeric value
Format	Num	Type	Source
Valid N	2	Mean	-
Minimum		Maximum	-
			3347 SYSMIS/.
Name	P3B04_12	Frequency	Code and Description
Label	P3: Household member 12 age	11	valid numeric value
Format	Num	Type	Source
Valid N	11	Mean	17.36
Minimum	1	Maximum	39
			1905 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3B05_12	Frequency	Code and Description
Label	P3: Household member 12 relationship to child	1	10=Brother/half/stepbrother
Format	Num	Type	Source
Valid N	11	Mean	3 11=Other relative or in-law (female)
Minimum		Maximum	6 12=Other relative or in-law (male)
			1 16=Other non-relative (male)
			1905 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B06_12	Frequency	Code and Description
Label	P3: Household member 12 attended Head Start	5	0=No
Format	Num	Type	Source
Valid N	6	Mean	1910 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3B07_12	Frequency	Code and Description
Label	P3: Currently in Head Start, person #12	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	

Name	P3B08_12	Frequency	Code and Description
Label	P3: Early Head Start, person #12	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	1912 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3BHH_12	Frequency	Code and Description
Label	P3: Household member 12 status in HH	1	0=Stayed
Format	Num	Type	Source
Valid N	11	Mean	7 1=Joined
Minimum		Maximum	3 2=Left
			1905 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3BSI_13	Frequency	Code and Description
Label	P3: Household member 13 still in HH	1	1=Yes
Format	Num	Type	Source
Valid N	1	Mean	1915 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3BDL_13	Frequency	Code and Description
Label	P3: Household member 13 date left HH	-	
Format	Num	Type	Source
Valid N	0	Mean	3349 SYSMIS/.
Minimum		Maximum	

Name	P3B04_13	Frequency	Code and Description
Label	P3: Household member 13 age	8	valid numeric value
Format	Num	Type	Source
Valid N	8	Mean	1908 -1/.N=Not Applicable
Minimum	2	Maximum	76
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B05_13	Frequency	Code and Description
Label	P3: Household member 13 relationship to child	1	7=Great grandmother
Format	Num	Type	Source
Valid N	8	Mean	1 10=Brother/half/stepbrother
Minimum		Maximum	4 11=Other relative or in-law (female)
			2 12=Other relative or in-law (male)
			1908 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3B06_13	Frequency	Code and Description
Label	P3: Household member 13 attended Head Start	3	0=No
Format	Num	Type	Source
Valid N	4	Mean	1 1=Yes
Minimum		Maximum	1912 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3B07_13	Frequency	Code and Description
Label	P3: Currently in Head Start, person #13	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	

Name	P3B08_13	Frequency	Code and Description
Label	P3: Early Head Start, person #13	3	0=No
Format	Num	Type	Source
Valid N	4	Mean	1 1=Yes
Minimum		Maximum	1912 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3BHH_13	Frequency	Code and Description
Label	P3: Household member 13 status in HH	1	0=Stayed
Format	Num	Type	Source
Valid N	8	Mean	7 1=Joined
Minimum		Maximum	1908 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3BSI_14	Frequency	Code and Description
Label	P3: Household member 14 still in HH	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	

Name	P3BDL_14	Frequency	Code and Description
Label	P3: Household member 14 date left HH	3349	SYSMIS/.
Format	Num	Type	Source
Valid N	0	Mean	
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P3B04_14	Frequency	Code and Description
Label	P3: Household member 14 age	6	valid numeric value
Format	Num	Type	Source
Valid N	6	Mean	15.67
Minimum	0	Maximum	28
Name	P3B05_14	Frequency	Code and Description
Label	P3: Household member 14 relationship to child	1	10=Brother/half/stepbrother
Format	Num	Type	Source
Valid N	6	Mean	3
Minimum		Maximum	2
			11=Other relative or in-law (female)
			12=Other relative or in-law (male)
			1910 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3B06_14	Frequency	Code and Description
Label	P3: Household member 14 attended Head Start	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	1911 -1/.N=Not Applic
Minimum		Maximum	1
			-8/.D=Don't know
			1433 SYSMIS/.
Name	P3B07_14	Frequency	Code and Description
Label	P3: Currently in Head Start, person #14	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	
Name	P3B08_14	Frequency	Code and Description
Label	P3: Early Head Start, person #14	2	0=No
Format	Num	Type	Source
Valid N	2	Mean	1914 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.
Name	P3BHH_14	Frequency	Code and Description
Label	P3: Household member 14 status in HH	6	1=Joined
Format	Num	Type	Source
Valid N	6	Mean	1910 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.
Name	P3BSI_15	Frequency	Code and Description
Label	P3: Household member 15 still in HH	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	
Name	P3BDL_15	Frequency	Code and Description
Label	P3: Household member 15 date left HH	-	-
Format	Num	Type	Source
Valid N	0	Mean	3349 SYSMIS/.
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P3B04_15	Frequency	Code and Description
Label	P3: Household member 15 age		2 valid numeric value
Format	Num	Type	Source
Valid N	2	Mean	19.00
Minimum	13	Maximum	25
Name	P3B05_15	Frequency	Code and Description
Label	P3: Household member 15 relationship to child		1 11=Other relative or in-law (female)
Format	Num	Type	Source
Valid N	2	Mean	19.00
Minimum		Maximum	25
Name	P3B06_15	Frequency	Code and Description
Label	P3: Household member 15 attended Head Start		1 0=No
Format	Num	Type	Source
Valid N	1	Mean	19.00
Minimum		Maximum	25
Name	P3B07_15	Frequency	Code and Description
Label	P3: Currently in Head Start, person #15		1916 -1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	
Name	P3B08_15	Frequency	Code and Description
Label	P3: Early Head Start, person #15		1915 -1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1 -8/.D=Don't know
Minimum		Maximum	1433 SYSMIS/.
Name	P3BHH_15	Frequency	Code and Description
Label	P3: Household member 15 status in HH		2 1=Joined
Format	Num	Type	Source
Valid N	2	Mean	1914 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.
Name	P3B09	Frequency	Code and Description
Label	P3: R marital status w/ other parent in HH		619 1=married
Format	Num	Type	Source
Valid N	954	Mean	4 2=divorced
Minimum		Maximum	4 3=separated
			327 4=not married
			941 -1/.N=Not Applic
			1 -7/.R=Refused
			20 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3B10	Frequency	Code and Description
Label	P3: R relationship status w/ oth parent in HH	302	1=we are romantically involved on a steady basis
Format	Num	Type	Source
Valid N	331	Mean	13 2=involved in an on-again/off-again relationship
Minimum		Maximum	7 3=we are just friends
			9 4=we are not in any kind of relationship
			1560 -1/.N=Not Applicable
			3 -7/.R=Refused
			2 -8/.D=Don't know
			20 -9/.M=Missing
			1433 SYSMIS/.
Name	P3CC01	Frequency	Code and Description
Label	P3: Child goes to a full-day or part-day kindergarten	835	1=full day
Format	Num	Type	Source
Valid N	953	Mean	118 2=part day
Minimum		Maximum	958 -1/.N=Not Applic
			3 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3CC02	Frequency	Code and Description
Label	P3: # of hours each day Child spends in kindergarten	955	valid numeric value
Format	Num	Type	Source
Valid N	955	Mean	6.55
Minimum	2	Maximum	10.5
			958 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3CC03	Frequency	Code and Description
Label	P3: # of days each week Child spends in kindergarten	956	valid numeric value
Format	Num	Type	Source
Valid N	956	Mean	4.99
Minimum	1	Maximum	7
			958 -1/.N=Not Applicable
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3CC04	Frequency	Code and Description
Label	P3: # of days child absent from kindergarten	950	valid numeric value
Format	Num	Type	Source
Valid N	950	Mean	4.55
Minimum	0	Maximum	90
			958 -1/.N=Not Applicable
			6 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3CC04a	Frequency	Code and Description
Label	P3: Estimate of kindergarten absences - ranges	4	2=15 or less
Format	Num	Type	Source
Valid N	6	Mean	2 3=16 or more
Minimum		Maximum	1908 -1/.N=Not Applic
			2 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3CC04b	Frequency	Code and Description
Label	P3: Estimate absences - ranges <= 15 days	1	1=1 to 5
Format	Num	Type	Source
Valid N	4	Mean	3 2=6 to 10
Minimum		Maximum	1910 -1/.N=Not Applic
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3CC04c	Frequency	Code and Description
Label	P3: Estimate absences - ranges >= 16 days	1	1=16 to 20
Format	Num	Type	Source
Valid N	2	Mean	1 4=41 to 50
Minimum		Maximum	1912 -1/.N=Not Applic
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3CC05	Frequency	Code and Description
Label	P3: Most frequent reason for kindergarten absence	682	1=Illness of child
Format	Num	Type	Source
Valid N	865	Mean	5 2=Illness of family member
Minimum		Maximum	1 3=Conflict with parent's work or school schedule
			5 4=Lack of transportation
			18 5=Bad weather
			2 6=Child did not want to go
			1 7=Parent decision not to send child or to send child elsewhere
			1 8=Family is/was homeless
			49 9=Other
			101 10=Doctor/dentist appointment
			1048 -1/.N=Not Applicable
			3 -9/.M=Missing
			1433 SYSMIS/.
Name	P3CC06	Frequency	Code and Description
Label	P3: Child goes to public or private school	933	1=public
Format	Num	Type	Source
Valid N	953	Mean	18 2=private
Minimum		Maximum	2 3=home schooled
			958 -1/.N=Not Applic
			3 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3CC07	Frequency	Code and Description
Label	P3: Is the school faith-based?	7	0=No
Format	Num	Type	Source
Valid N	18	Mean	11 1=Yes
Minimum		Maximum	1893 -1/.N=Not Applic
			3 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3CC08	Frequency	Code and Description
Label	P3: What faith is the school connected with?	5	1=Catholic
Format	Num	Type	Source
Valid N	8	Mean	1 3=Christian
Minimum		Maximum	2 7=Non-denominational
			1900 -1/.N=Not Applic
			6 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3CC09	Frequency	Code and Description
Label	P3: Approximate # students in Child's class	922	valid numeric value
Format	Num	Type	Source
Valid N	922	Mean	20.15
Minimum	1	Maximum	72
			960 -1/.N=Not Applicable
			32 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3CC10	Frequency	Code and Description
Label	P3: # teachers in Child's class	951	valid numeric value
Format	Num	Type	Source
Valid N	951	Mean	1.54
Minimum	1	Maximum	5
			960 -1/.N=Not Applicable
			3 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3CC11	Frequency	Code and Description
Label	P3: Child in same school since beginning of school year	63	0=No
Format	Num	Type	Source
Valid N	954	Mean	891 1=Yes
Minimum		Maximum	
			960 -1/.N=Not Applic
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3CC12a	Frequency	Code and Description
Label	P3: Schl tells parents (btw report cards)how Child doing	782	1=does it very well
Format	Num	Type	Source
Valid N	953	Mean	153 2=just okay
Minimum		Maximum	18 3=doesn't do it at all
			960 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3CC12b	Frequency	Code and Description
Label	P3: Schl helps parents understand children's age	692	1=does it very well
Format	Num	212	2=just okay
Valid N	950	46	3=doesn't do it at all
Minimum		960	-1/.N=Not Applicable
		4	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3CC12c	Frequency	Code and Description
Label	P3: Schl makes parents aware of chances to volunteer	757	1=does it very well
Format	Num	157	2=just okay
Valid N	953	39	3=doesn't do it at all
Minimum		960	-1/.N=Not Applicable
		1	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3CC12d	Frequency	Code and Description
Label	P3: Schl provides info on helping Child learn at home	726	1=does it very well
Format	Num	187	2=just okay
Valid N	951	38	3=doesn't do it at all
Minimum		960	-1/.N=Not Applicable
		3	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3CC12e	Frequency	Code and Description
Label	P3: Schl provides info on community svcs for Child/family	596	1=does it very well
Format	Num	241	2=just okay
Valid N	947	110	3=doesn't do it at all
Minimum		960	-1/.N=Not Applicable
		7	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3CC12f	Frequency	Code and Description
Label	P3: Schl understands needs families who don't speak Engl	607	1=does it very well
Format	Num	170	2=just okay
Valid N	824	47	3=doesn't do it at all
Minimum		960	-1/.N=Not Applicable
		130	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3CC12g	Frequency	Code and Description
Label	P3: Schl provides info on what child is studying	833	1=does it very well
Format	Num	Type	Source
Valid N	953	Mean	106 2=just okay
Minimum		Maximum	14 3=doesn't do it at all
			960 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3CC12h	Frequency	Code and Description
Label	P3: Schl is open to parent ideas and participation	756	1=does it very well
Format	Num	Type	Source
Valid N	948	Mean	168 2=just okay
Minimum		Maximum	24 3=doesn't do it at all
			960 -1/.N=Not Applicable
			6 -8/.D=Don't know
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3C03	Frequency	Code and Description
Label	P3: # dys/wk child attended HS program	957	valid numeric value
Format	Num	Type	Source
Valid N	957	Mean	4.64
Minimum	1	Maximum	7
			958 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3C04	Frequency	Code and Description
Label	P3: # of hrs/ wk child attended HS prog	953	valid numeric value
Format	Num	Type	Source
Valid N	953	Mean	25.86
Minimum	1	Maximum	56
			958 -1/.N=Not Applicable
			5 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3C05	Frequency	Code and Description
Label	P3: # of days child absent from HS prog	939	valid numeric value
Format	Num	Type	Source
Valid N	939	Mean	5.86
Minimum	0	Maximum	90
			958 -1/.N=Not Applicable
			19 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3C05a	Frequency	Code and Description
Label	P3: Estimate of HS absences - ranges	2	0=Never
Format	Num	Type	Source
Valid N	19	Mean	15 1=15 days or less
Minimum		Maximum	2 2=16 days or more
			1897 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3C06	Frequency	Code and Description
Label	P3: Estimate absences - ranges < 16 days	5	1=1 to 5 days
Format	Num	Type	Source
Valid N	14	Mean	5 2=6 to 10 days
Minimum		Maximum	4 3=11 - 15 days
			1901 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3C07	Frequency	Code and Description
Label	P3: Estimate absences - ranges > 15 days	1	4=16 - 20 days
Format	Num	Type	Source
Valid N	2	Mean	1 5=21 - 30 days
Minimum		Maximum	1914 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3C08	Frequency	Code and Description
Label	P3: Most frequent reason for HS absence	692	1=Illness of child
Format	Num	Type	Source
Valid N	910	Mean	18 2=Illness of family member
Minimum		Maximum	5 3=Conflict with parent's work or school schedule
			41 4=Lack of transportation
			20 5=Bad weather
			5 6=Child did not want to go
			21 7=Parent decision not to send child or to send child elsewhere
			1 8=Family is/was homeless
			10 9=Other
			97 10=Doctor/dentist appointment
			1004 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3C09	Frequency	Code and Description
Label	P3: How many teachers are in Child's class	956	valid numeric value
Format	Num	Type	Source
Valid N	956	Mean	2.28
Minimum	1	Maximum	23
			958 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3D01	Frequency	Code and Description
Label	P3: Freq. child read to in past week	30	1=not at all
Format	Num	Type	Source
Valid N	1916	Mean	358 2=once or twice
Minimum		Maximum	809 3=3+ times, but not daily
			719 4=every day
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D02	Frequency	Code and Description
Label	P3: No of minutes/day child is read to	1914	valid numeric value
Format	Num	Type	Source
Valid N	1914	Mean	22.92
Minimum	0	Maximum	120
Name	P3D03a	Frequency	Code and Description
Label	P3: Told [him/her] a story	209	0=No
Format	Num	Type	Source
Valid N	1915	Mean	1706
Minimum		Maximum	1
			-8/.D=Don't know
			1433 SYSMIS/.
Name	P3D03b	Frequency	Code and Description
Label	P3: Taught child letters, words, numb	44	0=No
Format	Num	Type	Source
Valid N	1916	Mean	1872
Minimum		Maximum	1
			-8/.D=Don't know
			1433 SYSMIS/.
Name	P3D03c	Frequency	Code and Description
Label	P3: Taught child songs or music	341	0=No
Format	Num	Type	Source
Valid N	1916	Mean	1575
Minimum		Maximum	1
			-8/.D=Don't know
			1433 SYSMIS/.
Name	P3D03d	Frequency	Code and Description
Label	P3: Worked on arts/crafts with child	564	0=No
Format	Num	Type	Source
Valid N	1916	Mean	1352
Minimum		Maximum	1
			-8/.D=Don't know
			1433 SYSMIS/.
Name	P3D03e	Frequency	Code and Description
Label	P3: Played with toys/games indoors	46	0=No
Format	Num	Type	Source
Valid N	1916	Mean	1870
Minimum		Maximum	1
			-8/.D=Don't know
			1433 SYSMIS/.
Name	P3D03f	Frequency	Code and Description
Label	P3: Played game, sport, exercise	186	0=No
Format	Num	Type	Source
Valid N	1915	Mean	1729
Minimum		Maximum	1
			-8/.D=Don't know
			1433 SYSMIS/.
Name	P3D03g	Frequency	Code and Description
Label	P3: Took child on errands	86	0=No
Format	Num	Type	Source
Valid N	1916	Mean	1830
Minimum		Maximum	1
			-8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D03h	Frequency	Code and Description
Label	P3: Involved child in household chores	173	0=No
Format	Num	Type	Source
Valid N	1916	Mean	1743 1=Yes
Minimum		Maximum	1433 SYSMIS/.

Name	P3D03i	Frequency	Code and Description
Label	P3: Talk about what happened in HS	69	0=No
Format	Num	Type	Source
Valid N	1914	Mean	1845 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3D03j	Frequency	Code and Description
Label	P3: Talked about TV programs/videos	326	0=No
Format	Num	Type	Source
Valid N	1915	Mean	1589 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3D03k	Frequency	Code and Description
Label	P3: Played counting games	241	0=No
Format	Num	Type	Source
Valid N	1916	Mean	1675 1=Yes
Minimum		Maximum	1433 SYSMIS/.

Name	P3D03l	Frequency	Code and Description
Label	P3: Played a board or card game	852	0=No
Format	Num	Type	Source
Valid N	1914	Mean	1062 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3D03m	Frequency	Code and Description
Label	P3: Played with blocks	1023	0=No
Format	Num	Type	Source
Valid N	1910	Mean	887 1=Yes
Minimum		Maximum	6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3D03n	Frequency	Code and Description
Label	P3: Counted different things	194	0=No
Format	Num	Type	Source
Valid N	1914	Mean	1720 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3D04a	Frequency	Code and Description
Label	P3: Visited a library w/child	975	0=No
Format	Num	Type	Source
Valid N	1915	Mean	940 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D04b			Frequency	Code and Description
Label	P3: Gone to a movie w/child			1089	0=No
Format	Num	Type	Source	827	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3D04c			Frequency	Code and Description
Label	P3: Gone to a play or concert w/child			1484	0=No
Format	Num	Type	Source	432	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3D04d			Frequency	Code and Description
Label	P3: Gone to a mall w/child			343	0=No
Format	Num	Type	Source	1573	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3D04e			Frequency	Code and Description
Label	P3: Visited art gallery or museum			1450	0=No
Format	Num	Type	Source	466	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3D04f			Frequency	Code and Description
Label	P3: Visited playground or park			362	0=No
Format	Num	Type	Source	1554	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3D04g			Frequency	Code and Description
Label	P3: Visited zoo or aquarium with child			1350	0=No
Format	Num	Type	Source	566	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3D04h			Frequency	Code and Description
Label	P3: Talked with child about heritage			760	0=No
Format	Num	Type	Source	1155	1=Yes
Valid N	1915	Mean		1	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3D04i			Frequency	Code and Description
Label	P3: Attend event sponsored by community			993	0=No
Format	Num	Type	Source	920	1=Yes
Valid N	1913	Mean		3	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D04j	Frequency	Code and Description
Label	P3: Attended athletic event with child	1289	0=No
Format	Num	Type	Source
Valid N	1915	Mean	626 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3D04k	Frequency	Code and Description
Label	P3: Attended church activity/school	833	0=No
Format	Num	Type	Source
Valid N	1916	Mean	1083 1=Yes
Minimum		Maximum	1433 SYSMIS/.

Name	P3D05	Frequency	Code and Description
Label	P3: No of childrens books in household	1916	valid numeric value
Format	Num	Type	Source
Valid N	1916	Mean	42.34
Minimum	0	Maximum	300
			1433 SYSMIS/.

Name	P3D06	Frequency	Code and Description
Label	P3: R frequency of reading during pst wk	111	1=not at all
Format	Num	Type	Source
Valid N	1915	Mean	495 2=once or twice
Minimum		Maximum	636 3=3+ times, but not daily
			673 4=every day
			1 -7/.R=Refused
			1433 SYSMIS/.

Name	P3D07	Frequency	Code and Description
Label	P3: Other language spoken in home	22	0=No
Format	Num	Type	Source
Valid N	43	Mean	21 1=Yes
Minimum		Maximum	1873 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3D08_11	Frequency	Code and Description
Label	P3: In home- French	21	0=No
Format	Num	Type	Source
Valid N	21	Mean	1895 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Name	P3D08_12	Frequency	Code and Description
Label	P3: In home- Spanish	2	0=No
Format	Num	Type	Source
Valid N	21	Mean	19 12=Spanish
Minimum		Maximum	1895 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D08_16	Frequency	Code and Description
Label	P3: In home- Hmong	21	0=No
Format	Num	Type	Source
Valid N	21	Mean	1895 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.
Name	P3D08_20	Frequency	Code and Description
Label	P3: In home- Arabic	21	0=No
Format	Num	Type	Source
Valid N	21	Mean	1895 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.
Name	P3D08_21	Frequency	Code and Description
Label	P3: In home- Other	19	0=No
Format	Num	Type	Source
Valid N	21	Mean	2 21=Other
Minimum		Maximum	1895 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3D08_30	Frequency	Code and Description
Label	P3: In home-African lang	21	0=No
Format	Num	Type	Source
Valid N	21	Mean	1895 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.
Name	P3D08a	Frequency	Code and Description
Label	P3: N of adults speaking another lang to child	21	valid numeric value
Format	Num	Type	Source
Valid N	21	Mean	1.90
Minimum	0	Maximum	4
Name	P3D08b	Frequency	Code and Description
Label	P3: N of children speaking another lang to child	21	valid numeric value
Format	Num	Type	Source
Valid N	21	Mean	0.62
Minimum	0	Maximum	3
Name	P3D09	Frequency	Code and Description
Label	P3: R's First Language	13	12=Spanish
Format	Num	Type	Source
Valid N	21	Mean	2 21=Other
Minimum		Maximum	6 25=English
			1895 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3D10	Frequency	Code and Description
Label	P3: Language spoke often to child	9	12=Spanish
Format	Num	Type	Source
Valid N	21	Mean	1 21=Other
Minimum		Maximum	11 25=English
			1895 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D12	Frequency	Code and Description
Label	P3: Language(s) child first learned	9	2=Spanish
Format	Num	Type	Source
Valid N	10	Mean	1 5=Another language
Minimum		Maximum	1906 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3D12a	Frequency	Code and Description
Label	P3: Lang child 1st learned to speak (w/English)	1916	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	
Name	P3D12b	Frequency	Code and Description
Label	P3: Language child first learned to speak	1916	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	
Name	P3D13	Frequency	Code and Description
Label	P3: Language(s) child speaks most at home	5	1=English
Format	Num	Type	Source
Valid N	10	Mean	2 2=Spanish
Minimum		Maximum	2 3=English and Spanish equally
			1 4=English and another language equally
			1906 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3D13a	Frequency	Code and Description
Label	P3: Lang child speaks most at home (w/English)	1916	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	
Name	P3D13b	Frequency	Code and Description
Label	P3: Language child speaks most at home	1916	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	
Name	P3D14	Frequency	Code and Description
Label	P3: Lang(s) child is mostly read to by R	2	1=English
Format	Num	Type	Source
Valid N	10	Mean	6 2=Language from D10
Minimum		Maximum	2 3=Both (English & D10)
			1906 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D14a	Frequency	Code and Description
Label	P3: N of children's books in another language	10	valid numeric value
Format	Num	Type	Source
Valid N	10	Mean	4.50
Minimum	0	Maximum	15
Name	P3D14b1	Frequency	Code and Description
Label	P3: Comic books and magz for chld in Eng	1	0=No
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.
Name	P3D14b2	Frequency	Code and Description
Label	P3: Comic books and magz for chld in anoth lang	3	0=No
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.
Name	P3D14b3	Frequency	Code and Description
Label	P3: Computer progs games for chld in Eng	6	0=No
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.
Name	P3D14b4	Frequency	Code and Description
Label	P3: Computer progs games for child in anoth lang	8	0=No
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.
Name	P3D14b5	Frequency	Code and Description
Label	P3: Books or magz for adults in Eng	7	0=No
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.
Name	P3D14b6	Frequency	Code and Description
Label	P3: Books or magz for adults in anoth lang	3	0=No
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.
Name	P3D14b7	Frequency	Code and Description
Label	P3: CDs or tapes with singing in English	10	1=Yes
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D14b8	Frequency	Code and Description
Label	P3: CDs or tapes with singing in anoth lang	10	1=Yes
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3D15a	Frequency	Code and Description
Label	P3: How well R understands English	1	1=Not at all
Format	Num	Type	Source
Valid N	10	Mean	6 2=Not well
Minimum		Maximum	2 3=Well
			1 4=Very well
			1906 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3D15b	Frequency	Code and Description
Label	P3: How well R speaks English	3	1=Not at all
Format	Num	Type	Source
Valid N	10	Mean	4 2=Not well
Minimum		Maximum	2 3=Well
			1 4=Very well
			1906 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3D15c	Frequency	Code and Description
Label	P3: How well R reads English	3	1=Not at all
Format	Num	Type	Source
Valid N	10	Mean	4 2=Not well
Minimum		Maximum	2 3=Well
			1 4=Very well
			1906 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3D16c	Frequency	Code and Description
Label	P3: How well R understands first language	5	3=Well
Format	Num	Type	Source
Valid N	10	Mean	5 4=Very well
Minimum		Maximum	1906 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3D16d	Frequency	Code and Description
Label	P3: How well R speaks first language	5	3=Well
Format	Num	Type	Source
Valid N	10	Mean	5 4=Very well
Minimum		Maximum	1906 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D16a	Frequency	Code and Description
Label	P3: How well R reads first language	2	2=Not well
Format	Num	Type	Source
Valid N	10	Mean	6 3=Well
Minimum		Maximum	2 4=Very well
			1906 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3D16b	Frequency	Code and Description
Label	P3: How well R writes first language	3	2=Not well
Format	Num	Type	Source
Valid N	10	Mean	4 3=Well
Minimum		Maximum	3 4=Very well
			1906 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3D16e1	Frequency	Code and Description
Label	P3: Importance to R that chld knows Eng	10	2=Very important
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.
Name	P3D16e2	Frequency	Code and Description
Label	P3: Importance to R that child uses prim lang	1	1=Essential
Format	Num	Type	Source
Valid N	10	Mean	8 2=Very important
Minimum		Maximum	1 3=Somewhat important
			1906 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3D16e3	Frequency	Code and Description
Label	P3: Importance to R to improve English skills	8	2=Very important
Format	Num	Type	Source
Valid N	10	Mean	2 3=Somewhat important
Minimum		Maximum	1906 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3D17	Frequency	Code and Description
Label	P3: Someone able to speak language	7	1=always
Format	Num	Type	Source
Valid N	10	Mean	2 2=sometimes
Minimum		Maximum	1 3=never
			1906 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3D17a1	Frequency	Code and Description
Label	P3: HS teacher or assistant teachers speaks lang	4	0=No
Format	Num	Type	Source
Valid N	9	Mean	5 1=[Child]'s teacher/assistant teacher
Minimum		Maximum	1907 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3D17a2	Frequency	Code and Description
Label	P3: HS family service worker speaks lang	7	0=No
Format	Num	Type	Source
Valid N	9	Mean	2 2=Family service worker
Minimum		Maximum	1907 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3D17a3	Frequency	Code and Description
Label	P3: HS other staff member speaks lang	6	0=No
Format	Num	Type	Source
Valid N	9	Mean	3 3=Another staff member
Minimum		Maximum	1907 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3D17a4	Frequency	Code and Description
Label	P3: HS volunteer speaks lang	9	0=No
Format	Num	Type	Source
Valid N	9	Mean	1907 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Name	P3D17a5	Frequency	Code and Description
Label	P3: Other person at HS who speaks lang	8	0=No
Format	Num	Type	Source
Valid N	9	Mean	1 5=Someone else
Minimum		Maximum	1907 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3D18	Frequency	Code and Description
Label	P3: Child want to speak in language	1	0=No
Format	Num	Type	Source
Valid N	2	Mean	1 1=Yes
Minimum		Maximum	1914 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3D19	Frequency	Code and Description
Label	P3: Someone in class to speak lang	1	2=sometimes
Format	Num	Type	Source
Valid N	1	Mean	1915 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Name	P3E01	Frequency	Code and Description
Label	P3: TV in Child's household	3	0=No
Format	Num	Type	Source
Valid N	958	Mean	955 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3E02	Frequency	Code and Description
Label	P3: Computer in household child can use	266	0=No
Format	Num	Type	Source
Valid N	958	Mean	692 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3E03a	Frequency	Code and Description
Label	P3: Child spent time watching TV	66	0=No
Format	Num	Type	Source
Valid N	955	Mean	889 1=Yes
Minimum		Maximum	961 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3E03b	Frequency	Code and Description
Label	P3: Child spent time watching video/DVD	283	0=No
Format	Num	Type	Source
Valid N	955	Mean	672 1=Yes
Minimum		Maximum	960 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3E03c	Frequency	Code and Description
Label	P3: Child spent time playing outside	164	0=No
Format	Num	Type	Source
Valid N	958	Mean	794 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3E03d	Frequency	Code and Description
Label	P3: Spent time reading or being read to	64	0=No
Format	Num	Type	Source
Valid N	958	Mean	894 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3E03e	Frequency	Code and Description
Label	P3: Child spent time playing video games	543	0=No
Format	Num	Type	Source
Valid N	958	Mean	415 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3E03f	Frequency	Code and Description
Label	P3: Spent time playing inside with toys	14	0=No
Format	Num	Type	Source
Valid N	958	Mean	944 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3E03g	Frequency	Code and Description
Label	P3: Spent time playing computer games	245	0=No
Format	Num	Type	Source
Valid N	692	Mean	447 1=Yes
Minimum		Maximum	1224 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3E03h	Frequency	Code and Description
Label	P3: Used PC for s/thing oth than games	461	0=No
Format	Num	Type	Source
Valid N	692	Mean	231 1=Yes
Minimum		Maximum	1224 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3E04a	Frequency	Code and Description
Label	P3: Time spent watching TV	188	1=More than two hours
Format	Num	Type	Source
Valid N	888	Mean	480 2=One to two hours
Minimum		Maximum	220 3=Less than one hour
			1027 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3E04b	Frequency	Code and Description
Label	P3: Time spent watching video/ DVD	90	1=More than two hours
Format	Num	Type	Source
Valid N	672	Mean	358 2=One to two hours
Minimum		Maximum	224 3=Less than one hour
			1243 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3E04c	Frequency	Code and Description
Label	P3: Time spent playing outside	259	1=More than two hours
Format	Num	Type	Source
Valid N	794	Mean	383 2=One to two hours
Minimum		Maximum	152 3=Less than one hour
			1122 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3E04d	Frequency	Code and Description
Label	P3: Time spent reading or being read to	63	1=More than two hours
Format	Num	Type	Source
Valid N	893	Mean	207 2=One to two hours
Minimum		Maximum	623 3=Less than one hour
			1022 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3E04e	Frequency	Code and Description
Label	P3: Time spent playing video games	28	1=More than two hours
Format	Num	Type	Source
Valid N	414	Mean	128 2=One to two hours
Minimum		Maximum	258 3=Less than one hour
			1501 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3E04f	Frequency	Code and Description
Label	P3: Time spent playing inside with toys	354	1=More than two hours
Format	Num	Type	Source
Valid N	944	Mean	417 2=One to two hours
Minimum		Maximum	173 3=Less than one hour
			972 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3E04g	Frequency	Code and Description
Label	P3: Time spent playing computer games	22	1=More than two hours
Format	Num	Type	Source
Valid N	446	Mean	144 2=One to two hours
Minimum		Maximum	280 3=Less than one hour
			1469 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3E04h	Frequency	Code and Description
Label	P3: Time spent on PC other than games	10	1=More than two hours
Format	Num	Type	Source
Valid N	231	Mean	60 2=One to two hours
Minimum		Maximum	161 3=Less than one hour
			1685 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3E05a	Frequency	Code and Description
Label	P3: Child watches TV/DVD/Videos while eating	706	0=No
Format	Num	Type	Source
Valid N	954	Mean	248 1=Yes
Minimum		Maximum	960 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3E05b1	Frequency	Code and Description
Label	P3: English spoken in TV child watches	2	0=No
Format	Num	Type	Source
Valid N	21	Mean	19 1=English
Minimum		Maximum	1895 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3E05b2	Frequency	Code and Description
Label	P3: Spanish spoken in TV child watches	13	0=No
Format	Num	Type	Source
Valid N	21	Mean	8 2=Spanish
Minimum		Maximum	1895 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3E05b3	Frequency	Code and Description
Label	P3: Another lang spoken in TV child wathces	21	0=No
Format	Num	Type	Source
Valid N	21	Mean	1895 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Name	P3E06	Frequency	Code and Description
Label	P3: Yard/park/playgrnd where child can safely play	78	0=No
Format	Num	Type	Source
Valid N	958	Mean	880 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3E08			Frequency	Code and Description
Label	P3: N of days child gets physical activity when not in HS			957	valid numeric value
Format	Num	Type	Source	958	-1/.N=Not Applicable
Valid N	957	Mean	4.33	1	-8/.D=Don't know
Minimum	0	Maximum	7	1433	SYSMIS/.
Name	P3E09			Frequency	Code and Description
Label	P3: Time each day child gets physical activity			42	1=less than half an hour
Format	Num	Type	Source	340	2=a half an hour to an hour
Valid N	925	Mean		543	3=more than an hour
Minimum		Maximum		990	-1/.N=Not Applicable
				1	-8/.D=Don't know
				1433	SYSMIS/.
Name	P3F01			Frequency	Code and Description
Label	P3: Can [child] recognize letters			338	1=all letters of the alphabet
Format	Num	Type	Source	378	2=most of them
Valid N	957	Mean		232	3=some of them
Minimum		Maximum		9	4=none of them
				958	-1/.N=Not Applicable
				1	-8/.D=Don't know
				1433	SYSMIS/.
Name	P3F02			Frequency	Code and Description
Label	P3: How high child can count			4	1=Not at all
Format	Num	Type	Source	15	2=up to five
Valid N	958	Mean		156	3=up to ten
Minimum		Maximum		447	4=up to twenty
				217	5=up to fifty
				119	6=up to 100 or more
				958	-1/.N=Not Applic
				1433	SYSMIS/.
Name	P3F03			Frequency	Code and Description
Label	P3: How often child likes to write			3	1=never
Format	Num	Type	Source	29	2=has done it once or twice
Valid N	958	Mean		160	3=sometimes
Minimum		Maximum		766	4=often
				958	-1/.N=Not Applicable
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3F04	Frequency	Code and Description
Label	P3: Child writes rather than scribbles	139	0=No
Format	Num	Type	Source
Valid N	952	Mean	813 1=Yes
Minimum		Maximum	961 -1/.N=Not Applic
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3F05	Frequency	Code and Description
Label	P3: Does child write own first name	62	0=No
Format	Num	Type	Source
Valid N	955	Mean	893 1=Yes
Minimum		Maximum	961 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3F06	Frequency	Code and Description
Label	P3: Can child identify colors	835	1=all of them
Format	Num	Type	Source
Valid N	958	Mean	118 2=some of them
Minimum		Maximum	5 3=none of them
			958 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3F07	Frequency	Code and Description
Label	P3: Child is understandable to strangers	65	0=No
Format	Num	Type	Source
Valid N	955	Mean	890 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3F08	Frequency	Code and Description
Label	P3: Child spoke later than others	738	0=No
Format	Num	Type	Source
Valid N	953	Mean	215 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			5 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3F09	Frequency	Code and Description
Label	P3: Child stutters or stammers	819	0=No
Format	Num	Type	Source
Valid N	953	Mean	134 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			5 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3FF01a	Frequency	Code and Description
Label	P3: Mom attended general school mtg (e.g. open house,PTO)	200	0=No
Format	Num	753	1=Yes
Valid N	953	958	-1/.N=Not Applic
Minimum		1	-7/.R=Refused
		2	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3FF01b	Frequency	Code and Description
Label	P3: Mom went to a regularly-sched parent-teacher confrnce	168	0=No
Format	Num	786	1=Yes
Valid N	954	958	-1/.N=Not Applic
Minimum		1	-7/.R=Refused
		1	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3FF01c	Frequency	Code and Description
Label	P3: Mom attended a school or class event because of Child	450	0=No
Format	Num	504	1=Yes
Valid N	954	958	-1/.N=Not Applic
Minimum		1	-7/.R=Refused
		1	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3FF01d	Frequency	Code and Description
Label	P3: Mom volunteered at school or served on a committee	677	0=No
Format	Num	277	1=Yes
Valid N	954	958	-1/.N=Not Applic
Minimum		1	-7/.R=Refused
		1	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3FF02	Frequency	Code and Description
Label	P3: # times mom went to mtgs / activities at Child's schl	858	valid numeric value
Format	Num	1047	-1/.N=Not Applicable
Valid N	858	2	-7/.R=Refused
Minimum	0	7	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3FF03a	Frequency	Code and Description
Label	P3: Dad attended general school mtg (e.g. open house,PTO)	482	0=No
Format	Num	462	1=Yes
Valid N	944	969	-1/.N=Not Applic
Minimum		1	-7/.R=Refused
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3FF03b	Frequency	Code and Description
Label	P3: Dad went to a regularly-sched parent-teacher confnrnce	572	0=No
Format	Num	371	1=Yes
Valid N	943	969	-1/.N=Not Applic
Minimum		1	-7/.R=Refused
		1	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3FF03c	Frequency	Code and Description
Label	P3: Dad attended a school or class event because of Child	670	0=No
Format	Num	272	1=Yes
Valid N	942	969	-1/.N=Not Applic
Minimum		2	-7/.R=Refused
		1	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3FF03d	Frequency	Code and Description
Label	P3: Dad volunteered at school or served on a committee	856	0=No
Format	Num	86	1=Yes
Valid N	942	969	-1/.N=Not Applic
Minimum		2	-7/.R=Refused
		1	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3FF04	Frequency	Code and Description
Label	P3: # times dad went to mtgs / activities at Child's schl	522	valid numeric value
Format	Num	1389	-1/.N=Not Applicable
Valid N	522	1	-7/.R=Refused
Minimum	0	2	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3FF05	Frequency	Code and Description
Label	P3: Child to be promoted to first grade in fall, or other	841	1=promoted to first grade
Format	Num	30	2=spend another year in kindergarten
Valid N	899	28	3=will go into a transitional class
Minimum		958	-1/.N=Not Applicable
		57	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3FF06	Frequency	Code and Description
Label	P3: Satisfactn w/what HS did for Child/fam prep for schl	22	1=very dissatisfied
Format	Num	20	2=somewhat dissatisfied
Valid N	954	104	3=somewhat satisfied
Minimum		808	4=very satisfied
		958	-1/.N=Not Applicable
		2	-8/.D=Don't know
		2	-9/.M=Missing
		1433	SYSMIS/.

Name	P3H01	Frequency	Code and Description
Label	P3: # dys/wk family eats dinner together	1915	valid numeric value
Format	Num	1	-8/.D=Don't know
Valid N	1915	1433	SYSMIS/.
Minimum	0		

Name	P3H02	Frequency	Code and Description
Label	P3: Freq. Child drank milk in past week	288	1=four or more times a day
Format	Num	868	2=two to three times a day
Valid N	1915	298	3=once a day
Minimum		356	4=almost every day
		84	5=1-3 times during past week
		21	6=Child does not drink milk
		1	-8/.D=Don't know
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3H03	Frequency	Code and Description
Label	P3: Kind of milk child drank in pst 7 dys	569	1=Whole milk
Format	Num	Type	Source
Valid N	1887	Mean	935 2=2% milk
Minimum		Maximum	54 3=Skim milk
			248 4=Low fat or 1% milk
			24 5=Soy milk
			13 6=Both regular cow's milk and soy milk
			20 7=Some other kind of milk
			24 8=Lactose free milk (Lactaid)
			21 -1/.N=Not Applicable
			8 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H04	Frequency	Code and Description
Label	P3: Freq. child drank sweet bev.,pst wk	53	1=four or more times a day
Format	Num	Type	Source
Valid N	1913	Mean	228 2=two to three times a day
Minimum		Maximum	371 3=once a day
			175 4=almost every day
			684 5=1 to 3 times during the past 7 days
			402 6=Child did not drink these beverages
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H05	Frequency	Code and Description
Label	P3: Freq. child ate fast food, pst wk	3	1=four or more times a day
Format	Num	Type	Source
Valid N	1913	Mean	24 2=two to three times a day
Minimum		Maximum	99 3=once a day
			28 4=almost every day
			1241 5=1-3 times during past 7 days
			518 6=Child did not eat fast food
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H06	Frequency	Code and Description
Label	P3: Freq. child ate sweets, past week	22	1=four or more times a day
Format	Num	Type	Source
Valid N	1914	Mean	107 2=two to three times a day
Minimum		Maximum	444 3=once a day
			187 4=almost every day
			1001 5=1-3 times during past week
			153 6=Child did not eat candy
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3H07	Frequency	Code and Description
Label	P3: Freq. child ate salty snacks,pst wk	21	1=four or more times a day
Format	Num	Type	Source
Valid N	1916	Mean	83 2=two to three times a day
Minimum		Maximum	366 3=once a day
			182 4=almost every day
			1002 5=1 to 3 times during the past 7 days
			262 6=Child did not eat salty snack foods
			1433 SYSMIS/.

Name	P3H07a	Frequency	Code and Description
Label	P3: Freq. child ate fruit, pst wk	148	1=four or more times a day
Format	Num	Type	Source
Valid N	1915	Mean	564 2=two to three times a day
Minimum		Maximum	476 3=once a day
			480 4=almost every day
			204 5=1 to 3 times during the past 7 days
			43 6=(he/she) did not eat fruit
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H07b	Frequency	Code and Description
Label	P3: Freq. child ate vegetables, pst wk	108	1=four or more times a day
Format	Num	Type	Source
Valid N	1914	Mean	508 2=two or three times a day
Minimum		Maximum	476 3=once a day
			462 4=almost every day
			273 5=1 to 3 times during the past 7 days
			87 6=(he/she) did not eat vegetables
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H08hr	Frequency	Code and Description
Label	P3: What time [child] goes to bed (hr)	1916	valid numeric value
Format	Num	Type	Source
Valid N	1916	Mean	8.55
Minimum	6	Maximum	98
			1433 SYSMIS/.

Name	P3H08min	Frequency	Code and Description
Label	P3: What time [child] goes to bed (min)	1916	valid numeric value
Format	Num	Type	Source
Valid N	1916	Mean	9.78
Minimum	0	Maximum	98
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3H08			Frequency	Code and Description
Label	P3: Child's regular bedtime			1	18:00
Format	Num	Type	Source	6	18:30
Valid N	1913	Mean		49	19:00
Minimum		Maximum		87	19:30
				1	19:40
				3	19:45
				537	20:00
				1	20:03
				3	20:15
				1	20:20
				392	20:30
				1	20:35
				2	20:40
				1	20:45
				621	21:00
				2	21:10
				1	21:15
				104	21:30
				1	21:40
				86	22:00
				5	22:30
				5	23:00
				1	23:30
				2	23:59
				3	N
				1433	SYSMIS/.
Name	P3H09			Frequency	Code and Description
Label	P3: Time child in bed on sched in pst wk			1908	valid numeric value
Format	Num	Type	Source	3	-1/.N=Not Applicable
Valid N	1908	Mean	4.63	5	-8/.D=Don't know
Minimum	0	Maximum	5	1433	SYSMIS/.
Name	P3H10hr			Frequency	Code and Description
Label	P3: Time child wakes up on weekdays (hr)			1915	valid numeric value
Format	Num	Type	Source	1	-8/.D=Don't know
Valid N	1915	Mean	6.74	1433	SYSMIS/.
Minimum	4	Maximum	11		
Name	P3H10min			Frequency	Code and Description
Label	P3: Time child wakes up on weekdays(min)			1915	valid numeric value
Format	Num	Type	Source	1	-8/.D=Don't know
Valid N	1915	Mean	13.59	1433	SYSMIS/.
Minimum	0	Maximum	55		

Codebook for Child-Level PUF, continued

Name	P3H10		Frequency	Code and Description
Label	P3: Time child wakes up on weekdays		2	4:00
Format	Num	Type	2	4:30
		Source		
Valid N	1915	Mean	19	5:00
Minimum		Maximum	2	5:15
			24	5:30
			2	5:40
			6	5:45
			1	5:50
			230	6:00
			4	6:10
			36	6:15
			1	6:16
			12	6:20
			323	6:30
			16	6:40
			61	6:45
			14	6:50
			3	6:55
			613	7:00
			2	7:05
			5	7:10
			44	7:15
			13	7:20
			1	7:25
			226	7:30
			4	7:40
			14	7:45
			3	7:50
			130	8:00
			1	8:15
			2	8:20
			31	8:30
			39	9:00
			8	9:30
			14	10:00
			3	10:30
			4	11:00
			1	D
			1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3H11	Frequency	Code and Description
Label	P3: # times child wakes up in a night	1911	valid numeric value
Format	Num	Type	Source
Valid N	1911	Mean	0.21
Minimum	0	Maximum	7
			5 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H11a1	Frequency	Code and Description
Label	P3: Child has safe place to sleep at night	1609	1=Strongly agree
Format	Num	Type	Source
Valid N	1916	Mean	292
Minimum		Maximum	6
			3=Disagree
			9 4=Strongly disagree
			1433 SYSMIS/.

Name	P3H11a2	Frequency	Code and Description
Label	P3: Child sleeps soundly through night	1416	1=Strongly agree
Format	Num	Type	Source
Valid N	1915	Mean	444
Minimum		Maximum	38
			3=Disagree
			17 4=Strongly disagree
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H11a3	Frequency	Code and Description
Label	P3: Child wakes up full of energy	1215	1=Strongly agree
Format	Num	Type	Source
Valid N	1916	Mean	579
Minimum		Maximum	95
			3=Disagree
			27 4=Strongly disagree
			1433 SYSMIS/.

Name	P3H11b	Frequency	Code and Description
Label	P3: Freq. child brushed teeth last 7 nights	1914	valid numeric value
Format	Num	Type	Source
Valid N	1914	Mean	5.95
Minimum	0	Maximum	7
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H12	Frequency	Code and Description
Label	P3: Spanked child in past week	1456	0=No
Format	Num	Type	Source
Valid N	1912	Mean	456
Minimum		Maximum	3
			-7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H13	Frequency	Code and Description
Label	P3: Number times spanked child	456	valid numeric value
Format	Num	Type	Source
Valid N	456	Mean	1.79
Minimum	1	Maximum	20
			1456 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3H14			Frequency	Code and Description
Label	P3: Have used 'time out'			638	0=No
Format	Num	Type	Source	1278	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3H15			Frequency	Code and Description
Label	P3: Number times used 'time out'			1277	valid numeric value
Format	Num	Type	Source	638	-1/.N=Not Applicable
Valid N	1277	Mean	2.42	1	-7/.R=Refused
Minimum	1	Maximum	30	1433	SYSMIS/.
Name	P3H16a			Frequency	Code and Description
Label	P3: Warn kids about bad things			380	1=Exactly
Format	Num	Type	Source	292	2=Very much
Valid N	957	Mean		201	3=Somewhat
Minimum		Maximum		43	4=Not much
				41	5=Not at all
				958	-1/.N=Not Applic
				1	-8/.D=Don't know
				1433	SYSMIS/.
Name	P3H16b			Frequency	Code and Description
Label	P3: No energy to make child behave			62	1=Exactly
Format	Num	Type	Source	58	2=Very much
Valid N	956	Mean		232	3=Somewhat
Minimum		Maximum		160	4=Not much
				444	5=Not at all
				958	-1/.N=Not Applic
				2	-8/.D=Don't know
				1433	SYSMIS/.
Name	P3H16c			Frequency	Code and Description
Label	P3: Warm intimate moment with child			493	1=Exactly
Format	Num	Type	Source	321	2=Very much
Valid N	939	Mean		81	3=Somewhat
Minimum		Maximum		7	4=Not much
				37	5=Not at all
				958	-1/.N=Not Applic
				8	-7/.R=Refused
				11	-8/.D=Don't know
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3H16d			Frequency	Code and Description
Label	P3: Teach misbehavior is punished			426	1=Exactly
Format	Num	Type	Source	267	2=Very much
Valid N	958	Mean		185	3=Somewhat
Minimum		Maximum		35	4=Not much
				45	5=Not at all
				958	-1/.N=Not Applic
				1433	SYSMIS/.

Name	P3H16e			Frequency	Code and Description
Label	P3: Encourage child to be curious			479	1=Exactly
Format	Num	Type	Source	309	2=Very much
Valid N	958	Mean		149	3=Somewhat
Minimum		Maximum		10	4=Not much
				11	5=Not at all
				958	-1/.N=Not Applic
				1433	SYSMIS/.

Name	P3H16f			Frequency	Code and Description
Label	P3: Don't allow child get angry w/me			233	1=Exactly
Format	Num	Type	Source	124	2=Very much
Valid N	949	Mean		316	3=Somewhat
Minimum		Maximum		116	4=Not much
				160	5=Not at all
				958	-1/.N=Not Applic
				2	-7/.R=Refused
				7	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3H16g			Frequency	Code and Description
Label	P3: Am easygoing/relaxed with child			382	1=Exactly
Format	Num	Type	Source	279	2=Very much
Valid N	958	Mean		265	3=Somewhat
Minimum		Maximum		18	4=Not much
				14	5=Not at all
				958	-1/.N=Not Applic
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3H16h	Frequency	Code and Description
Label	P3: Believe child be seen not heard	118	1=Exactly
Format	Num	Type	Source
Valid N	945	Mean	77 2=Very much
Minimum		Maximum	134 3=Somewhat
			89 4=Not much
			527 5=Not at all
			958 -1/.N=Not Applic
			2 -7/.R=Refused
			11 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H16i	Frequency	Code and Description
Label	P3: Make sure child knows I appreciate	608	1=Exactly
Format	Num	Type	Source
Valid N	958	Mean	311 2=Very much
Minimum		Maximum	35 3=Somewhat
			3 4=Not much
			1 5=Not at all
			958 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3H16j	Frequency	Code and Description
Label	P3: No difficulty sticking w/rules	388	1=Exactly
Format	Num	Type	Source
Valid N	956	Mean	235 2=Very much
Minimum		Maximum	249 3=Somewhat
			41 4=Not much
			43 5=Not at all
			958 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3H16k	Frequency	Code and Description
Label	P3: Encourage child to be independent	447	1=Exactly
Format	Num	Type	Source
Valid N	956	Mean	294 2=Very much
Minimum		Maximum	175 3=Somewhat
			23 4=Not much
			17 5=Not at all
			958 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3H16l			Frequency	Code and Description
Label	P3: Follow thru on deal w/misbehavior			426	1=Exactly
Format	Num	Type	Source	285	2=Very much
Valid N	955	Mean		207	3=Somewhat
Minimum		Maximum		26	4=Not much
				11	5=Not at all
				958	-1/.N=Not Applic
				2	-7/.R=Refused
				1	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3H16m			Frequency	Code and Description
Label	P3: Physical punishment is best			47	1=Exactly
Format	Num	Type	Source	17	2=Very much
Valid N	955	Mean		138	3=Somewhat
Minimum		Maximum		159	4=Not much
				594	5=Not at all
				958	-1/.N=Not Applic
				2	-7/.R=Refused
				1	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3I01a			Frequency	Code and Description
Label	P3: How often R volunteered in classroom			429	1=Not yet
Format	Num	Type	Source	210	2=Once or twice
Valid N	958	Mean		158	3=Several times
Minimum		Maximum		104	4=About once a month
				57	5=At least once a week
				958	-1/.N=Not Applicable
				1433	SYSMIS/.

Name	P3I01b			Frequency	Code and Description
Label	P3: How often R observed in classroom			295	1=Not yet
Format	Num	Type	Source	251	2=Once or twice
Valid N	957	Mean		186	3=Several times
Minimum		Maximum		120	4=About once a month
				105	5=At least once a week
				958	-1/.N=Not Applicable
				1	-8/.D=Don't know
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3I01c	Frequency	Code and Description
Label	P3: How often R prepared food/materials	479	1=Not yet
Format	Num	Type	Source
Valid N	955	Mean	217 2=Once or twice
Minimum		Maximum	165 3=Several times
			83 4=About once a month
			11 5=At least once a week
			958 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I01d	Frequency	Code and Description
Label	P3: How often R helped with field trips	531	1=Not yet
Format	Num	Type	Source
Valid N	956	Mean	208 2=Once or twice
Minimum		Maximum	139 3=Several times
			68 4=About once a month
			10 5=At least once a week
			958 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I01e	Frequency	Code and Description
Label	P3: How often R attended HS social events	441	1=Not yet
Format	Num	Type	Source
Valid N	957	Mean	257 2=Once or twice
Minimum		Maximum	171 3=Several times
			75 4=About once a month
			13 5=At least once a week
			958 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I01f	Frequency	Code and Description
Label	P3: How often R attended workshops	453	1=Not yet
Format	Num	Type	Source
Valid N	956	Mean	214 2=Once or twice
Minimum		Maximum	143 3=Several times
			124 4=About once a month
			22 5=At least once a week
			958 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3I01g	Frequency	Code and Description
Label	P3: How often R attend parent/teach conf	156	1=Not yet
Format	Num	Type	Source
Valid N	956	Mean	314 2=Once or twice
Minimum		Maximum	288 3=Several times
			178 4=About once a month
			20 5=At least once a week
			958 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I01h	Frequency	Code and Description
Label	P3: How often HS staff at R's home	291	1=Not yet
Format	Num	Type	Source
Valid N	955	Mean	364 2=Once or twice
Minimum		Maximum	175 3=Several times
			110 4=About once a month
			15 5=At least once a week
			958 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I01k	Frequency	Code and Description
Label	P3: How often R participated in policy council	779	1=Not yet
Format	Num	Type	Source
Valid N	934	Mean	62 2=Once or twice
Minimum		Maximum	42 3=Several times
			45 4=About once a month
			6 5=At least once a week
			958 -1/.N=Not Applicable
			1 -7/.R=Refused
			23 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I01q	Frequency	Code and Description
Label	P3: How often R participated parent committee	682	1=Not yet
Format	Num	Type	Source
Valid N	957	Mean	119 2=Once or twice
Minimum		Maximum	92 3=Several times
			57 4=About once a month
			7 5=At least once a week
			958 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3I01m	Frequency	Code and Description
Label	P3: How often R prepared HS newsletters	784	1=Not yet
Format	Num	Type	Source
Valid N	957	Mean	81 2=Once or twice
Minimum		Maximum	54 3=Several times
			26 4=About once a month
			12 5=At least once a week
			958 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I01n	Frequency	Code and Description
Label	P3: How often R at fundraising activities	680	1=Not yet
Format	Num	Type	Source
Valid N	957	Mean	146 2=Once or twice
Minimum		Maximum	88 3=Several times
			40 4=About once a month
			3 5=At least once a week
			958 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I01o	Frequency	Code and Description
Label	P3: How often other HS activity	31	2=Once or twice
Format	Num	Type	Source
Valid N	64	Mean	20 3=Several times
Minimum		Maximum	11 4=About once a month
			2 5=At least once a week
			1849 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -9/.M=Missing
			1433 SYSMIS/.

Name	P3I02a	Frequency	Code and Description
Label	P3: R's need for child care interferes	650	0=No
Format	Num	Type	Source
Valid N	946	Mean	296 1=Yes
Minimum		Maximum	969 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I02b	Frequency	Code and Description
Label	P3: R's work schedule interferes	401	0=No
Format	Num	Type	Source
Valid N	953	Mean	552 1=Yes
Minimum		Maximum	963 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3102c	Frequency	Code and Description
Label	P3: R's school/ training interferes	697	0=No
Format	Num	Type	Source
Valid N	948	Mean	251 1=Yes
Minimum		Maximum	968 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3102d	Frequency	Code and Description
Label	P3: R needs transportation	799	0=No
Format	Num	Type	Source
Valid N	954	Mean	155 1=Yes
Minimum		Maximum	961 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3102e	Frequency	Code and Description
Label	P3: R doesn't know others at HS	829	0=No
Format	Num	Type	Source
Valid N	952	Mean	123 1=Yes
Minimum		Maximum	963 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3102f	Frequency	Code and Description
Label	P3: R feels uncomfortable at HS	909	0=No
Format	Num	Type	Source
Valid N	955	Mean	46 1=Yes
Minimum		Maximum	961 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3102g	Frequency	Code and Description
Label	P3: R has health prob that interferes	848	0=No
Format	Num	Type	Source
Valid N	957	Mean	109 1=Yes
Minimum		Maximum	959 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3102h	Frequency	Code and Description
Label	P3: Teacher uncomfortable w/parents	932	0=No
Format	Num	Type	Source
Valid N	953	Mean	21 1=Yes
Minimum		Maximum	960 -1/.N=Not Applic
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3102i	Frequency	Code and Description
Label	P3: No opportunity to participate	806	0=No
Format	Num	Type	Source
Valid N	951	Mean	145 1=Yes
Minimum		Maximum	960 -1/.N=Not Applic
			5 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3I02j	Frequency	Code and Description
Label	P3: R had bad exp w/ HS in the past	912	0=No
Format	Num	Type	Source
Valid N	955	Mean	43 1=Yes
Minimum		Maximum	961 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3I02k	Frequency	Code and Description
Label	P3: Uncomfortable w/language differences	891	0=No
Format	Num	Type	Source
Valid N	957	Mean	66 1=Yes
Minimum		Maximum	959 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3I02l	Frequency	Code and Description
Label	P3: R concerned for safety getting to HS	935	0=No
Format	Num	Type	Source
Valid N	955	Mean	20 1=Yes
Minimum		Maximum	961 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3I02m	Frequency	Code and Description
Label	P3: R need more support from spouse	863	0=No
Format	Num	Type	Source
Valid N	947	Mean	84 1=Yes
Minimum		Maximum	968 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I02p	Frequency	Code and Description
Label	P3: Opportunities HS provides are not of interest	784	0=No
Format	Num	Type	Source
Valid N	950	Mean	166 1=Yes
Minimum		Maximum	963 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3I02n	Frequency	Code and Description
Label	P3: Other interference w/participating	907	0=No
Format	Num	Type	Source
Valid N	954	Mean	47 1=Yes
Minimum		Maximum	960 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J01_11	Frequency	Code and Description
Label	P3: Mom is deceased	13	0=No
Format	Num	Type	Source
Valid N	14	Mean	1 11=Deceased
Minimum		Maximum	1899 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J01_12		Frequency	Code and Description
Label	P3: Mom did not have \$ to raise child		12	0=No
Format	Num	Type	Source	2 12=Did not have enough money to raise him/her
Valid N	14	Mean	1899	-1/.N=Not Applicable
Minimum		Maximum	1	-7/.R=Refused
			2	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3J01_13		Frequency	Code and Description
Label	P3: Mom too sick to take care of child		14	0=No
Format	Num	Type	Source	1899 -1/.N=Not Applicable
Valid N	14	Mean	1	-7/.R=Refused
Minimum		Maximum	2	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3J01_14		Frequency	Code and Description
Label	P3: Mom had drinking problem		13	0=No
Format	Num	Type	Source	1 14=Drinking problem and could not take care of Child
Valid N	14	Mean	1899	-1/.N=Not Applicable
Minimum		Maximum	1	-7/.R=Refused
			2	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3J01_15		Frequency	Code and Description
Label	P3: Mom had drug problem		11	0=No
Format	Num	Type	Source	3 15=Drug problem and could not take care of Child
Valid N	14	Mean	1899	-1/.N=Not Applicable
Minimum		Maximum	1	-7/.R=Refused
			2	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3J01_16		Frequency	Code and Description
Label	P3: Mom had mental/ emotional problem		14	0=No
Format	Num	Type	Source	1899 -1/.N=Not Applicable
Valid N	14	Mean	1	-7/.R=Refused
Minimum		Maximum	2	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3J01_17		Frequency	Code and Description
Label	P3: Mom in trouble w/ the law, in jail		11	0=No
Format	Num	Type	Source	3 17=In trouble with the law or had to go to jail
Valid N	14	Mean	1899	-1/.N=Not Applicable
Minimum		Maximum	1	-7/.R=Refused
			2	-8/.D=Don't know
			1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J01_18	Frequency	Code and Description
Label	P3: Child abused/ neglected with Mom	12	0=No
Format	Num	Type	Source
Valid N	14	Mean	2 18=Child was neglected/abused while living with mother
Minimum		Maximum	1899 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J01_19	Frequency	Code and Description
Label	P3: Child Welfare Office said couldn't	13	0=No
Format	Num	Type	Source
Valid N	14	Mean	1 19=Child Welfare Office said child couldn't live w/mother
Minimum		Maximum	1899 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J01_20	Frequency	Code and Description
Label	P3: No explanation given	14	0=No
Format	Num	Type	Source
Valid N	14	Mean	1899 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J01_21	Frequency	Code and Description
Label	P3: Something else (specify)	11	0=No
Format	Num	Type	Source
Valid N	14	Mean	3 21=Something else
Minimum		Maximum	1899 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J01_22	Frequency	Code and Description
Label	P3: Divorced/separated	13	0=No
Format	Num	Type	Source
Valid N	14	Mean	1 22=Divorced/separated
Minimum		Maximum	1899 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J01_24	Frequency	Code and Description
Label	P3: Mom in residential treatment program	14	0=No
Format	Num	Type	Source
Valid N	14	Mean	1899 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J01_25	Frequency	Code and Description
Label	P3: Child's family is homeless	14	0=No
Format	Num	Type	Source
Valid N	14	Mean	1899 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J01_26	Frequency	Code and Description
Label	P3: Mother and child live together	14	0=No
Format	Num	Type	Source
Valid N	14	Mean	1899 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J02	Frequency	Code and Description
Label	P3: Mom ever in same household w/ child	34	0=No
Format	Num	Type	Source
Valid N	113	Mean	79 1=Yes
Minimum		Maximum	1802 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J03	Frequency	Code and Description
Label	P3: Mother lives same city as child	51	0=No
Format	Num	Type	Source
Valid N	122	Mean	71 1=Yes
Minimum		Maximum	1781 -1/.N=Not Applic
			6 -8/.D=Don't know
			7 -9/.M=Missing
			1433 SYSMIS/.

Name	P3J04	Frequency	Code and Description
Label	P3: Number days child has seen mother	115	valid numeric value
Format	Num	Type	Source
Valid N	115	Mean	1781 -1/.N=Not Applicable
Minimum	0	Maximum	56.47
			13 -8/.D=Don't know
			7 -9/.M=Missing
			1433 SYSMIS/.

Name	P3J05num	Frequency	Code and Description
Label	P3: How long since child had contact	121	valid numeric value
Format	Num	Type	Source
Valid N	121	Mean	1785 -1/.N=Not Applicable
Minimum	1	Maximum	3.71
			3 -8/.D=Don't know
			7 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J05code	Frequency	Code and Description
Label	P3: Unit code for last contact w/ mom	4	0=Never had contact
Format	Num	Type	Source
Valid N	125	Mean	61 1=Days ago
Minimum		Maximum	21 2=Weeks ago
			18 3=Months ago
			21 4=Years ago
			1781 -1/.N=Not Applicable
			3 -8/.D=Don't know
			7 -9/.M=Missing
			1433 SYSMIS/.

Name	P3J06	Frequency	Code and Description
Label	P3: Any child support from mother	116	0=No
Format	Num	Type	Source
Valid N	127	Mean	11 1=Yes
Minimum		Maximum	1781 -1/.N=Not Applic
			1 -8/.D=Don't know
			7 -9/.M=Missing
			1433 SYSMIS/.

Name	P3J07	Frequency	Code and Description
Label	P3: Received other support from mom	116	0=No
Format	Num	Type	Source
Valid N	125	Mean	9 1=Yes
Minimum		Maximum	1781 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			7 -9/.M=Missing
			1433 SYSMIS/.

Name	P3J07a	Frequency	Code and Description
Label	P3: Any other mother-figure to child	48	0=No
Format	Num	Type	Source
Valid N	127	Mean	79 1=Yes
Minimum		Maximum	1781 -1/.N=Not Applic
			1 -8/.D=Don't know
			7 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J07b	Frequency	Code and Description
Label	P3: Relat of mother-figure to child	34	1=You
Format	Num	Type	Source
Valid N	78	Mean	9 2=your spouse or partner
Minimum		Maximum	30 3=a relative of Child
			5 4=a friend of the family
			1829 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			7 -9/.M=Missing
			1433 SYSMIS/.

Name	P3J07c	Frequency	Code and Description
Label	P3: Mother-figure in same household	25	0=No
Format	Num	Type	Source
Valid N	35	Mean	10 1=Yes
Minimum		Maximum	1872 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			7 -9/.M=Missing
			1433 SYSMIS/.

Name	P3J15	Frequency	Code and Description
Label	P3: Marital status of Childs bio mom/dad	1792	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	124 -9/.M=Missing
Minimum		Maximum	1433 SYSMIS/.

Name	P3J16	Frequency	Code and Description
Label	P3: Relationship of Childs bio mom/dad	1792	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	124 -9/.M=Missing
Minimum		Maximum	1433 SYSMIS/.

Name	P3J16a	Frequency	Code and Description
Label	P3: Numb of mom-child 1-week separations	1772	valid numeric value
Format	Num	Type	Source
Valid N	1772	Mean	0.22
Minimum	0	Maximum	32
			136 -1/.N=Not Applicable
			3 -7/.R=Refused
			5 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J16b12	Frequency	Code and Description
Label	P3: Mom did not have \$ to raise child	194	0=No
Format	Num	Type	Source
Valid N	194	Mean	1710 -1/.N=Not Applicable
Minimum		Maximum	6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J16b13	Frequency	Code and Description
Label	P3: Mom too sick to take care of child	180	0=No
Format	Num	Type	Source
Valid N	194	Mean	14 13=Got too sick to take care of Child
Minimum		Maximum	1710 -1/.N=Not Applicable
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3J16b14	Frequency	Code and Description
Label	P3: Mom had drinking problem	194	0=No
Format	Num	Type	Source
Valid N	194	Mean	1710 -1/.N=Not Applicable
Minimum		Maximum	6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3J16b15	Frequency	Code and Description
Label	P3: Mom had drug problem	194	0=No
Format	Num	Type	Source
Valid N	194	Mean	1710 -1/.N=Not Applicable
Minimum		Maximum	6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3J16b16	Frequency	Code and Description
Label	P3: Mom had mental/ emotional problem	193	0=No
Format	Num	Type	Source
Valid N	194	Mean	1 16=Mental/emotional problem, could not take care of Child
Minimum		Maximum	1710 -1/.N=Not Applicable
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3J16b17	Frequency	Code and Description
Label	P3: Mom in trouble w/ the law, in jail	192	0=No
Format	Num	Type	Source
Valid N	194	Mean	2 17=In trouble with the law or had to go to jail
Minimum		Maximum	1710 -1/.N=Not Applicable
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3J16b18	Frequency	Code and Description
Label	P3: Child abused/ neglected with Mom	194	0=No
Format	Num	Type	Source
Valid N	194	Mean	1710 -1/.N=Not Applicable
Minimum		Maximum	6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J16b19	Frequency	Code and Description
Label	P3: Child Welfare Office said couldn't	194	0=No
Format	Num	Type	Source
Valid N	194	Mean	1710 -1/.N=Not Applicable
Minimum		Maximum	6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J16b20	Frequency	Code and Description
Label	P3: No explanation given	194	0=No
Format	Num	Type	Source
Valid N	194	Mean	1710 -1/.N=Not Applicable
Minimum		Maximum	6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J16b21	Frequency	Code and Description
Label	P3: Something else (specify)	170	0=No
Format	Num	Type	Source
Valid N	194	Mean	24 21=Something else
Minimum		Maximum	1710 -1/.N=Not Applicable
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J16b22	Frequency	Code and Description
Label	P3: Divorced/separated	189	0=No
Format	Num	Type	Source
Valid N	194	Mean	5 22=Divorced/separated
Minimum		Maximum	1710 -1/.N=Not Applicable
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J16b24	Frequency	Code and Description
Label	P3: Mom in residential treatment program	194	0=No
Format	Num	Type	Source
Valid N	194	Mean	1710 -1/.N=Not Applicable
Minimum		Maximum	6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J16b25	Frequency	Code and Description
Label	P3: Child's family is homeless	193	0=No
Format	Num	Type	Source
Valid N	194	Mean	1 25=Child's family is homeless
Minimum		Maximum	1710 -1/.N=Not Applicable
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J16b27	Frequency	Code and Description
Label	P3: Child went to visit relatives	86	0=No
Format	Num	Type	Source
Valid N	194	Mean	108 27=Child is on vacation/visiting relatives
Minimum		Maximum	1710 -1/.N=Not Applicable
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J16b28	Frequency	Code and Description
Label	P3: Mom traveled/went on vacation	149	0=No
Format	Num	Type	Source
Valid N	194	Mean	45 28=Mom is on vacation/taking a trip
Minimum		Maximum	1710 -1/.N=Not Applicable
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J17	Frequency	Code and Description
Label	P3: Mother work for pay in past week	908	0=No
Format	Num	Type	Source
Valid N	1778	Mean	867 1=Yes
Minimum		Maximum	1 2=Retired
			2 3=Disabled/unable to work
			136 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J18	Frequency	Code and Description
Label	P3: Mother on leave/ vacation in past wk	850	0=No
Format	Num	Type	Source
Valid N	907	Mean	57 1=Yes
Minimum		Maximum	1006 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3J19	Frequency	Code and Description
Label	P3: Mother looked for work in past 4 wks	608	0=No
Format	Num	Type	Source
Valid N	907	Mean	299 1=Yes
Minimum		Maximum	1006 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J20	Frequency	Code and Description
Label	P3: Mother worked for pay in pst 12 mths	705	0=No
Format	Num	Type	Source
Valid N	908	Mean	203 1=Yes
Minimum		Maximum	1006 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3J21	Frequency	Code and Description
Label	P3: Total hours/ week mother works	1058	valid numeric value
Format	Num	Type	Source
Valid N	1058	Mean	33.62
Minimum	1	Maximum	96
			844 -1/.N=Not Applicable
			4 -7/.R=Refused
			10 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3J23	Frequency	Code and Description
Label	P3: Mother occupation	41	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source
Valid N	1045	Mean	
Minimum		Maximum	
			1 2=Engineers, surveyors, and architects
			19 4=Social scientists, social workers, religious workers and lawyers
			46 5=Teachers
			23 7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
			7 8=Writers, artists, entertainers and athletes
			101 9=Health technologists and technicians
			2 10=Technologists and technicians, except health
			125 11=Marketing and sales occupations
			127 12=Administrative support occupation,including clerical
			407 13=Service occupations
			6 14=Agricultural, forestry, and fishing occupations
			2 15=Mechanics and repairers
			21 17=Precision production occupations
			14 18=Transportation and materials moving occupations
			85 19=Handlers, equipment cleaners, helpers and laborers
			17 20=Miscellaneous occupations
			1 21=Never worked/homemakers
			844 -1/.N=Not Applicable
			19 -7/.R=Refused
			8 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J26	Frequency	Code and Description
Label	P3: Mother taken programs or courses since...	1253	0=No
Format	Num	Type	Source
Valid N	1779	Mean	526 1=Yes
Minimum		Maximum	136 -1/.N=Not Applic
			1 -7/.R=Refused
			1433 SYSMIS/.
Name	P3J27	Frequency	Code and Description
Label	P3: Mother now taking full/part-time courses	163	1=Full time
Format	Num	Type	Source
Valid N	524	Mean	195 2=Part time
Minimum		Maximum	166 3=No
			1389 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3J28	Frequency	Code and Description
Label	P3: Mother currently in job training	1225	0=No
Format	Num	Type	Source
Valid N	1252	Mean	27 1=Yes
Minimum		Maximum	662 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3J29	Frequency	Code and Description
Label	P3: Mother received cert/ dipl/ degree	1570	0=No
Format	Num	Type	Source
Valid N	1779	Mean	209 1=Yes
Minimum		Maximum	136 -1/.N=Not Applic
			1 -7/.R=Refused
			1433 SYSMIS/.
Name	P3J30	Frequency	Code and Description
Label	P3: Mother type of certif/diploma/degree	70	1=Trade license or certificate
Format	Num	Type	Source
Valid N	206	Mean	12 2=GED certificate or equivalent
Minimum		Maximum	7 3=High school diploma
			15 4=Associate's degree
			6 5=Child development associate (CDA)
			9 6=Bachelor's degree
			6 7=Graduate degree
			80 8=Credential for family service worker
			1 9=Other
			1706 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3J31	Frequency	Code and Description
Label	P3: Did HS help mother locate courses	243	0=No
Format	Num	Type	Source
Valid N	289	Mean	46 1=Yes
Minimum		Maximum	1626 -1/.N=Not Applicable
			1 -7/.R=Refused
			1433 SYSMIS/.
Name	P3J32	Frequency	Code and Description
Label	P3: Reason mom prevented taking courses	4	1=Admission requirement/ qualification
Format	Num	Type	Source
Valid N	580	Mean	21 3=Health problem
Minimum		Maximum	1 4=Don't like learning
			5 5=language barrier
			10 6=No information about offering
			81 7=Lack of child care
			202 8=Time constraints (home or work)
			33 9=Cost
			24 10=Inconvenient location/transportation not available
			29 11=Did not need more
			18 12=Other
			65 13=Did not want to/no interest
			74 14=Child related reasons (pregnant/at home w/child)
			5 15=Mental health problem
			6 17=Physical disability
			2 18=Lack of confidence
			1320 -1/.N=Not Applicable
			8 -7/.R=Refused
			8 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3K01_11	Frequency	Code and Description
Label	P3: Father is deceased	64	0=No
Format	Num	Type	Source
Valid N	66	Mean	2 11=Deceased
Minimum		Maximum	1848 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.
Name	P3K01_12	Frequency	Code and Description
Label	P3: Father not have \$ to raise child	64	0=No
Format	Num	Type	Source
Valid N	66	Mean	2 12=Did not have enough money to raise him/her
Minimum		Maximum	1848 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3K01_13	Frequency	Code and Description
Label	P3: Father too sick to take care of child	66	0=No
Format	Num	Type	Source
Valid N	66	Mean	1848 -1/.N=Not Applicable
Minimum		Maximum	2 -7/.R=Refused 1433 SYSMIS/.
Name	P3K01_14	Frequency	Code and Description
Label	P3: Father had drinking problem	64	0=No
Format	Num	Type	Source
Valid N	66	Mean	2 14=Drinking problem and could not take care of Child
Minimum		Maximum	1848 -1/.N=Not Applicable 2 -7/.R=Refused 1433 SYSMIS/.
Name	P3K01_15	Frequency	Code and Description
Label	P3: Father had drug problem	64	0=No
Format	Num	Type	Source
Valid N	66	Mean	2 15=Drug problem and could not take care of Child
Minimum		Maximum	1848 -1/.N=Not Applicable 2 -7/.R=Refused 1433 SYSMIS/.
Name	P3K01_16	Frequency	Code and Description
Label	P3: Father had mental/ emotional problem	63	0=No
Format	Num	Type	Source
Valid N	66	Mean	3 16=Mental/emotional problem, could not take care of Child
Minimum		Maximum	1848 -1/.N=Not Applicable 2 -7/.R=Refused 1433 SYSMIS/.
Name	P3K01_17	Frequency	Code and Description
Label	P3: Father in trouble w/ the law, in jail	58	0=No
Format	Num	Type	Source
Valid N	66	Mean	8 17=In trouble with the law or had to go to jail
Minimum		Maximum	1848 -1/.N=Not Applicable 2 -7/.R=Refused 1433 SYSMIS/.
Name	P3K01_18	Frequency	Code and Description
Label	P3: Child abused/ neglected with Father	64	0=No
Format	Num	Type	Source
Valid N	66	Mean	2 18=Child was neglected/abused while living with father
Minimum		Maximum	1848 -1/.N=Not Applicable 2 -7/.R=Refused 1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3K01_19	Frequency	Code and Description
Label	P3: Child Welfare Office said couldn't	66	0=No
Format	Num	Type	Source
Valid N	66	Mean	1848 -1/.N=Not Applicable
Minimum		Maximum	2 -7/.R=Refused
			1433 SYSMIS/.
Name	P3K01_20	Frequency	Code and Description
Label	P3: No explanation given	64	0=No
Format	Num	Type	Source
Valid N	66	Mean	2 20=No explanation given
Minimum		Maximum	1848 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.
Name	P3K01_21	Frequency	Code and Description
Label	P3: Something else (specify)	53	0=No
Format	Num	Type	Source
Valid N	66	Mean	13 21=Something else
Minimum		Maximum	1848 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.
Name	P3K01_22	Frequency	Code and Description
Label	P3: Divorced/separated	36	0=No
Format	Num	Type	Source
Valid N	66	Mean	30 22=Divorced/separated
Minimum		Maximum	1848 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.
Name	P3K01_23	Frequency	Code and Description
Label	P3: Father left/did not want child	62	0=No
Format	Num	Type	Source
Valid N	66	Mean	4 23=Father left/did not want child
Minimum		Maximum	1848 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.
Name	P3K01_24	Frequency	Code and Description
Label	P3: Father in residential treatment program	65	0=No
Format	Num	Type	Source
Valid N	66	Mean	1 24=In substance abuse residential treatment program
Minimum		Maximum	1848 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.
Name	P3K01_25	Frequency	Code and Description
Label	P3: Child's family is homeless	66	0=No
Format	Num	Type	Source
Valid N	66	Mean	1848 -1/.N=Not Applicable
Minimum		Maximum	2 -7/.R=Refused
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3K01_26	Frequency	Code and Description
Label	P3: Father and child live together	66	0=No
Format	Num	Type	Source
Valid N	66	Mean	1848 -1/.N=Not Applicable
Minimum		Maximum	2 -7/.R=Refused
			1433 SYSMIS/.

Name	P3K02	Frequency	Code and Description
Label	P3: Father ever same household w/ child	482	0=No
Format	Num	Type	Source
Valid N	923	Mean	441 1=Yes
Minimum		Maximum	987 -1/.N=Not Applic
			3 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3K03	Frequency	Code and Description
Label	P3: Father lives in same city as child	396	0=No
Format	Num	Type	Source
Valid N	851	Mean	455 1=Yes
Minimum		Maximum	911 -1/.N=Not Applic
			6 -7/.R=Refused
			68 -8/.D=Don't know
			80 -9/.M=Missing
			1433 SYSMIS/.

Name	P3K04	Frequency	Code and Description
Label	P3: Number days child has seen father	838	valid numeric value
Format	Num	Type	Source
Valid N	838	Mean	70.40
Minimum	0	Maximum	365
			911 -1/.N=Not Applicable
			20 -7/.R=Refused
			67 -8/.D=Don't know
			80 -9/.M=Missing
			1433 SYSMIS/.

Name	P3K05num	Frequency	Code and Description
Label	P3: How long since child contact w/ dad	772	valid numeric value
Format	Num	Type	Source
Valid N	772	Mean	2.46
Minimum	1	Maximum	45
			996 -1/.N=Not Applicable
			17 -7/.R=Refused
			51 -8/.D=Don't know
			80 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3K05code			Frequency	Code and Description
Label	P3: Unit code for last contact w/ father			85	0=Never had contact
Format	Num	Type	Source	385	1=Days ago
Valid N	855	Mean		114	2=Weeks ago
Minimum		Maximum		122	3=Months ago
				149	4=Years ago
				911	-1/.N=Not Applicable
				17	-7/.R=Refused
				53	-8/.D=Don't know
				80	-9/.M=Missing
				1433	SYSMIS/.

Name	P3K06			Frequency	Code and Description
Label	P3: Any child support from father			586	0=No
Format	Num	Type	Source	285	1=Yes
Valid N	871	Mean		911	-1/.N=Not Applic
Minimum		Maximum		14	-7/.R=Refused
				40	-8/.D=Don't know
				80	-9/.M=Missing
				1433	SYSMIS/.

Name	P3K07			Frequency	Code and Description
Label	P3: Any other support from father			693	0=No
Format	Num	Type	Source	179	1=Yes
Valid N	872	Mean		911	-1/.N=Not Applic
Minimum		Maximum		14	-7/.R=Refused
				39	-8/.D=Don't know
				80	-9/.M=Missing
				1433	SYSMIS/.

Name	P3K07a			Frequency	Code and Description
Label	P3: Anyone like father to child			484	0=No
Format	Num	Type	Source	402	1=Yes
Valid N	886	Mean		911	-1/.N=Not Applic
Minimum		Maximum		2	-7/.R=Refused
				37	-8/.D=Don't know
				80	-9/.M=Missing
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3K07b	Frequency	Code and Description
Label	P3: Relat of father-figure to child	4	1=You
Format	Num	Type	Source
Valid N	397	Mean	233 2=your spouse or partner
Minimum		Maximum	126 3=a relative of Child
			34 4=a friend of the family
			1395 -1/.N=Not Applicable
			3 -7/.R=Refused
			41 -8/.D=Don't know
			80 -9/.M=Missing
			1433 SYSMIS/.

Name	P3K07c	Frequency	Code and Description
Label	P3: Father-figure in same household	120	0=No
Format	Num	Type	Source
Valid N	160	Mean	40 1=Yes
Minimum		Maximum	1632 -1/.N=Not Applic
			3 -7/.R=Refused
			41 -8/.D=Don't know
			80 -9/.M=Missing
			1433 SYSMIS/.

Name	P3K17	Frequency	Code and Description
Label	P3: Father worked for pay in past week	235	0=No
Format	Num	Type	Source
Valid N	904	Mean	665 1=Yes
Minimum		Maximum	1 2=Retired
			3 3=Disabled/unable to work
			1007 -1/.N=Not Applicable
			3 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3K18	Frequency	Code and Description
Label	P3: Father on leave/ vacation in past wk	218	0=No
Format	Num	Type	Source
Valid N	234	Mean	16 1=Yes
Minimum		Maximum	1676 -1/.N=Not Applic
			3 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3K19	Frequency	Code and Description
Label	P3: Father looked for work in past 4 wks	111	0=No
Format	Num	Type	Source
Valid N	235	Mean	124 1=Yes
Minimum		Maximum	1676 -1/.N=Not Applic
			3 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3K20			Frequency	Code and Description
Label	P3: Father worked for pay in pst 12 mths			146	0=No
Format	Num	Type	Source	87	1=Yes
Valid N	233	Mean		1676	-1/.N=Not Applic
Minimum		Maximum		3	-7/.R=Refused
				4	-8/.D=Don't know
				1433	SYSMIS/.
<hr/>					
Name	P3K21			Frequency	Code and Description
Label	P3: Total hours/ week father works			739	valid numeric value
Format	Num	Type	Source	1157	-1/.N=Not Applicable
Valid N	739	Mean	39.12	3	-7/.R=Refused
Minimum	1	Maximum	90	17	-8/.D=Don't know
				1433	SYSMIS/.
<hr/>					
Name	P3K23			Frequency	Code and Description
Label	P3: Father occupation			17	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source	1	2=Engineers, surveyors, and architects
Valid N	745	Mean		1	3=Natural scientists and mathematicians
Minimum		Maximum		3	4=Social scientists, social workers, religious workers and lawyers
				10	5=Teachers
				2	6=Health diagnosing and treating practitioners
				1	7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
				3	8=Writers, artists, entertainers and athletes
				11	9=Health technologists and technicians
				6	10=Technologists and technicians, except health
				36	11=Marketing and sales occupations
				27	12=Administrative support occupation,including clerical
				150	13=Service occupations
				50	14=Agricultural, forestry, and fishing occupations
				53	15=Mechanics and repairers
				149	16=Construction and extractive occupations
				31	17=Precision production occupations
				72	18=Transportation and materials moving occupations
				118	19=Handlers, equipment cleaners, helpers andlaborers
				4	20=Miscellaneous occupations
				1157	-1/.N=Not Applicable
				6	-7/.R=Refused
				8	-8/.D=Don't know
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3K26	Frequency	Code and Description
Label	P3: Father taken programs or courses since...	749	0=No
Format	Num	Type	Source
Valid N	904	Mean	155 1=Yes
Minimum		Maximum	1007 -1/.N=Not Applic
			3 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3K27	Frequency	Code and Description
Label	P3: Father now taking full/part-time courses	30	1=Full time
Format	Num	Type	Source
Valid N	154	Mean	60 2=Part time
Minimum		Maximum	64 3=No
			1756 -1/.N=Not Applic
			3 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3K28	Frequency	Code and Description
Label	P3: Father currently in job training	732	0=No
Format	Num	Type	Source
Valid N	747	Mean	15 1=Yes
Minimum		Maximum	1162 -1/.N=Not Applic
			3 -7/.R=Refused
			4 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3K29	Frequency	Code and Description
Label	P3: Father received cert/ dipl/ degree	830	0=No
Format	Num	Type	Source
Valid N	902	Mean	72 1=Yes
Minimum		Maximum	1007 -1/.N=Not Applic
			3 -7/.R=Refused
			4 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3K30	Frequency	Code and Description
Label	P3: Father type of certif/diploma/degree	26	1=Trade license or certificate
Format	Num	Type	Source
Valid N	70	Mean	5 2=GED certificate or equivalent
Minimum		Maximum	6 4=Associate's degree
			1 6=Bachelor's degree
			2 7=Graduate degree
			30 8=Credential for family service worker
			1837 -1/.N=Not Applicable
			3 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3K31			Frequency	Code and Description
Label	P3: Did HS help father locate courses			78	0=No
Format	Num	Type	Source	7	1=Yes
Valid N	85	Mean		1827	-1/.N=Not Applic
Minimum		Maximum		3	-7/.R=Refused
				1	-8/.D=Don't know
				1433	SYSMIS/.
Name	P3K32			Frequency	Code and Description
Label	P3: Reason dad prevented taking courses			2	1=Admission requirement/ qualification
Format	Num	Type	Source	7	3=Health problem
Valid N	320	Mean		2	4=Don't like learning
Minimum		Maximum		4	5=language barrier
				4	6=No information about offering
				1	7=Lack of child care
				195	8=Time constraints (home or work)
				11	9=Cost
				5	10=Inconvenient location/transportation not available
				20	11=Did not need more
				14	12=Other
				33	13=Did not want to/no interest
				12	14=Child related reasons (pregnant/at home w/child)
				1	15=Mental health problem
				1	16=Learning disability
				7	17=Physical disability
				1	18=Lack of confidence
				1572	-1/.N=Not Applicable
				3	-7/.R=Refused
				21	-8/.D=Don't know
				1433	SYSMIS/.
Name	P3L10			Frequency	Code and Description
Label	P3: R Spanish, Hispanic, Latino origin			11	0=No
Format	Num	Type	Source	7	1=Yes
Valid N	18	Mean		1898	-1/.N=Not Applic
Minimum		Maximum		1433	SYSMIS/.
Name	P3L11			Frequency	Code and Description
Label	P3: Descr of R's Hispanic origin			4	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source	3	4=Some other Spanish/Hispanic/Latino group
Valid N	7	Mean		1909	-1/.N=Not Applicable
Minimum		Maximum		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3L12_11	Frequency	Code and Description
Label	P3: Respondent White	5	0=No
Format	Num	Type	Source 12 11=White
Valid N	17	Mean	1898 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know 1433 SYSMIS/.
Name	P3L12_12	Frequency	Code and Description
Label	P3: Resp. Black or African American	14	0=No
Format	Num	Type	Source 3 12=Black or African American
Valid N	17	Mean	1898 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know 1433 SYSMIS/.
Name	P3L12_13	Frequency	Code and Description
Label	P3: Resp. American Indian/Alaska Native	16	0=No
Format	Num	Type	Source 1 13=American Indian or Alaska Native
Valid N	17	Mean	1898 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know 1433 SYSMIS/.
Name	P3L12_20	Frequency	Code and Description
Label	P3: Respondent Asian or Pacific Islander	17	0=No
Format	Num	Type	Source 1898 -1/.N=Not Applicable
Valid N	17	Mean	1 -8/.D=Don't know
Minimum		Maximum	1433 SYSMIS/.
Name	P3L12_25	Frequency	Code and Description
Label	P3: Respondent Another race	15	0=No
Format	Num	Type	Source 2 25=Another race
Valid N	17	Mean	1898 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know 1433 SYSMIS/.
Name	P3L13	Frequency	Code and Description
Label	P3: Country Respondent was born in	12	059=United States
Format	Num	Type	Source 3 303=Mexico
Valid N	18	Mean	3 600=Other
Minimum		Maximum	1898 -1/.N=Not Applicable 1433 SYSMIS/.
Name	P3L14	Frequency	Code and Description
Label	P3: Number of years Resp. lived in US	3	valid numeric value
Format	Num	Type	Source 1910 -1/.N=Not Applicable
Valid N	3	Mean	31.33 3 -9/.M=Missing
Minimum	21	Maximum	43 1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3L17	Frequency	Code and Description
Label	P3: Resp. worked for pay in past week	67	0=No
Format	Num	Type	Source
Valid N	107	Mean	37 1=Yes
Minimum		Maximum	3 3=Disabled/unable to work
			1808 -1/.N=Not Applicable
			1 -7/.R=Refused
			1433 SYSMIS/.

Name	P3L18	Frequency	Code and Description
Label	P3: Resp. on leave/ vacation in past wk	62	0=No
Format	Num	Type	Source
Valid N	66	Mean	4 1=Yes
Minimum		Maximum	1848 -1/.N=Not Applic
			2 -7/.R=Refused
			1433 SYSMIS/.

Name	P3L19	Frequency	Code and Description
Label	P3: Resp. looked for work in past 4 wks	59	0=No
Format	Num	Type	Source
Valid N	66	Mean	7 1=Yes
Minimum		Maximum	1848 -1/.N=Not Applic
			2 -7/.R=Refused
			1433 SYSMIS/.

Name	P3L20	Frequency	Code and Description
Label	P3: Resp. worked for pay in pst 12 mths	55	0=No
Format	Num	Type	Source
Valid N	66	Mean	11 1=Yes
Minimum		Maximum	1848 -1/.N=Not Applic
			2 -7/.R=Refused
			1433 SYSMIS/.

Name	P3L21	Frequency	Code and Description
Label	P3: Total hours/ week Resp. works	48	valid numeric value
Format	Num	Type	Source
Valid N	48	Mean	1866 -1/.N=Not Applicable
Minimum	4	Maximum	35.35
			2 -7/.R=Refused
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3L23	Frequency	Code and Description
Label	P3: Resp. occupation	2	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source
Valid N	48	Mean	2 4=Social scientists, social workers, religious workers and lawyers
Minimum		Maximum	5 5=Teachers
			1 7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
			6 9=Health technologists and technicians
			1 10=Technologists and technicians, except health
			4 11=Marketing and sales occupations
			6 12=Administrative support occupation,including clerical
			12 13=Service occupations
			2 16=Construction and extractive occupations
			3 17=Precision production occupations
			3 19=Handlers, equipment cleaners, helpers and laborers
			1 20=Miscellaneous occupations
			1866 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.

Name	P3L24	Frequency	Code and Description
Label	P3: Grade of school Resp. completed	3	1=Up to 8th grade
Format	Num	Type	Source
Valid N	17	Mean	2 2=9th to 11th grade
Minimum		Maximum	2 3=12th grade but no diploma
			5 4=High school diploma/equivalent
			1 6=Voc/tech diploma after high school
			1 7=Some college but no degree
			2 8=Associate's degree
			1 9=Bachelor's degree
			1898 -1/.N=Not Applicable
			1 -9/.M=Missing
			1433 SYSMIS/.

Name	P3L25	Frequency	Code and Description
Label	P3: Resp. has HS diploma (not just GED)	1	0=GED
Format	Num	Type	Source
Valid N	7	Mean	6 1=High school diploma
Minimum		Maximum	1908 -1/.N=Not Applicable
			1 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3L26	Frequency	Code and Description
Label	P3: Resp. taken programs or courses since...	85	0=No
Format	Num	Type	Source
Valid N	108	Mean	23 1=Yes
Minimum		Maximum	1808 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3L27	Frequency	Code and Description
Label	P3: Resp. now taking full/part-time courses	5	1=Full time
Format	Num	Type	Source
Valid N	23	Mean	12 2=Part time
Minimum		Maximum	6 3=No
			1893 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3L28	Frequency	Code and Description
Label	P3: Resp. currently in job training	103	0=No
Format	Num	Type	Source
Valid N	108	Mean	5 1=Yes
Minimum		Maximum	1808 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3L29	Frequency	Code and Description
Label	P3: Resp. received cert/ dipl/ degree	79	0=No
Format	Num	Type	Source
Valid N	88	Mean	9 1=Yes
Minimum		Maximum	1826 -1/.N=Not Applic
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3L30	Frequency	Code and Description
Label	P3: Resp. kind of cert/dipl/degree recv	2	1=Trade license or certificate
Format	Num	Type	Source
Valid N	9	Mean	1 6=Bachelor's degree
Minimum		Maximum	6 8=Credential for family service worker
			1905 -1/.N=Not Applicable
			2 -9/.M=Missing
			1433 SYSMIS/.
Name	P3L31	Frequency	Code and Description
Label	P3: HS helped Resp. locate program	11	0=No
Format	Num	Type	Source
Valid N	12	Mean	1 1=Yes
Minimum		Maximum	1904 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3L32			Frequency	Code and Description
Label	P3: Reason Resp. not taking courses			5	2=Too old to take any courses
Format	Num	Type	Source	11	3=Health problem
Valid N	85	Mean		2	6=No information about offering
Minimum		Maximum		3	7=Lack of child care
				24	8=Time constraints (home or work)
				1	9=Cost
				3	11=Did not need more
				6	12=Other
				9	13=Did not want to/no interest
				13	14=Child related reasons (pregnant/at home w/child)
				8	17=Physical disability
				1831	-1/.N=Not Applicable
				1433	SYSMIS/.
Name	P3M01a			Frequency	Code and Description
Label	P3: Welfare, TANF, general assistance			1430	0=No
Format	Num	Type	Source	467	1=Yes
Valid N	1897	Mean		7	-7/.R=Refused
Minimum		Maximum		12	-8/.D=Don't know
				1433	SYSMIS/.
Name	P3M01b			Frequency	Code and Description
Label	P3: Unemployment insurance			1711	0=No
Format	Num	Type	Source	201	1=Yes
Valid N	1912	Mean		2	-7/.R=Refused
Minimum		Maximum		2	-8/.D=Don't know
				1433	SYSMIS/.
Name	P3M01c			Frequency	Code and Description
Label	P3: Food stamps			703	0=No
Format	Num	Type	Source	1211	1=Yes
Valid N	1914	Mean		2	-7/.R=Refused
Minimum		Maximum		1433	SYSMIS/.
Name	P3M01d			Frequency	Code and Description
Label	P3: WIC program			1154	0=No
Format	Num	Type	Source	760	1=Yes
Valid N	1914	Mean		2	-7/.R=Refused
Minimum		Maximum		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3M01e	Frequency	Code and Description
Label	P3: Child support	1519	0=No
Format	Num	Type	Source
Valid N	1914	Mean	395 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			1433 SYSMIS/.
Name	P3M01f	Frequency	Code and Description
Label	P3: SSI/Social Security Retirement	1628	0=No
Format	Num	Type	Source
Valid N	1912	Mean	284 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			1433 SYSMIS/.
Name	P3M01g	Frequency	Code and Description
Label	P3: Payments for foster care	1882	0=No
Format	Num	Type	Source
Valid N	1913	Mean	31 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			1433 SYSMIS/.
Name	P3M01h	Frequency	Code and Description
Label	P3: Energy assistance	1622	0=No
Format	Num	Type	Source
Valid N	1909	Mean	287 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			5 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3M02	Frequency	Code and Description
Label	P3: Number of adults contributing income	1898	valid numeric value
Format	Num	Type	Source
Valid N	1898	Mean	1.55
Minimum	1	Maximum	6
			7 -7/.R=Refused
			11 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3M07	Frequency	Code and Description
Label	P3: Type of housing R lives in	1757	1=A house, apartment, or trailer with your family only
Format	Num	Type	Source
Valid N	1908	Mean	125 2=A house, apartment, or trailer you share with another family
Minimum		Maximum	18 3=Transitional housing (apartment) or a homeless shelter
			8 4=Somewhere else
			3 -7/.R=Refused
			5 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3M08	Frequency	Code and Description
Label	P3: Number times moved in last 12 months	1915	valid numeric value
Format	Num	Type	Source
Valid N	1915	Mean	0.31
Minimum	0	Maximum	5
			1 -7/.R=Refused
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3M08a	Frequency	Code and Description
Label	P3: Main reason for most recent move	27	1=For a job or schooling
Format	Num	Type	Source
Valid N	488	Mean	11 2=To be closer to family/friends
Minimum		Maximum	8 3=Moved in with partner/spouse
			100 4=Couldn't afford prior home
			25 5=Safer community
			10 6=Housing was destroyed
			1 7=Escape domestic abuse
			16 8=Prior landlord sold housing
			4 9=Family/friends no longer willing to house family
			2 10=Time limit for transitional housing/shelter
			171 11=Other
			113 12=More Space
			1420 -1/.N=Not Applicable
			6 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3M09	Frequency	Code and Description
Label	P3: Own home, pay rent, public housing	422	1=Owns or is buying home or apartment
Format	Num	Type	Source
Valid N	1877	Mean	1107 2=Rents (without public assistance)
Minimum		Maximum	297 3=Public or subsidized housing
			4 4=Some other arrangement
			47 5=Lives w/someone else, whether pays rent or not
			26 -1/.N=Not Applicable
			4 -7/.R=Refused
			5 -8/.D=Don't know
			4 -9/.M=Missing
			1433 SYSMIS/.

Name	P3N01	Frequency	Code and Description
Label	P3: Child currently in care regularly	1707	0=No
Format	Num	Type	Source
Valid N	1915	Mean	208 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3N02	Frequency	Code and Description
Label	P3: No. of non-HS centers child attends	194	1=One
Format	Num	Type	Source
Valid N	208	Mean	14 2=Two
Minimum		Maximum	1707 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3N03	Frequency	Code and Description
Label	P3: Days/wk child attends [main] program	207	valid numeric value
Format	Num	Type	Source
Valid N	207	Mean	4.68
Minimum	1	Maximum	6
		1707	-1/.N=Not Applicable
		2	-8/.D=Don't know
		1433	SYSMIS/.
Name	P3N04	Frequency	Code and Description
Label	P3: Hrs/wk child attends [main] program	203	valid numeric value
Format	Num	Type	Source
Valid N	203	Mean	14.33
Minimum	1	Maximum	40
		1707	-1/.N=Not Applicable
		2	-7/.R=Refused
		4	-8/.D=Don't know
		1433	SYSMIS/.
Name	P3N05	Frequency	Code and Description
Label	P3: Child attends prog before / after HS/K	34	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	206	Mean	26
Minimum		Maximum	
		146	2=After Head Start or kindergarten
		26	3=Both before/after Head Start/kindergarten
		1707	-1/.N=Not Applicable
		1	-7/.R=Refused
		2	-8/.D=Don't know
		1433	SYSMIS/.
Name	P3N06	Frequency	Code and Description
Label	P3: Child rec regular care from relative	1349	0=No
Format	Num	Type	Source
Valid N	1914	Mean	565
Minimum		Maximum	
		565	1=Yes
		2	-7/.R=Refused
		1433	SYSMIS/.
Name	P3N07	Frequency	Code and Description
Label	P3: Number of relative care arrangements	394	1=One
Format	Num	Type	Source
Valid N	557	Mean	25
Minimum		Maximum	
		123	2=Two
		25	3=Three
		15	4=Four or more
		1349	-1/.N=Not Applic
		2	-7/.R=Refused
		8	-8/.D=Don't know
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3N08	Frequency	Code and Description
Label	P3: Relationship of relative to child	336	1=grandparent
Format	Num	Type	Source
Valid N	564	Mean	122 2=aunt
Minimum		Maximum	24 3=uncle
			13 4=brother
			27 5=sister
			42 6=another relative
			1349 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3N09	Frequency	Code and Description
Label	P3: Location of relative care	257	1=Own home
Format	Num	Type	Source
Valid N	563	Mean	279 2=Other home
Minimum		Maximum	27 3=Both/varies
			1349 -1/.N=Not Applic
			2 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3N09a	Frequency	Code and Description
Label	P3: Relative caregiver live in R home	62	0=No
Format	Num	Type	Source
Valid N	257	Mean	195 1=Yes
Minimum		Maximum	1655 -1/.N=Not Applic
			2 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3N10	Frequency	Code and Description
Label	P3: # dys/wk child rec care from relative	565	valid numeric value
Format	Num	Type	Source
Valid N	565	Mean	4.03
Minimum	1	Maximum	7
			1349 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.

Name	P3N11	Frequency	Code and Description
Label	P3: Hrs/wk child recv care from relative	560	valid numeric value
Format	Num	Type	Source
Valid N	560	Mean	13.55
Minimum	1	Maximum	72
			1349 -1/.N=Not Applicable
			2 -7/.R=Refused
			5 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3N12	Frequency	Code and Description
Label	P3: Child rec rel care before / after HS/K	54	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	563	Mean	368 2=After Head Start or kindergarten
Minimum		Maximum	141 3=Both before/after Head Start/kindergarten
			1349 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3N13	Frequency	Code and Description
Label	P3: Child recv other care on reg basis	1853	0=No
Format	Num	Type	Source
Valid N	1914	Mean	61 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3N14	Frequency	Code and Description
Label	P3: Number of other care arrangements	54	1=One
Format	Num	Type	Source
Valid N	60	Mean	6 2=Two
Minimum		Maximum	1853 -1/.N=Not Applic
			2 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3N15	Frequency	Code and Description
Label	P3: Location of other care	13	1=Respondent's home
Format	Num	Type	Source
Valid N	61	Mean	46 2=Other home
Minimum		Maximum	2 3=Both/varies
			1853 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3N16	Frequency	Code and Description
Label	P3: Nonrelative caregiver live in R home	8	0=No
Format	Num	Type	Source
Valid N	13	Mean	5 1=Yes
Minimum		Maximum	1901 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3N17	Frequency	Code and Description
Label	P3: #dys/wk C rec care from non-relative	61	valid numeric value
Format	Num	Type	Source
Valid N	61	Mean	3.93
Minimum	1	Maximum	7
		1853	-1/.N=Not Applicable
		1	-7/.R=Refused
		1	-8/.D=Don't know
		1433	SYSMIS/.
Name	P3N18	Frequency	Code and Description
Label	P3: Hrs/wk C rec care from non-relative	60	valid numeric value
Format	Num	Type	Source
Valid N	60	Mean	15.25
Minimum	2	Maximum	40
		1853	-1/.N=Not Applicable
		1	-7/.R=Refused
		2	-8/.D=Don't know
		1433	SYSMIS/.
Name	P3N19	Frequency	Code and Description
Label	P3: Child rec other care before/after HS/K	5	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	59	Mean	17
Minimum		Maximum	
		37	2=After Head Start or kindergarten
		17	3=Both before/after Head Start/kindergarten
		1853	-1/.N=Not Applicable
		2	-7/.R=Refused
		1	-8/.D=Don't know
		1	-9/.M=Missing
		1433	SYSMIS/.
Name	P3N20	Frequency	Code and Description
Label	P3: # dys/wk C recv care before/after HS/K	60	valid numeric value
Format	Num	Type	Source
Valid N	60	Mean	3.87
Minimum	0	Maximum	7
		1853	-1/.N=Not Applicable
		2	-7/.R=Refused
		1	-8/.D=Don't know
		1433	SYSMIS/.
Name	P3N21	Frequency	Code and Description
Label	P3: Hrs/wk C recv care before / after HS/K	62	valid numeric value
Format	Num	Type	Source
Valid N	62	Mean	16.35
Minimum	1	Maximum	45
		1853	-1/.N=Not Applicable
		1	-7/.R=Refused
		1433	SYSMIS/.
Name	P3N22	Frequency	Code and Description
Label	P3: Charge/fee for any of the care	528	0=No
Format	Num	Type	Source
Valid N	768	Mean	1147
Minimum		Maximum	
		240	1=Yes
		1147	-1/.N=Not Applic
		1	-7/.R=Refused
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3N23a			Frequency	Code and Description
Label	P3: Do you pay for it yourself			24	0=No
Format	Num	Type	Source	216	1=Yes
Valid N	240	Mean		1675	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				1433	SYSMIS/.

Name	P3N23b			Frequency	Code and Description
Label	P3: Does a government agency pay			152	0=No
Format	Num	Type	Source	88	1=Yes
Valid N	240	Mean		1675	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				1433	SYSMIS/.

Name	P3N23c			Frequency	Code and Description
Label	P3: Does an employer pay			229	0=No
Format	Num	Type	Source	7	1=Yes
Valid N	236	Mean		1675	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				4	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3N23d			Frequency	Code and Description
Label	P3: Does someone else pay			219	0=No
Format	Num	Type	Source	21	1=Yes
Valid N	240	Mean		1675	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				1433	SYSMIS/.

Name	P3N23e			Frequency	Code and Description
Label	P3: Trade child care w/someone else			232	0=No
Format	Num	Type	Source	7	1=Yes
Valid N	239	Mean		1675	-1/.N=Not Applic
Minimum		Maximum		2	-7/.R=Refused
				1433	SYSMIS/.

Name	P3N23f			Frequency	Code and Description
Label	P3: Other (please specify)			233	0=No
Format	Num	Type	Source	6	1=Yes
Valid N	239	Mean		1675	-1/.N=Not Applic
Minimum		Maximum		2	-7/.R=Refused
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3N24amt		Frequency	Code and Description
Label	P3: Amt paid for Childcare arrangements		230	valid numeric value
Format	Num	Type	Source	1675 -1/.N=Not Applicable
Valid N	230	Mean	84.27	9 -7/.R=Refused
Minimum	0	Maximum	500	2 -8/.D=Don't know
				1433 SYSMIS/.

Name	P3N24per		Frequency	Code and Description
Label	P3: Time period care paid for		5	1=Per hour
Format	Num	Type	Source	18 2=Per day
Valid N	209	Mean	104	3=Per week
Minimum		Maximum	17	4=Bi-weekly
			61	5=Per month
			3	6=Per year
			1	7=Other
			1696	-1/.N=Not Applic
			9	-7/.R=Refused
			2	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3N25		Frequency	Code and Description
Label	P3: Amt includes other children in house		92	1=Child only
Format	Num	Type	Source	71 2=Child and others
Valid N	163	Mean	1744	-1/.N=Not Applic
Minimum		Maximum	8	-7/.R=Refused
			1	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3P01		Frequency	Code and Description
Label	P3: Child's overall health status		998	1=Excellent
Format	Num	Type	Source	568 2=Very Good
Valid N	1916	Mean	247	3=Good
Minimum		Maximum	95	4=Fair
			8	5=Poor
			1433	SYSMIS/.

Name	P3P04		Frequency	Code and Description
Label	P3: Child take vitamin/ mineral suppl		1029	0=No
Format	Num	Type	Source	887 1=Yes
Valid N	1916	Mean	1433	SYSMIS/.
Minimum		Maximum		

Codebook for Child-Level PUF, continued

Name	P3P05	Frequency	Code and Description
Label	P3: Place where child goes for med care	1170	1=A private doctor, private clinic, or HMO
Format	Num	Type	Source
Valid N	1882	Mean	267 2=An outpatient clinic run by a hospital
Minimum		Maximum	17 3=The emergency room at a hospital
			383 4=Public health department or community health center
			6 5=A migrant health clinic
			6 6=The Indian Health Service
			33 7=Someplace else
			3 -1/.N=Not Applicable
			30 -8/.D=Don't know
			1 -9/.M=Missing
			1433 SYSMIS/.
Name	P3P05a	Frequency	Code and Description
Label	P3: Child has regular health care provider	159	0=No
Format	Num	Type	Source
Valid N	1904	Mean	1745 1=Yes
Minimum		Maximum	12 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P05b	Frequency	Code and Description
Label	P3: Child health provider works as partner to meet needs	1079	1=strongly agree
Format	Num	Type	Source
Valid N	1729	Mean	581 2=agree
Minimum		Maximum	49 3=disagree
			20 4=strongly disagree
			159 -1/.N=Not Applicable
			2 -7/.R=Refused
			26 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P06	Frequency	Code and Description
Label	P3: HS help find hlth-care prov for child	832	0=No
Format	Num	Type	Source
Valid N	954	Mean	122 1=Yes
Minimum		Maximum	958 -1/.N=Not Applic
			4 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P06a	Frequency	Code and Description
Label	P3: How HS helped find healthcare prov	81	1=Provided information
Format	Num	Type	Source
Valid N	117	Mean	28 2=Made referrals, for example, phone calls
Minimum		Maximum	5 3=Provided health care directly
			3 4=Helped in some other way
			1790 -1/.N=Not Applicable
			2 -7/.R=Refused
			7 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P06b	Frequency	Code and Description
Label	P3: Reason HS didn't help find prov	666	1=Had a health care provider prior to enrollment
Format	Num	Type	Source
Valid N	809	Mean	59 2=Found a health care provider on my own
Minimum		Maximum	9 3=Other
			75 4=Did not ask for help
			1080 -1/.N=Not Applicable
			2 -7/.R=Refused
			25 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P07	Frequency	Code and Description
Label	P3: Time since child had check-up w/ Doc	1412	1=6 months ago or less
Format	Num	Type	Source
Valid N	1914	Mean	437 2=more than 6 mnths but not more than 1 year ago
Minimum		Maximum	56 3=more than 1 year but not more than 2 years ago
			7 4=more than 2 years ago
			2 5=never
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P08	Frequency	Code and Description
Label	P3: Time since C had check-up w/ Dentist	1414	1=6 months ago or less
Format	Num	Type	Source
Valid N	1915	Mean	388 2=more than 6 mnths but not more than 1 year ago
Minimum		Maximum	97 3=more than 1 year but not more than 2 years ago
			5 4=more than 2 years ago
			11 5=never
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P09a	Frequency	Code and Description
Label	P3: Child health cov: Private insurance	661	0=No
Format	Num	Type	Source
Valid N	1888	Mean	1227 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			24 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P09b	Frequency	Code and Description
Label	P3: Child health cov: Medicaid	452	0=No
Format	Num	Type	Source
Valid N	1905	Mean	1453 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			9 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P09c	Frequency	Code and Description
Label	P3: Child health cov: CHIP	1186	0=No
Format	Num	Type	Source
Valid N	1878	Mean	692 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			35 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P09d	Frequency	Code and Description
Label	P3: Child health cov: Military hlth care	1867	0=No
Format	Num	Type	Source
Valid N	1902	Mean	35 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			12 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P09e	Frequency	Code and Description
Label	P3: Child health cov: Indian hlth servc	1894	0=No
Format	Num	Type	Source
Valid N	1910	Mean	16 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P09f	Frequency	Code and Description
Label	P3: Child health cov: Oth govt program	1848	0=No
Format	Num	Type	Source
Valid N	1887	Mean	39 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			26 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P10	Frequency	Code and Description
Label	P3: #doc visits for injury in pst 12mnths	1606	0=Never
Format	Num	Type	Source
Valid N	1916	Mean	209 1=Once
Minimum		Maximum	55 2=Twice
			46 3=Three or more times
			1433 SYSMIS/.

Name	P3P11	Frequency	Code and Description
Label	P3: Child restricted because of injury	225	0=No
Format	Num	Type	Source
Valid N	310	Mean	85 1=Yes
Minimum		Maximum	1606 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P12	Frequency	Code and Description
Label	P3: Child miss HS bcause of injury	193	0=No
Format	Num	Type	Source
Valid N	310	Mean	117 1=Yes
Minimum		Maximum	1606 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P13a			Frequency	Code and Description
Label	P3: Asthma			1649	0=No
Format	Num	Type	Source	267	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3P13b			Frequency	Code and Description
Label	P3: Respiratory/ breathing illness			1724	0=No
Format	Num	Type	Source	188	1=Yes
Valid N	1912	Mean		4	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3P13c			Frequency	Code and Description
Label	P3: Stomach or gastrointestinal illness			1854	0=No
Format	Num	Type	Source	62	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3P13d			Frequency	Code and Description
Label	P3: Ear infection			1523	0=No
Format	Num	Type	Source	392	1=Yes
Valid N	1915	Mean		1	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3P13e			Frequency	Code and Description
Label	P3: Problem with muscles or with moving			1910	0=No
Format	Num	Type	Source	4	1=Yes
Valid N	1914	Mean		2	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3P13f			Frequency	Code and Description
Label	P3: Developmental delay			1855	0=No
Format	Num	Type	Source	60	1=Yes
Valid N	1915	Mean		1	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3P13g			Frequency	Code and Description
Label	P3: Epilepsy or seizures			1903	0=No
Format	Num	Type	Source	13	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3P13h			Frequency	Code and Description
Label	P3: Heart defect			1889	0=No
Format	Num	Type	Source	27	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			

Codebook for Child-Level PUF, continued

Name	P3P13i			Frequency	Code and Description
Label	P3: Mental retardation			1906	0=No
Format	Num	Type	Source	10	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3P13j			Frequency	Code and Description
Label	P3: Lactose intolerance			1873	0=No
Format	Num	Type	Source	40	1=Yes
Valid N	1913	Mean		3	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3P13k			Frequency	Code and Description
Label	P3: Other food allergy or sensitivity			1850	0=No
Format	Num	Type	Source	65	1=Yes
Valid N	1915	Mean		1	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3P13l			Frequency	Code and Description
Label	P3: Prob with allergies other than foods			1633	0=No
Format	Num	Type	Source	281	1=Yes
Valid N	1914	Mean		2	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3P13m			Frequency	Code and Description
Label	P3: Attention deficit, hyperactivity			1842	0=No
Format	Num	Type	Source	68	1=Yes
Valid N	1910	Mean		6	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3P13n			Frequency	Code and Description
Label	P3: Diabetes			1912	0=No
Format	Num	Type	Source	2	1=Yes
Valid N	1914	Mean		2	-8/.D=Don't know
Minimum		Maximum		1433	SYSMIS/.
Name	P3P13o			Frequency	Code and Description
Label	P3: A need to lose weight			1847	0=No
Format	Num	Type	Source	68	1=Yes
Valid N	1915	Mean		1	-7/.R=Refused
Minimum		Maximum		1433	SYSMIS/.
Name	P3P14a			Frequency	Code and Description
Label	P3: Asthma			167	0=No
Format	Num	Type	Source	100	1=Yes
Valid N	267	Mean		1649	-1/.N=Not Applic
Minimum		Maximum		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P14b	Frequency	Code and Description
Label	P3: Respiratory/ breathing illness	76	0=No
Format	Num	Type	Source
Valid N	188	Mean	112 1=Yes
Minimum		Maximum	1724 -1/.N=Not Applic
			4 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P14c	Frequency	Code and Description
Label	P3: Stomach or gastrointestinal illness	23	0=No
Format	Num	Type	Source
Valid N	62	Mean	39 1=Yes
Minimum		Maximum	1854 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P14d	Frequency	Code and Description
Label	P3: Ear infection	160	0=No
Format	Num	Type	Source
Valid N	391	Mean	231 1=Yes
Minimum		Maximum	1523 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P14e	Frequency	Code and Description
Label	P3: Problem with muscles or with moving	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	1910 -1/.N=Not Applic
Minimum		Maximum	2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P14f	Frequency	Code and Description
Label	P3: Developmental delay	56	0=No
Format	Num	Type	Source
Valid N	60	Mean	4 1=Yes
Minimum		Maximum	1855 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P14g	Frequency	Code and Description
Label	P3: Epilepsy or seizures	10	0=No
Format	Num	Type	Source
Valid N	13	Mean	3 1=Yes
Minimum		Maximum	1903 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P14h	Frequency	Code and Description
Label	P3: Heart defect	25	0=No
Format	Num	Type	Source
Valid N	27	Mean	2 1=Yes
Minimum		Maximum	1889 -1/.N=Not Applic
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P14i	Frequency	Code and Description
Label	P3: Mental retardation	10	0=No
Format	Num	Type	Source
Valid N	10	Mean	1906 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3P14j	Frequency	Code and Description
Label	P3: Lactose intolerance	34	0=No
Format	Num	Type	Source
Valid N	40	Mean	6 1=Yes
Minimum		Maximum	1873 -1/.N=Not Applic
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P14k	Frequency	Code and Description
Label	P3: Other food allergy or sensitivity	55	0=No
Format	Num	Type	Source
Valid N	65	Mean	10 1=Yes
Minimum		Maximum	1850 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P14l	Frequency	Code and Description
Label	P3: Prob with allergies other than foods	232	0=No
Format	Num	Type	Source
Valid N	281	Mean	49 1=Yes
Minimum		Maximum	1633 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P14m	Frequency	Code and Description
Label	P3: Attention deficit, hyperactivity	50	0=No
Format	Num	Type	Source
Valid N	68	Mean	18 1=Yes
Minimum		Maximum	1842 -1/.N=Not Applic
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P14n	Frequency	Code and Description
Label	P3: Diabetes	2	0=No
Format	Num	Type	Source
Valid N	2	Mean	1912 -1/.N=Not Applic
Minimum		Maximum	2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P14o	Frequency	Code and Description
Label	P3: A need to lose weight	63	0=No
Format	Num	Type	Source
Valid N	68	Mean	5 1=Yes
Minimum		Maximum	1847 -1/.N=Not Applic
			1 -7/.R=Refused
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P15	Frequency	Code and Description
Label	P3: Child restricted due to health prob	1866	0=No
Format	Num	Type	Source
Valid N	1914	Mean	48 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P16	Frequency	Code and Description
Label	P3: Child missed HS due to health prob	1498	0=No
Format	Num	Type	Source
Valid N	1914	Mean	416 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P17	Frequency	Code and Description
Label	P3: C evaluated for attention/learning	1777	0=No
Format	Num	Type	Source
Valid N	1914	Mean	137 1=Yes
Minimum		Maximum	2 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P18	Frequency	Code and Description
Label	P3: Attention/learning problem diagnosed	66	0=No
Format	Num	Type	Source
Valid N	137	Mean	71 1=Yes
Minimum		Maximum	1777 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P19_1	Frequency	Code and Description
Label	P3: Mental retardation or cog impairmnt	64	0=No
Format	Num	Type	Source
Valid N	70	Mean	6 1=Mental retardation or cognitive impairment
Minimum		Maximum	1843 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P19_2	Frequency	Code and Description
Label	P3: Emotional/behavior disability	66	0=No
Format	Num	Type	Source
Valid N	70	Mean	4 2=Emotional/behavior disability
Minimum		Maximum	1843 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P19_3	Frequency	Code and Description
Label	P3: Autism or PDD	65	0=No
Format	Num	Type	Source
Valid N	70	Mean	5 3=Autism or pervasive developmental delay (PDD)
Minimum		Maximum	1843 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P19_4	Frequency	Code and Description
Label	P3: Traumatic brain injury	70	0=No
Format	Num	Type	Source
Valid N	70	Mean	1843 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P19_5	Frequency	Code and Description
Label	P3: Oppositional Defiant Disorder	67	0=No
Format	Num	Type	Source
Valid N	70	Mean	3 5=Oppositional defiant disorder
Minimum		Maximum	1843 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P19_6	Frequency	Code and Description
Label	P3: Other attention/learning problem	63	0=No
Format	Num	Type	Source
Valid N	69	Mean	6 6=Other
Minimum		Maximum	1843 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P19_7	Frequency	Code and Description
Label	P3: Speech or language impairment or delay	55	0=No
Format	Num	Type	Source
Valid N	70	Mean	15 7=Speech or language impairment or delay
Minimum		Maximum	1843 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P19_9	Frequency	Code and Description
Label	P3: No problem diagnosed	67	0=No
Format	Num	Type	Source
Valid N	70	Mean	3 9=No problem
Minimum		Maximum	1843 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P19_10	Frequency	Code and Description
Label	P3: ADD/ADHD	34	0=No
Format	Num	Type	Source
Valid N	70	Mean	36 10=ADD/ADHD
Minimum		Maximum	1843 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P19a	Frequency	Code and Description
Label	P3: Medication suggested or prescribed for diagnosis	35	0=No
Format	Num	Type	Source
Valid N	71	Mean	36 1=Yes
Minimum		Maximum	1843 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P19b	Frequency	Code and Description
Label	P3: Child currently taking medication for diagnosis	5	0=No
Format	Num	Type	Source
Valid N	36	Mean	31 1=Yes
Minimum		Maximum	1878 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P20	Frequency	Code and Description
Label	P3: Child evaluated about activity level	1840	0=No
Format	Num	Type	Source
Valid N	1913	Mean	73 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P21	Frequency	Code and Description
Label	P3: Activity level problem diagnosed	39	0=No
Format	Num	Type	Source
Valid N	72	Mean	33 1=Yes
Minimum		Maximum	1840 -1/.N=Not Applic
			4 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P22_1	Frequency	Code and Description
Label	P3: Attention deficit disorder (ADD)	30	0=No
Format	Num	Type	Source
Valid N	33	Mean	3 1=Attention deficit disorder (ADD)
Minimum		Maximum	1879 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P22_2	Frequency	Code and Description
Label	P3: Attn deficit hyperactivity disorder	18	0=No
Format	Num	Type	Source
Valid N	33	Mean	15 2=Attention deficit hyperactivity disorder (ADHD)
Minimum		Maximum	1879 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P22_3	Frequency	Code and Description
Label	P3: Other activity level problem	19	0=No
Format	Num	Type	Source
Valid N	33	Mean	14 3=Other
Minimum		Maximum	1879 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P22_9	Frequency	Code and Description
Label	P3: No problem diagnosed	31	0=No
Format	Num	Type	Source
Valid N	33	Mean	2 9=No problem
Minimum		Maximum	1879 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P22a	Frequency	Code and Description
Label	P3: Was medication suggested/prescribed	19	0=No
Format	Num	Type	Source
Valid N	33	Mean	14 1=Yes
Minimum		Maximum	1879 -1/.N=Not Applic
			4 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P22b	Frequency	Code and Description
Label	P3: Child on medication for problem/diagnosis	14	1=Yes
Format	Num	Type	Source
Valid N	14	Mean	1898 -1/.N=Not Applic
Minimum		Maximum	4 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P23	Frequency	Code and Description
Label	P3: Child evaluated about arms/legs	1901	0=No
Format	Num	Type	Source
Valid N	1915	Mean	14 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P24	Frequency	Code and Description
Label	P3: Arms / legs problem diagnosed	4	0=No
Format	Num	Type	Source
Valid N	14	Mean	10 1=Yes
Minimum		Maximum	1901 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P25_1	Frequency	Code and Description
Label	P3: Cerebral palsy	8	0=No
Format	Num	Type	Source
Valid N	8	Mean	1905 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P25_2	Frequency	Code and Description
Label	P3: Epilepsy or seizures	8	0=No
Format	Num	Type	Source
Valid N	8	Mean	1905 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P25_3	Frequency	Code and Description
Label	P3: Other physical impairment (specify)	1	0=No
Format	Num	Type	Source
Valid N	8	Mean	7 3=Other physical impairment
Minimum		Maximum	1905 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P25_9	Frequency	Code and Description
Label	P3: No problem diagnosed	7	0=No
Format	Num	Type	Source
Valid N	8	Mean	1 9=No problem
Minimum		Maximum	1905 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P26	Frequency	Code and Description
Label	P3: Child use special equipment	8	0=No
Format	Num	Type	Source
Valid N	10	Mean	2 1=Yes
Minimum		Maximum	1905 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P27	Frequency	Code and Description
Label	P3: Child evaluated about communicating	1818	0=No
Format	Num	Type	Source
Valid N	1916	Mean	98 1=Yes
Minimum		Maximum	1433 SYSMIS/.
Name	P3P28	Frequency	Code and Description
Label	P3: Communication problem diagnosed	51	0=No
Format	Num	Type	Source
Valid N	98	Mean	47 1=Yes
Minimum		Maximum	1818 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3P29_1	Frequency	Code and Description
Label	P3: Speech impairment	14	0=No
Format	Num	Type	Source
Valid N	47	Mean	33 1=Speech impairment
Minimum		Maximum	1869 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3P29_2	Frequency	Code and Description
Label	P3: Language impairment	43	0=No
Format	Num	Type	Source
Valid N	47	Mean	4 2=Language impairment
Minimum		Maximum	1869 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3P29_3	Frequency	Code and Description
Label	P3: Autism or PDD	42	0=No
Format	Num	Type	Source
Valid N	47	Mean	5 3=Autism or pervasive developmental delay (PDD)
Minimum		Maximum	1869 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P29_4	Frequency	Code and Description
Label	P3: Mental retardation/cogn. impairment	47	0=No
Format	Num	Type	Source
Valid N	47	Mean	1869 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Name	P3P29_5	Frequency	Code and Description
Label	P3: Emotional/behavior disability	47	0=No
Format	Num	Type	Source
Valid N	47	Mean	1869 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Name	P3P29_6	Frequency	Code and Description
Label	P3: Other (specify)	43	0=No
Format	Num	Type	Source
Valid N	47	Mean	4 6=Other
Minimum		Maximum	1869 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3P29_8	Frequency	Code and Description
Label	P3: Hearing impairment	46	0=No
Format	Num	Type	Source
Valid N	47	Mean	1 8=Hearing impairment
Minimum		Maximum	1869 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3P29_9	Frequency	Code and Description
Label	P3: No problem	44	0=No
Format	Num	Type	Source
Valid N	47	Mean	3 9=No problem
Minimum		Maximum	1869 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3P30	Frequency	Code and Description
Label	P3: diff in hearing/understanding speech	1828	0=No
Format	Num	Type	Source
Valid N	1915	Mean	87 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P31	Frequency	Code and Description
Label	P3: Evaluated over hearing/understanding	51	0=No
Format	Num	Type	Source
Valid N	86	Mean	35 1=Yes
Minimum		Maximum	1828 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P32	Frequency	Code and Description
Label	P3: Hearing problem diagnosed	19	0=No
Format	Num	Type	Source
Valid N	35	Mean	16 1=Yes
Minimum		Maximum	1879 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P33_1	Frequency	Code and Description
Label	P3: Ear infection	15	0=No
Format	Num	Type	Source
Valid N	15	Mean	1898 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P33_2	Frequency	Code and Description
Label	P3: Hearing impairment/hard of hearing	12	0=No
Format	Num	Type	Source
Valid N	15	Mean	3 2=Hearing impairment/hard of hearing
Minimum		Maximum	1898 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P33_3	Frequency	Code and Description
Label	P3: Deafness	15	0=No
Format	Num	Type	Source
Valid N	15	Mean	1898 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P33_4	Frequency	Code and Description
Label	P3: Language impairment	10	0=No
Format	Num	Type	Source
Valid N	15	Mean	5 4=Language impairment
Minimum		Maximum	1898 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P33_5	Frequency	Code and Description
Label	P3: Autism or PDD	13	0=No
Format	Num	Type	Source
Valid N	15	Mean	2 5=Autism or pervasive developmental delay (PDD)
Minimum		Maximum	1898 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P33_6	Frequency	Code and Description
Label	P3: Mental retardation	15	0=No
Format	Num	Type	Source
Valid N	15	Mean	1898 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P33_7	Frequency	Code and Description
Label	P3: Emotional/behavior disability	15	0=No
Format	Num	Type	Source
Valid N	15	Mean	1898 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P33_8	Frequency	Code and Description
Label	P3: Other (specify)	12	0=No
Format	Num	Type	Source
Valid N	15	Mean	3 8=Other
Minimum		Maximum	1898 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P33_9	Frequency	Code and Description
Label	P3: No problem diagnosed	13	0=No
Format	Num	Type	Source
Valid N	15	Mean	2 9=No problem
Minimum		Maximum	1898 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P34	Frequency	Code and Description
Label	P3: Child wears hearing aid	2	0=No
Format	Num	Type	Source
Valid N	2	Mean	1913 -1/.N=Not Applic
Minimum		Maximum	1 -9/.M=Missing
			1433 SYSMIS/.

Name	P3P35a	Frequency	Code and Description
Label	P3: Child have cochlear implants	2	0=No
Format	Num	Type	Source
Valid N	2	Mean	1913 -1/.N=Not Applic
Minimum		Maximum	1 -9/.M=Missing
			1433 SYSMIS/.

Name	P3P35b	Frequency	Code and Description
Label	P3: Effect on ability to hear/understand	1916	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	

Name	P3P36	Frequency	Code and Description
Label	P3: Child has difficulty seeing	1760	0=No
Format	Num	Type	Source
Valid N	1913	Mean	153 1=Yes
Minimum		Maximum	3 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P37	Frequency	Code and Description
Label	P3: Child's vision evaluated by pro	12	0=No
Format	Num	Type	Source
Valid N	153	Mean	141 1=Yes
Minimum		Maximum	1760 -1/.N=Not Applic
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P38	Frequency	Code and Description
Label	P3: Vision problem diagnosed	26	0=No
Format	Num	Type	Source
Valid N	141	Mean	115 1=Yes
Minimum		Maximum	1772 -1/.N=Not Applic
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P39_1	Frequency	Code and Description
Label	P3: Near sighted	81	0=No
Format	Num	Type	Source
Valid N	104	Mean	23 1=Near sighted
Minimum		Maximum	1798 -1/.N=Not Applicable
			14 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P39_2	Frequency	Code and Description
Label	P3: Far sighted	78	0=No
Format	Num	Type	Source
Valid N	104	Mean	26 2=Far sighted
Minimum		Maximum	1798 -1/.N=Not Applicable
			14 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P39_3	Frequency	Code and Description
Label	P3: Legally blind	104	0=No
Format	Num	Type	Source
Valid N	104	Mean	1798 -1/.N=Not Applicable
Minimum		Maximum	14 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P39_4	Frequency	Code and Description
Label	P3: Other (specify)	80	0=No
Format	Num	Type	Source
Valid N	104	Mean	24 4=Other
Minimum		Maximum	1798 -1/.N=Not Applicable
			14 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P39_5	Frequency	Code and Description
Label	P3: Astigmatism	71	0=No
Format	Num	Type	Source
Valid N	104	Mean	33 5=Astigmatism
Minimum		Maximum	1798 -1/.N=Not Applicable
			14 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P39_6	Frequency	Code and Description
Label	P3: Lazy eye/Amblyopia	94	0=No
Format	Num	Type	Source
Valid N	104	Mean	10 6=Lazy eye/Amblyopia
Minimum		Maximum	1798 -1/.N=Not Applicable
			14 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P39a	Frequency	Code and Description
Label	P3: Child wears glasses/ contacts	11	0=No
Format	Num	Type	Source
Valid N	115	Mean	104 1=Yes
Minimum		Maximum	1798 -1/.N=Not Applic
			3 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P39b	Frequency	Code and Description
Label	P3: Effect of glasses on C's eyesight	55	1=correctable with glasses
Format	Num	Type	Source
Valid N	102	Mean	42 2=improvable with glasses
Minimum		Maximum	5 3=not correctable with glasses
			1809 -1/.N=Not Applicable
			5 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P40a	Frequency	Code and Description
Label	P3: Speech or language therapy	162	0=No
Format	Num	Type	Source
Valid N	227	Mean	65 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3P40b	Frequency	Code and Description
Label	P3: Occupational therapy or OT	192	0=No
Format	Num	Type	Source
Valid N	227	Mean	35 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3P40c	Frequency	Code and Description
Label	P3: Physical therapy or PT	209	0=No
Format	Num	Type	Source
Valid N	226	Mean	17 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3P40d	Frequency	Code and Description
Label	P3: Vision services	171	0=No
Format	Num	Type	Source
Valid N	226	Mean	55 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P40e	Frequency	Code and Description
Label	P3: Hearing or audiology services	206	0=No
Format	Num	Type	Source
Valid N	227	Mean	21 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P40f	Frequency	Code and Description
Label	P3: Social work services	206	0=No
Format	Num	Type	Source
Valid N	227	Mean	21 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P40g	Frequency	Code and Description
Label	P3: Psychological services	197	0=No
Format	Num	Type	Source
Valid N	227	Mean	30 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P40h	Frequency	Code and Description
Label	P3: Parent support or training	205	0=No
Format	Num	Type	Source
Valid N	227	Mean	22 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P40i	Frequency	Code and Description
Label	P3: Special classes with other children	198	0=No
Format	Num	Type	Source
Valid N	227	Mean	29 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P40j	Frequency	Code and Description
Label	P3: Private tutoring or schooling	209	0=No
Format	Num	Type	Source
Valid N	227	Mean	18 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P40k	Frequency	Code and Description
Label	P3: Instruction in Braille	1905	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	11 -8/.D=Don't know
Minimum		Maximum	1433 SYSMIS/.

Name	P3P40l	Frequency	Code and Description
Label	P3: Instruction in sign language	2	0=No
Format	Num	Type	Source
Valid N	2	Mean	1913 -1/.N=Not Applic
Minimum		Maximum	1 -9/.M=Missing
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P40m	Frequency	Code and Description
Label	P3: Home visits	204	0=No
Format	Num	Type	Source
Valid N	227	Mean	23 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P41a	Frequency	Code and Description
Label	P3: EI pgm/svcs fr local school district	158	0=No
Format	Num	Type	Source
Valid N	227	Mean	69 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P41b	Frequency	Code and Description
Label	P3: EI pgm/svcs fr health/soc svc agency	198	0=No
Format	Num	Type	Source
Valid N	225	Mean	27 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P41c	Frequency	Code and Description
Label	P3: EI pgm/svcs fr health care provider	178	0=No
Format	Num	Type	Source
Valid N	226	Mean	48 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P41d	Frequency	Code and Description
Label	P3: EI pgm/svcs fr other source	222	0=No
Format	Num	Type	Source
Valid N	225	Mean	3 1=Yes
Minimum		Maximum	1689 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P42	Frequency	Code and Description
Label	P3: Any suggestion to get C evaluated	1525	0=No
Format	Num	Type	Source
Valid N	1567	Mean	42 1=Yes
Minimum		Maximum	348 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P42a01	Frequency	Code and Description
Label	P3: Condition: Behavior problem	38	0=No
Format	Num	Type	Source
Valid N	42	Mean	4 1=Behavior problem
Minimum		Maximum	1873 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P42a02		Frequency	Code and Description
Label	P3: Condition: Emotional problem		42	0=No
Format	Num	Type	Source	1873 -1/.N=Not Applicable
Valid N	42	Mean		1 -8/.D=Don't know
Minimum		Maximum		1433 SYSMIS/.

Name	P3P42a03		Frequency	Code and Description
Label	P3: Condition: Attention problem		37	0=No
Format	Num	Type	Source	5 3=Attention problem
Valid N	42	Mean		1873 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know 1433 SYSMIS/.

Name	P3P42a04		Frequency	Code and Description
Label	P3: Condition: Developmental delay		40	0=No
Format	Num	Type	Source	2 4=Developmental delay
Valid N	42	Mean		1873 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know 1433 SYSMIS/.

Name	P3P42a05		Frequency	Code and Description
Label	P3: Condition: Problem with use of arms or legs		42	0=No
Format	Num	Type	Source	1873 -1/.N=Not Applicable
Valid N	42	Mean		1 -8/.D=Don't know
Minimum		Maximum		1433 SYSMIS/.

Name	P3P42a06		Frequency	Code and Description
Label	P3: Condition: Oppositional defiant disorder		42	0=No
Format	Num	Type	Source	1873 -1/.N=Not Applicable
Valid N	42	Mean		1 -8/.D=Don't know
Minimum		Maximum		1433 SYSMIS/.

Name	P3P42a07		Frequency	Code and Description
Label	P3: Condition: Speech problem		35	0=No
Format	Num	Type	Source	7 7=Speech problem
Valid N	42	Mean		1873 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know 1433 SYSMIS/.

Name	P3P42a08		Frequency	Code and Description
Label	P3: Condition: Hearing problem		39	0=No
Format	Num	Type	Source	3 8=Hearing problem
Valid N	42	Mean		1873 -1/.N=Not Applicable
Minimum		Maximum		1 -8/.D=Don't know 1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P42a09	Frequency	Code and Description
Label	P3: Condition: Vision problem	26	0=No
Format	Num	Type	Source
Valid N	42	Mean	16 9=Vision problem
Minimum		Maximum	1873 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P42a10	Frequency	Code and Description
Label	P3: Condition: Other (specify)	37	0=No
Format	Num	Type	Source
Valid N	42	Mean	5 10=Other
Minimum		Maximum	1873 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P42b	Frequency	Code and Description
Label	P3: Child had IFSP in last 12 months	23	0=No
Format	Num	Type	Source
Valid N	24	Mean	1 1=Yes
Minimum		Maximum	1892 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3P43	Frequency	Code and Description
Label	P3: Child currently has IEP or IFSP	1742	0=No
Format	Num	Type	Source
Valid N	1902	Mean	160 1=Yes
Minimum		Maximum	1 -7/.R=Refused
			13 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P44	Frequency	Code and Description
Label	P3: R help develop IEP/IFSP for child	15	0=No
Format	Num	Type	Source
Valid N	159	Mean	144 1=Yes
Minimum		Maximum	1742 -1/.N=Not Applic
			1 -7/.R=Refused
			14 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P45	Frequency	Code and Description
Label	P3: HS staff or others developed IEP	123	1=School staff
Format	Num	Type	Source
Valid N	159	Mean	36 2=Not school staff
Minimum		Maximum	1742 -1/.N=Not Applic
			1 -7/.R=Refused
			14 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3P46	Frequency	Code and Description
Label	P3: IEP services child is receiving	3	1=none of the services identified in the IEP or IFSP
Format	Num	Type	Source
Valid N	155	Mean	34 2=some of the services
Minimum		Maximum	18 3=most of the services
			100 4=all of the services identified in the IEP or IFSP
			1742 -1/.N=Not Applicable
			1 -7/.R=Refused
			18 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3P47	Frequency	Code and Description
Label	P3: R's satisfaction w/ IEP services	3	1=very dissatisfied
Format	Num	Type	Source
Valid N	151	Mean	3 2=somewhat dissatisfied
Minimum		Maximum	26 3=somewhat satisfied
			119 4=very satisfied
			1745 -1/.N=Not Applicable
			1 -7/.R=Refused
			19 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q01	Frequency	Code and Description
Label	P3: R's health status	479	1=Excellent
Format	Num	Type	Source
Valid N	1915	Mean	579 2=Very Good
Minimum		Maximum	560 3=Good
			252 4=Fair
			45 5=Poor
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q01a	Frequency	Code and Description
Label	P3: R needed doctor/hospital in 1st yr but could not go	1685	0=No
Format	Num	Type	Source
Valid N	1914	Mean	229 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			1433 SYSMIS/.

Name	P3Q01b1	Frequency	Code and Description
Label	P3: R didn't go to doctor: didn't have money	164	0=No
Format	Num	Type	Source
Valid N	228	Mean	64 1=Didn't have the money
Minimum		Maximum	1685 -1/.N=Not Applicable
			3 -7/.R=Refused
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3Q01b2	Frequency	Code and Description
Label	P3: R didn't go to doctor: didn't have insurance	130	0=No
Format	Num	Type	Source
Valid N	228	Mean	98 2=Didn't have insurance
Minimum		Maximum	1685 -1/.N=Not Applicable
			3 -7/.R=Refused
			1433 SYSMIS/.
Name	P3Q01b3	Frequency	Code and Description
Label	P3: R didn't go to doctor: didn't know where to go	225	0=No
Format	Num	Type	Source
Valid N	228	Mean	3 3=Didn't know where to go
Minimum		Maximum	1685 -1/.N=Not Applicable
			3 -7/.R=Refused
			1433 SYSMIS/.
Name	P3Q01b4	Frequency	Code and Description
Label	P3: R didn't go to doctor: no time off of work	209	0=No
Format	Num	Type	Source
Valid N	228	Mean	19 4=Couldn't take time off from work
Minimum		Maximum	1685 -1/.N=Not Applicable
			3 -7/.R=Refused
			1433 SYSMIS/.
Name	P3Q01b5	Frequency	Code and Description
Label	P3: R didn't go to doctor: transportation problems	193	0=No
Format	Num	Type	Source
Valid N	228	Mean	35 5=Transportation problems
Minimum		Maximum	1685 -1/.N=Not Applicable
			3 -7/.R=Refused
			1433 SYSMIS/.
Name	P3Q01b6	Frequency	Code and Description
Label	P3: R didn't go to doctor: other	205	0=No
Format	Num	Type	Source
Valid N	228	Mean	23 6=Other
Minimum		Maximum	1685 -1/.N=Not Applicable
			3 -7/.R=Refused
			1433 SYSMIS/.
Name	P3Q01b7	Frequency	Code and Description
Label	P3: R Needed child care	201	0=No
Format	Num	Type	Source
Valid N	228	Mean	27 7=Needed child care
Minimum		Maximum	1685 -1/.N=Not Applicable
			3 -7/.R=Refused
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3Q02a	Frequency	Code and Description
Label	P3: R's health cov: Private insurance	1029	0=No
Format	Num	Type	Source
Valid N	1904	Mean	875 1=Yes
Minimum		Maximum	6 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q02b	Frequency	Code and Description
Label	P3: R's health cov: Medicaid	1140	0=No
Format	Num	Type	Source
Valid N	1912	Mean	772 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q02c	Frequency	Code and Description
Label	P3: R's health cov: Military health care	1885	0=No
Format	Num	Type	Source
Valid N	1909	Mean	24 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			4 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q02d	Frequency	Code and Description
Label	P3: R's health cov: Indian health servc	1898	0=No
Format	Num	Type	Source
Valid N	1910	Mean	12 1=Yes
Minimum		Maximum	4 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q02e	Frequency	Code and Description
Label	P3: R's hlth cov: Medicare, oth govt pgm	1847	0=No
Format	Num	Type	Source
Valid N	1907	Mean	60 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q03	Frequency	Code and Description
Label	P3: Hlth impairment keeps R from working	1759	0=No
Format	Num	Type	Source
Valid N	1913	Mean	154 1=Yes
Minimum		Maximum	3 -7/.R=Refused
			1433 SYSMIS/.

Name	P3Q04	Frequency	Code and Description
Label	P3: Limited in kind/amount of work	1711	0=No
Format	Num	Type	Source
Valid N	1913	Mean	202 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3Q05	Frequency	Code and Description
Label	P3: R smoked tobacco in last 30 days	1567	0=No
Format	Num	Type	Source
Valid N	1916	Mean	349 1=Yes
Minimum		Maximum	1433 SYSMIS/.
Name	P3Q06num	Frequency	Code and Description
Label	P3: Quantity cigarettes smoked per day	343	valid numeric value
Format	Num	Type	Source
Valid N	343	Mean	4.75
Minimum	0	Maximum	32
			1567 -1/.N=Not Applicable
			6 -7/.R=Refused
			1433 SYSMIS/.
Name	P3Q06cod	Frequency	Code and Description
Label	P3: Units code cigarettes smoked per day	246	1=Cigarettes
Format	Num	Type	Source
Valid N	340	Mean	94 2=Packs
Minimum		Maximum	1567 -1/.N=Not Applic
			7 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.
Name	P3Q07	Frequency	Code and Description
Label	P3: Anyone else in hhold smoked tobacco in last 30 days	1649	0=No
Format	Num	Type	Source
Valid N	1916	Mean	267 1=Yes
Minimum		Maximum	1433 SYSMIS/.
Name	P3Q07a	Frequency	Code and Description
Label	P3: R/others smoke inside home	416	0=No
Format	Num	Type	Source
Valid N	499	Mean	83 1=Yes
Minimum		Maximum	1417 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3Q07b	Frequency	Code and Description
Label	P3: N who smoke inside home	83	valid numeric value
Format	Num	Type	Source
Valid N	83	Mean	1.42
Minimum	0	Maximum	4
			1833 -1/.N=Not Applicable
			1433 SYSMIS/.
Name	P3Q07c	Frequency	Code and Description
Label	P3: Days per week someone smokes in home	6	1=Less than one day/rarely
Format	Num	Type	Source
Valid N	80	Mean	3 2=1 day
Minimum		Maximum	2 3=2 days
			4 4=3 days
			65 5=4-7 days
			1834 -1/.N=Not Applicable
			2 -7/.R=Refused
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3Q09	Frequency	Code and Description
Label	P3: Freq. R drinks alcoholic beverages	1506	0=Never
Format	Num	Type	Source
Valid N	1908	Mean	272 1=Less than once a week
Minimum		Maximum	114 2=1 or 2 days per week
			10 3=3 or 4 days per week
			3 4=5 or 6 days per week
			3 5=Every day
			7 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q10	Frequency	Code and Description
Label	P3: Number/day of alcoholic beverages	402	valid numeric value
Format	Num	Type	Source
Valid N	402	Mean	1.95
Minimum	1	Maximum	10
			1506 -1/.N=Not Applicable
			7 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q11	Frequency	Code and Description
Label	P3: Anyone else in R home that drinks	1616	0=No
Format	Num	Type	Source
Valid N	1913	Mean	297 1=Yes
Minimum		Maximum	2 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q12	Frequency	Code and Description
Label	P3: No of others that drink in R home	296	valid numeric value
Format	Num	Type	Source
Valid N	296	Mean	1.17
Minimum	0	Maximum	4
			1616 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q13	Frequency	Code and Description
Label	P3: Anyone in R household uses drugs	1911	0=No
Format	Num	Type	Source
Valid N	1915	Mean	4 1=Yes
Minimum		Maximum	1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Q14	Frequency	Code and Description
Label	P3: No of people in R hhold use drugs	4	valid numeric value
Format	Num	Type	Source
Valid N	4	Mean	2.00
Minimum	1	Maximum	5
			1911 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3Q15a1	Frequency	Code and Description
Label	P3: Frequency trouble w/fam for alcohol	289	1=Never
Format	Num	Type	Source
Valid N	300	Mean	8 2=Once or twice
Minimum		Maximum	1 5=More than six times
			2 6=NA/DON't USE
			1616 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3Q15a2	Frequency	Code and Description
Label	P3: Frequency trouble w/family for drugs	1	2=Once or twice
Format	Num	Type	Source
Valid N	1	Mean	1915 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Name	P3Q15b1	Frequency	Code and Description
Label	P3: Freq trouble w/police for alcohol	293	1=Never
Format	Num	Type	Source
Valid N	300	Mean	6 2=Once or twice
Minimum		Maximum	1 6=NA/DON't USE
			1616 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3Q15b2	Frequency	Code and Description
Label	P3: Freq trouble w/police for drugs	1	1=Never
Format	Num	Type	Source
Valid N	1	Mean	1915 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Name	P3Q15c1	Frequency	Code and Description
Label	P3: Freq missd work/school due to alcohol	296	1=Never
Format	Num	Type	Source
Valid N	300	Mean	2 2=Once or twice
Minimum		Maximum	1 3=Three or four times
			1 6=NA/DON't USE
			1616 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3Q15c2	Frequency	Code and Description
Label	P3: Freq missed work/school due to drugs	1	2=Once or twice
Format	Num	Type	Source
Valid N	1	Mean	1915 -1/.N=Not Applicable
Minimum		Maximum	1433 SYSMIS/.

Name	P3S01	Frequency	Code and Description
Label	P3: R completed HS FNA or FPA	26	0=No
Format	Num	Type	Source
Valid N	58	Mean	32 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			2 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3S02a	Frequency	Code and Description
Label	P3: R/hhold rec help with housing	56	0=No
Format	Num	Type	Source
Valid N	60	Mean	4 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3S02b	Frequency	Code and Description
Label	P3: R/hhold rec training for a job	59	0=No
Format	Num	Type	Source
Valid N	60	Mean	1 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3S02c	Frequency	Code and Description
Label	P3: R/hhold rec help finding a job	56	0=No
Format	Num	Type	Source
Valid N	60	Mean	4 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3S02d	Frequency	Code and Description
Label	P3: R/hhold rec help for school/college	55	0=No
Format	Num	Type	Source
Valid N	60	Mean	5 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3S02e	Frequency	Code and Description
Label	P3: R/hhold rec ESL classes	55	0=No
Format	Num	Type	Source
Valid N	60	Mean	5 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3S02f	Frequency	Code and Description
Label	P3: R/hhold rec transp for work/training	59	0=No
Format	Num	Type	Source
Valid N	60	Mean	1 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3S02g	Frequency	Code and Description
Label	P3: R/hhold rec child care	54	0=No
Format	Num	Type	Source
Valid N	60	Mean	6 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.
Name	P3S02h	Frequency	Code and Description
Label	P3: R/hhold rec alcohol/ drug treatment	60	0=No
Format	Num	Type	Source
Valid N	60	Mean	1856 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3S02i	Frequency	Code and Description
Label	P3: R/hhold rec advice from a lawyer	58	0=No
Format	Num	Type	Source
Valid N	60	Mean	2 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3S02j	Frequency	Code and Description
Label	P3: R/hhold rec mental health services	58	0=No
Format	Num	Type	Source
Valid N	60	Mean	2 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3S02k	Frequency	Code and Description
Label	P3: R/hhold rec help w/ family violence	59	0=No
Format	Num	Type	Source
Valid N	60	Mean	1 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3S02l	Frequency	Code and Description
Label	P3: R/hhold rec help for oth family prob	58	0=No
Format	Num	Type	Source
Valid N	60	Mean	2 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3S02m	Frequency	Code and Description
Label	P3: R/hhold rec dental/orthodontic care	52	0=No
Format	Num	Type	Source
Valid N	60	Mean	8 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3S02n	Frequency	Code and Description
Label	P3: R/hhold rec medical care	58	0=No
Format	Num	Type	Source
Valid N	60	Mean	2 1=Yes
Minimum		Maximum	1856 -1/.N=Not Applic
			1433 SYSMIS/.

Name	P3S03a	Frequency	Code and Description
Label	P3: HS help R/hhold rec help with housing	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	1912 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03b	Frequency	Code and Description
Label	P3: HS help R/hhold rec training for a job	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	1915 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3S03c	Frequency	Code and Description
Label	P3: HS help R/hhold rec help finding a job	2	0=No
Format	Num	Type	Source
Valid N	4	Mean	1912 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03d	Frequency	Code and Description
Label	P3: HS help R/hhold rec help for school/college	3	0=No
Format	Num	Type	Source
Valid N	5	Mean	1911 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03e	Frequency	Code and Description
Label	P3: HS help R/hhold rec ESL classes	5	1=Yes
Format	Num	Type	Source
Valid N	5	Mean	1911 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03f	Frequency	Code and Description
Label	P3: HS help R/hhold rec transp for work/training	1	1=Yes
Format	Num	Type	Source
Valid N	1	Mean	1915 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03g	Frequency	Code and Description
Label	P3: HS help R/hhold rec child care	2	0=No
Format	Num	Type	Source
Valid N	6	Mean	1910 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03h	Frequency	Code and Description
Label	P3: HS help R/hhold rec alcohol/ drug treatment	1916	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1433 SYSMIS/.
Minimum		Maximum	

Name	P3S03i	Frequency	Code and Description
Label	P3: HS help R/hhold rec advice from a lawyer	1	0=No
Format	Num	Type	Source
Valid N	2	Mean	1914 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03j	Frequency	Code and Description
Label	P3: HS help R/hhold rec mental health services	1	0=No
Format	Num	Type	Source
Valid N	2	Mean	1914 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3S03k	Frequency	Code and Description
Label	P3: HS help R/hhold rec help w/ family violence	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	1915 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03l	Frequency	Code and Description
Label	P3: HS help R/hhold rec help for oth family prob	1	0=No
Format	Num	Type	Source
Valid N	2	Mean	1914 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03m	Frequency	Code and Description
Label	P3: HS help R/hhold rec dental/orthodontic care	2	0=No
Format	Num	Type	Source
Valid N	8	Mean	1908 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3S03n	Frequency	Code and Description
Label	P3: HS help R/hhold rec medical care	2	0=No
Format	Num	Type	Source
Valid N	2	Mean	1914 -1/.N=Not Applic
Minimum		Maximum	1433 SYSMIS/.

Name	P3T01a	Frequency	Code and Description
Label	P3: Help to watch C when R runs errand	121	1=Never true
Format	Num	Type	Source
Valid N	1011	Mean	357 2=Sometimes true
Minimum		Maximum	533 3=Always true
			900 -1/.N=Not Applic
			2 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3T01b	Frequency	Code and Description
Label	P3: Help w/ ride to get child to doctor	82	1=Never true
Format	Num	Type	Source
Valid N	1015	Mean	225 2=Sometimes true
Minimum		Maximum	708 3=Always true
			900 -1/.N=Not Applic
			1 -7/.R=Refused
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3T01c		Frequency	Code and Description
Label	P3: Others check when child is sick		63	1=Never true
Format	Num	Type	Source	255 2=Sometimes true
Valid N	1015	Mean		697 3=Always true
Minimum		Maximum		900 -1/.N=Not Applic 1 -8/.D=Don't know 1433 SYSMIS/.

Name	P3T01d		Frequency	Code and Description
Label	P3: Other to talk to when problem w/ HS		92	1=Never true
Format	Num	Type	Source	223 2=Sometimes true
Valid N	1014	Mean		699 3=Always true
Minimum		Maximum		900 -1/.N=Not Applic 1 -7/.R=Refused 1 -8/.D=Don't know 1433 SYSMIS/.

Name	P3T01e		Frequency	Code and Description
Label	P3: Others will loan emergency cash		96	1=Never true
Format	Num	Type	Source	348 2=Sometimes true
Valid N	1011	Mean		567 3=Always true
Minimum		Maximum		900 -1/.N=Not Applic 3 -7/.R=Refused 2 -8/.D=Don't know 1433 SYSMIS/.

Name	P3T01f		Frequency	Code and Description
Label	P3: R has someone to talk to for advice		36	1=Never true
Format	Num	Type	Source	241 2=Sometimes true
Valid N	1015	Mean		738 3=Always true
Minimum		Maximum		900 -1/.N=Not Applic 1 -7/.R=Refused 1433 SYSMIS/.

Name	P3T02a		Frequency	Code and Description
Label	P3: How helpful father has been		258	1=Not very helpful
Format	Num	Type	Source	140 2=Somewhat helpful
Valid N	1011	Mean		500 3=Very helpful
Minimum		Maximum		113 4=NOT APPLICABLE 900 -1/.N=Not Applic 3 -7/.R=Refused 2 -8/.D=Don't know 1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3T02b			Frequency	Code and Description
Label	P3: How helpful mother has been			41	1=Not very helpful
Format	Num	Type	Source	27	2=Somewhat helpful
Valid N	1016	Mean		43	3=Very helpful
Minimum		Maximum		905	4=NOT APPLICABLE
				900	-1/.N=Not Applic
				1433	SYSMIS/.

Name	P3T02c			Frequency	Code and Description
Label	P3: How helpful spouse/partner is			51	1=Not very helpful
Format	Num	Type	Source	69	2=Somewhat helpful
Valid N	1012	Mean		331	3=Very helpful
Minimum		Maximum		561	4=NOT APPLICABLE
				900	-1/.N=Not Applic
				3	-7/.R=Refused
				1	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3T02d			Frequency	Code and Description
Label	P3: How helpful grandparents are			161	1=Not very helpful
Format	Num	Type	Source	185	2=Somewhat helpful
Valid N	1014	Mean		533	3=Very helpful
Minimum		Maximum		135	4=NOT APPLICABLE
				900	-1/.N=Not Applic
				1	-7/.R=Refused
				1	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3T02e			Frequency	Code and Description
Label	P3: How helpful other relatives are			174	1=Not very helpful
Format	Num	Type	Source	308	2=Somewhat helpful
Valid N	1014	Mean		500	3=Very helpful
Minimum		Maximum		32	4=NOT APPLICABLE
				900	-1/.N=Not Applic
				1	-7/.R=Refused
				1	-8/.D=Don't know
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3T02f	Frequency	Code and Description
Label	P3: How helpful friends have been	235	1=Not very helpful
Format	Num	Type	Source
Valid N	1015	Mean	350 2=Somewhat helpful
Minimum		Maximum	395 3=Very helpful
			35 4=NOT APPLICABLE
			900 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3T02g	Frequency	Code and Description
Label	P3: How helpful coworkers have been	442	1=Not very helpful
Format	Num	Type	Source
Valid N	1015	Mean	139 2=Somewhat helpful
Minimum		Maximum	158 3=Very helpful
			276 4=NOT APPLICABLE
			900 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3T02h	Frequency	Code and Description
Label	P3: How helpful social workers are	369	1=Not very helpful
Format	Num	Type	Source
Valid N	1011	Mean	172 2=Somewhat helpful
Minimum		Maximum	225 3=Very helpful
			245 4=NOT APPLICABLE
			900 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3T02i	Frequency	Code and Description
Label	P3: How helpful Head Start staff is	113	1=Not very helpful
Format	Num	Type	Source
Valid N	1015	Mean	295 2=Somewhat helpful
Minimum		Maximum	563 3=Very helpful
			44 4=NOT APPLICABLE
			900 -1/.N=Not Applic
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3T02j	Frequency	Code and Description
Label	P3: How helpful other parents are	405	1=Not very helpful
Format	Num	Type	Source
Valid N	1013	Mean	251 2=Somewhat helpful
Minimum		Maximum	204 3=Very helpful
			153 4=NOT APPLICABLE
			900 -1/.N=Not Applic
			3 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3T02k			Frequency	Code and Description
Label	P3: How helpful other childcare is			414	1=Not very helpful
Format	Num	Type	Source	172	2=Somewhat helpful
Valid N	1012	Mean		178	3=Very helpful
Minimum		Maximum		248	4=NOT APPLICABLE
				900	-1/.N=Not Applic
				4	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3T02l			Frequency	Code and Description
Label	P3: How helpful religious members are			362	1=Not very helpful
Format	Num	Type	Source	186	2=Somewhat helpful
Valid N	1012	Mean		282	3=Very helpful
Minimum		Maximum		182	4=NOT APPLICABLE
				900	-1/.N=Not Applic
				4	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3T02m			Frequency	Code and Description
Label	P3: Anyone else been helpful			7	2=Somewhat helpful
Format	Num	Type	Source	19	3=Very helpful
Valid N	26	Mean		1889	-1/.N=Not Applic
Minimum		Maximum		1	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3U01a			Frequency	Code and Description
Label	P3: Bothered by things			1430	1=Rarely or Never
Format	Num	Type	Source	269	2=Some or a Little
Valid N	1907	Mean		171	3=Occasionally or Moderate
Minimum		Maximum		37	4=Most or All
				5	-7/.R=Refused
				4	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3U01b			Frequency	Code and Description
Label	P3: Your appetite was poor			1521	1=Rarely or Never
Format	Num	Type	Source	216	2=Some or a Little
Valid N	1906	Mean		133	3=Occasionally or Moderate
Minimum		Maximum		36	4=Most or All
				4	-7/.R=Refused
				6	-8/.D=Don't know
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3U01c	Frequency	Code and Description
Label	P3: Could not shake off the blues	1664	1=Rarely or Never
Format	Num	Type	Source
Valid N	1904	Mean	122 2=Some or a Little
Minimum		Maximum	90 3=Occasionally or Moderate
			28 4=Most or All
			7 -7/.R=Refused
			5 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3U01d	Frequency	Code and Description
Label	P3: Trouble keeping mind on track	1538	1=Rarely or Never
Format	Num	Type	Source
Valid N	1911	Mean	236 2=Some or a Little
Minimum		Maximum	103 3=Occasionally or Moderate
			34 4=Most or All
			3 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3U01e	Frequency	Code and Description
Label	P3: Depressed	1603	1=Rarely or Never
Format	Num	Type	Source
Valid N	1911	Mean	183 2=Some or a Little
Minimum		Maximum	91 3=Occasionally or Moderate
			34 4=Most or All
			3 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3U01f	Frequency	Code and Description
Label	P3: Everything was an effort	1164	1=Rarely or Never
Format	Num	Type	Source
Valid N	1897	Mean	231 2=Some or a Little
Minimum		Maximum	164 3=Occasionally or Moderate
			338 4=Most or All
			8 -7/.R=Refused
			11 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3U01g	Frequency	Code and Description
Label	P3: Fearful	1728	1=Rarely or Never
Format	Num	Type	Source
Valid N	1909	Mean	94 2=Some or a Little
Minimum		Maximum	53 3=Occasionally or Moderate
			34 4=Most or All
			3 -7/.R=Refused
			4 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3U01h	Frequency	Code and Description
Label	P3: Your sleep was restless	1377	1=Rarely or Never
Format	Num	Type	Source
Valid N	1909	Mean	288 2=Some or a Little
Minimum		Maximum	151 3=Occasionally or Moderate
			93 4=Most or All
			4 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3U01i	Frequency	Code and Description
Label	P3: You talked less than usual	1596	1=Rarely or Never
Format	Num	Type	Source
Valid N	1908	Mean	191 2=Some or a Little
Minimum		Maximum	94 3=Occasionally or Moderate
			27 4=Most or All
			3 -7/.R=Refused
			5 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3U01j	Frequency	Code and Description
Label	P3: You felt lonely	1627	1=Rarely or Never
Format	Num	Type	Source
Valid N	1910	Mean	164 2=Some or a Little
Minimum		Maximum	79 3=Occasionally or Moderate
			40 4=Most or All
			3 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3U01k	Frequency	Code and Description
Label	P3: You felt sad	1511	1=Rarely or Never
Format	Num	Type	Source
Valid N	1911	Mean	253 2=Some or a Little
Minimum		Maximum	119 3=Occasionally or Moderate
			28 4=Most or All
			3 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3U01l	Frequency	Code and Description
Label	P3: You could not get 'going'	1558	1=Rarely or Never
Format	Num	Type	Source
Valid N	1909	Mean	213 2=Some or a Little
Minimum		Maximum	112 3=Occasionally or Moderate
			26 4=Most or All
			4 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3V01	Frequency	Code and Description
Label	P3: School to be attended in Fall	8	1=Returning to Head Start
Format	Num	48	2=Attending Pre-Kindergarten
Valid N	955	795	3=Attending Kindergarten
Minimum		5	4=Attending another preschool
		99	6=Don't know yet
		958	-1/.N=Not Applicable
		3	-8/.D=Don't know
		1433	SYSMIS/.

Name	P3W01a	Frequency	Code and Description
Label	P3: Helping child to grow and develop	14	1=very dissatisfied
Format	Num	18	2=somewhat dissatisfied
Valid N	958	86	3=somewhat satisfied
Minimum		840	4=very satisfied
		958	-1/.N=Not Applicable
		1433	SYSMIS/.

Name	P3W01b	Frequency	Code and Description
Label	P3: Open to Ideas	6	1=very dissatisfied
Format	Num	15	2=somewhat dissatisfied
Valid N	955	161	3=somewhat satisfied
Minimum		773	4=very satisfied
		958	-1/.N=Not Applicable
		1	-7/.R=Refused
		2	-8/.D=Don't know
		1433	SYSMIS/.

Name	P3W01c	Frequency	Code and Description
Label	P3: Respect R culture and background	1	1=very dissatisfied
Format	Num	5	2=somewhat dissatisfied
Valid N	955	85	3=somewhat satisfied
Minimum		864	4=very satisfied
		958	-1/.N=Not Applicable
		2	-7/.R=Refused
		1	-8/.D=Don't know
		1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3W01d		Frequency	Code and Description
Label	P3: Identify/ provide services for child		5	1=very dissatisfied
Format	Num	Type	7	2=somewhat dissatisfied
Valid N	897	Mean	100	3=somewhat satisfied
Minimum		Maximum	785	4=very satisfied
			1016	-1/.N=Not Applicable
			1	-7/.R=Refused
			2	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3W01e		Frequency	Code and Description
Label	P3: Help provide services that help R		14	1=very dissatisfied
Format	Num	Type	12	2=somewhat dissatisfied
Valid N	776	Mean	158	3=somewhat satisfied
Minimum		Maximum	592	4=very satisfied
			1134	-1/.N=Not Applicable
			3	-7/.R=Refused
			3	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3W01f		Frequency	Code and Description
Label	P3: Maintaining a safe program		8	1=very dissatisfied
Format	Num	Type	10	2=somewhat dissatisfied
Valid N	956	Mean	101	3=somewhat satisfied
Minimum		Maximum	837	4=very satisfied
			958	-1/.N=Not Applicable
			2	-8/.D=Don't know
			1433	SYSMIS/.

Name	P3W01g		Frequency	Code and Description
Label	P3: Prepare child to enter kindergarten		11	1=very dissatisfied
Format	Num	Type	12	2=somewhat dissatisfied
Valid N	957	Mean	113	3=somewhat satisfied
Minimum		Maximum	821	4=very satisfied
			958	-1/.N=Not Applicable
			1	-8/.D=Don't know
			1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3W01h	Frequency	Code and Description
Label	P3: Help R be involved in community	8	1=very dissatisfied
Format	Num	Type	Source
Valid N	812	Mean	13 2=somewhat dissatisfied
Minimum		Maximum	249 3=somewhat satisfied
			542 4=very satisfied
			1100 -1/.N=Not Applicable
			2 -7/.R=Refused
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W01i	Frequency	Code and Description
Label	P3: Support R relationship with child	8	1=very dissatisfied
Format	Num	Type	Source
Valid N	956	Mean	9 2=somewhat dissatisfied
Minimum		Maximum	97 3=somewhat satisfied
			842 4=very satisfied
			958 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W01j	Frequency	Code and Description
Label	P3: Help child develop English lang skills	1	3=somewhat satisfied
Format	Num	Type	Source
Valid N	10	Mean	9 4=very satisfied
Minimum		Maximum	1906 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3W01k	Frequency	Code and Description
Label	P3: Help child develop skills in home lang	9	4=very satisfied
Format	Num	Type	Source
Valid N	9	Mean	1906 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W02a	Frequency	Code and Description
Label	P3: Child feels safe in Head Start	4	1=Never
Format	Num	Type	Source
Valid N	958	Mean	38 2=Sometimes
Minimum		Maximum	50 3=Often
			866 4=Always
			958 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3W02b	Frequency	Code and Description
Label	P3: Child gets lots of indiv attention	36	1=Never
Format	Num	Type	Source
Valid N	952	Mean	179 2=Sometimes
Minimum		Maximum	157 3=Often
			580 4=Always
			958 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W02c	Frequency	Code and Description
Label	P3: Teacher open to new info	7	1=Never
Format	Num	Type	Source
Valid N	952	Mean	76 2=Sometimes
Minimum		Maximum	84 3=Often
			785 4=Always
			958 -1/.N=Not Applicable
			6 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W02d	Frequency	Code and Description
Label	P3: Child happy in HS program	4	1=Never
Format	Num	Type	Source
Valid N	958	Mean	42 2=Sometimes
Minimum		Maximum	72 3=Often
			840 4=Always
			958 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3W02e	Frequency	Code and Description
Label	P3: Teacher warm towards child	13	1=Never
Format	Num	Type	Source
Valid N	954	Mean	71 2=Sometimes
Minimum		Maximum	69 3=Often
			801 4=Always
			958 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W02f	Frequency	Code and Description
Label	P3: Child treated w/ respect by teachers	3	1=Never
Format	Num	Type	Source
Valid N	958	Mean	31 2=Sometimes
Minimum		Maximum	54 3=Often
			870 4=Always
			958 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3W02g			Frequency	Code and Description
Label	P3: Teacher takes interest in child			5	1=Never
Format	Num	Type	Source	62	2=Sometimes
Valid N	954	Mean		63	3=Often
Minimum		Maximum		824	4=Always
				958	-1/.N=Not Applicable
				1	-7/.R=Refused
				3	-8/.D=Don't know
				1433	SYSMIS/.

Name	P3W02h			Frequency	Code and Description
Label	P3: Child feels accepted by teacher			11	1=Never
Format	Num	Type	Source	34	2=Sometimes
Valid N	956	Mean		59	3=Often
Minimum		Maximum		852	4=Always
				958	-1/.N=Not Applicable
				2	-7/.R=Refused
				1433	SYSMIS/.

Name	P3W02i			Frequency	Code and Description
Label	P3: Teacher supportive of R as parent			10	1=Never
Format	Num	Type	Source	45	2=Sometimes
Valid N	957	Mean		63	3=Often
Minimum		Maximum		839	4=Always
				958	-1/.N=Not Applicable
				1	-7/.R=Refused
				1433	SYSMIS/.

Name	P3W02k			Frequency	Code and Description
Label	P3: R feels welcome by teacher			6	1=Never
Format	Num	Type	Source	45	2=Sometimes
Valid N	957	Mean		55	3=Often
Minimum		Maximum		851	4=Always
				958	-1/.N=Not Applicable
				1	-7/.R=Refused
				1433	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3W02l	Frequency	Code and Description
Label	P3: Teacher disciplines w/o being harsh	7	1=Never
Format	Num	Type	Source
Valid N	947	Mean	55 2=Sometimes
Minimum		Maximum	62 3=Often
			823 4=Always
			958 -1/.N=Not Applicable
			1 -7/.R=Refused
			10 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W02m	Frequency	Code and Description
Label	P3: Teacher happy and content	7	1=Never
Format	Num	Type	Source
Valid N	956	Mean	56 2=Sometimes
Minimum		Maximum	77 3=Often
			816 4=Always
			958 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W02n	Frequency	Code and Description
Label	P3: Aide warm towards Child	13	1=Never
Format	Num	Type	Source
Valid N	954	Mean	50 2=Sometimes
Minimum		Maximum	66 3=Often
			825 4=Always
			958 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W02o	Frequency	Code and Description
Label	P3: Administrators supportive of R as parent	14	1=Never
Format	Num	Type	Source
Valid N	948	Mean	62 2=Sometimes
Minimum		Maximum	71 3=Often
			801 4=Always
			958 -1/.N=Not Applicable
			3 -7/.R=Refused
			7 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3W02p	Frequency	Code and Description
Label	P3: Relationship with FSW is supportive/helpful	23	1=Never
Format	Num	Type	Source
Valid N	936	Mean	70 2=Sometimes
Minimum		Maximum	65 3=Often
			778 4=Always
			958 -1/.N=Not Applicable
			3 -7/.R=Refused
			19 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W03a	Frequency	Code and Description
Label	P3: HS lets R know who child is doing in program	823	1=Does it very well
Format	Num	Type	Source
Valid N	957	Mean	122 2=Just okay
Minimum		Maximum	12 3=Doesn't do it at all
			958 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W03b	Frequency	Code and Description
Label	P3: HS helps R undrsnd what chldrn at child's age are like	799	1=Does it very well
Format	Num	Type	Source
Valid N	958	Mean	130 2=Just okay
Minimum		Maximum	29 3=Doesn't do it at all
			958 -1/.N=Not Applicable
			1433 SYSMIS/.

Name	P3W03c	Frequency	Code and Description
Label	P3: HS makes R aware of chances to volunteer	790	1=Does it very well
Format	Num	Type	Source
Valid N	957	Mean	131 2=Just okay
Minimum		Maximum	36 3=Doesn't do it at all
			958 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W03d	Frequency	Code and Description
Label	P3: HS provides info on how to help child learn at home	804	1=Does it very well
Format	Num	Type	Source
Valid N	958	Mean	117 2=Just okay
Minimum		Maximum	37 3=Doesn't do it at all
			958 -1/.N=Not Applicable
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3W03e	Frequency	Code and Description
Label	P3: HS provides info on community services	725	1=Does it very well
Format	Num	Type	Source
Valid N	956	Mean	158 2=Just okay
Minimum		Maximum	73 3=Doesn't do it at all
			958 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3W03f	Frequency	Code and Description
Label	P3: HS undrstnds needs of families who don't speak English	16	1=Does it very well
Format	Num	Type	Source
Valid N	21	Mean	4 2=Just okay
Minimum		Maximum	1 3=Doesn't do it at all
			1894 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Y01a	Frequency	Code and Description
Label	P3: R able to understand q's easily	1915	valid numeric value
Format	Num	Type	Source
Valid N	1915	Mean	6.57
Minimum	1	Maximum	7
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Y01b	Frequency	Code and Description
Label	P3: The respondent was truthful	1915	valid numeric value
Format	Num	Type	Source
Valid N	1915	Mean	6.78
Minimum	1	Maximum	7
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Y01c	Frequency	Code and Description
Label	P3: The respondent was accurate	1915	valid numeric value
Format	Num	Type	Source
Valid N	1915	Mean	6.67
Minimum	1	Maximum	7
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Y01d	Frequency	Code and Description
Label	P3: R Interested in the interview	1915	valid numeric value
Format	Num	Type	Source
Valid N	1915	Mean	6.62
Minimum	1	Maximum	7
			1 -8/.D=Don't know
			1433 SYSMIS/.

Name	P3Y01e	Frequency	Code and Description
Label	P3: Respondent was cooperative	1915	valid numeric value
Format	Num	Type	Source
Valid N	1915	Mean	6.80
Minimum	1	Maximum	7
			1 -8/.D=Don't know
			1433 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P3Y01f			Frequency	Code and Description
Label	P3: R had no English lang problem			1885	valid numeric value
Format	Num	Type	Source	31	-8/.D=Don't know
Valid N	1885	Mean	6.09	1433	SYSMIS/.
Minimum	1	Maximum	7		
Name	P3Y01g			Frequency	Code and Description
Label	P3: Interviewed w/out interruptions			1915	valid numeric value
Format	Num	Type	Source	1	-8/.D=Don't know
Valid N	1915	Mean	6.42	1433	SYSMIS/.
Minimum	1	Maximum	7		
Name	P3Y01h			Frequency	Code and Description
Label	P3: Your opinion about the data			1915	valid numeric value
Format	Num	Type	Source	1	-8/.D=Don't know
Valid N	1915	Mean	6.61	1433	SYSMIS/.
Minimum	1	Maximum	7		
Name	P3Y_Z1			Frequency	Code and Description
Label	P3: Interviewed with an interpreter			1844	0=No
Format	Num	Type	Source	72	1=Yes
Valid N	1916	Mean		1433	SYSMIS/.
Minimum		Maximum			
Name	P3Y_Z2			Frequency	Code and Description
Label	P3: Language used			1	11=French
Format	Num	Type	Source	55	12=Spanish
Valid N	72	Mean		3	16=Hmong
Minimum		Maximum		7	20=Arabic
				6	21=Other
				1844	-1/.N=Not Applicable
				1433	SYSMIS/.
Name	P4_Date			Frequency	Code and Description
Label	P4: Date of Interview			324	February 2012
Format	Num	Type	Source	284	March 2012
Valid N	896	Mean		216	April 2012
Minimum		Maximum		72	May 2012
				2453	SYSMIS/.
Name	P4_Lang			Frequency	Code and Description
Label	P4: Language			636	1=English
Format	Num	Type	Source	260	2=Spanish
Valid N	896	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		1233	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4_SC9	Frequency	Code and Description
Label	P4: Resp Relationship to child (all resp)	797	11=Bio/adopt/step mother
Format	Num	Type	Source
Valid N	896	Mean	59 12=Bio/adopt/step father
Minimum		Maximum	30 17=(great)grandparent
			10 31=Other
			1220 -1/.N=Not Applicable
			1233 SYSMIS/.
Name	P4_RGender	Frequency	Code and Description
Label	P4: Respondent Gender	834	1=Girl/female
Format	Num	Type	Source
Valid N	896	Mean	62 2=Boy/male
Minimum		Maximum	1220 -1/.N=Not Applic
			1233 SYSMIS/.
Name	P4_SC7	Frequency	Code and Description
Label	P4: Respondent birth date (all resp)	896	valid numeric value
Format	Num	Type	Source
Valid N	896	Mean	1978.52
Minimum	1962	Maximum	1989
			1220 -1/.N=Not Applicable
			1233 SYSMIS/.
Name	P4SC10	Frequency	Code and Description
Label	P4: Are you child's legal guardian	3	0=No
Format	Num	Type	Source
Valid N	7	Mean	4 1=Yes
Minimum		Maximum	2076 -1/.N=Not Applic
			41 -9/.M=Missing
			1225 SYSMIS/.
Name	P4AA01	Frequency	Code and Description
Label	P4: Child went to HS til end of last pgm yr/stop before	887	1=kept going to end of program year
Format	Num	Type	Source
Valid N	895	Mean	8 2=stopped going before end of program year
Minimum		Maximum	1220 -1/.N=Not Applicable
			9 -9/.M=Missing
			1225 SYSMIS/.
Name	P4AA02_Mo	Frequency	Code and Description
Label	P4: Month child stopped going to HS prog	8	valid numeric value
Format	Num	Type	Source
Valid N	8	Mean	4.63
Minimum	3	Maximum	6
			2107 -1/.N=Not Applicable
			9 -9/.M=Missing
			1225 SYSMIS/.
Name	P4AA02_Yr	Frequency	Code and Description
Label	P4: Year child stopped going to HS prog	8	valid numeric value
Format	Num	Type	Source
Valid N	8	Mean	2011.00
Minimum	2011	Maximum	2011
			2107 -1/.N=Not Applicable
			9 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4AA03	Frequency	Code and Description
Label	P4: Why Child stopped going to HS prog	3	1=Family moved
Format	Num	Type	Source
Valid N	8	Mean	1 2=Illness of child
Minimum		Maximum	1 5=Lack of transportation
			1 8=Parent decision not to send child or to send child elsewhere
			2 10=Other
			9 M
			2107 N
			1225 SYSMIS/.
Name	P4AA04	Frequency	Code and Description
Label	P4: Enrolled in other child care/prgm (excl summer pgm)	8	0=No
Format	Num	Type	Source
Valid N	8	Mean	2107 -1/.N=Not Applic
Minimum		Maximum	9 -9/.M=Missing
			1225 SYSMIS/.
Name	P4BB01	Frequency	Code and Description
Label	P4: Child is currently attending or enrolled in school	892	1=yes
Format	Num	Type	Source
Valid N	893	Mean	1 2=home schooled
Minimum		Maximum	1220 -1/.N=Not Applic
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4BB02	Frequency	Code and Description
Label	P4: Grade or year Child is attending	1	3=transitional kindergarten
Format	Num	Type	Source
Valid N	892	Mean	891 4=kindergarten
Minimum		Maximum	1221 -1/.N=Not Applicable
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4BB03	Frequency	Code and Description
Label	P4: Grade Child would be in at school w/ regular grades	1	4=kindergarten
Format	Num	Type	Source
Valid N	1	Mean	2111 -1/.N=Not Applicable
Minimum		Maximum	12 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B01	Frequency	Code and Description
Label	P4: Number of adults living in household	896	valid numeric value
Format	Num	Type	Source
Valid N	896	Mean	1.99
Minimum	1	Maximum	7
			1220 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B02	Frequency	Code and Description
Label	P4: Number of children living in house	896	valid numeric value
Format	Num	Type	Source
Valid N	896	Mean	2.69
Minimum	1	Maximum	9
			1220 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B03	Frequency	Code and Description
Label	P4: Are preloaded HH members correct?	307	0=No
Format	Num	Type	Source
Valid N	887	Mean	580
Minimum		Maximum	1=Yes
			1229 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4BSI_01	Frequency	Code and Description
Label	P4: Household member 1 still in HH	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8
Minimum		Maximum	-9/.M=Missing
			1225 SYSMIS/.
Name	P4BDL_01	Frequency	Code and Description
Label	P4: Household member 1 date left HH	-	-
Format	Num	Type	Source
Valid N	0	Mean	-
Minimum		Maximum	
			3349 SYSMIS/.
Name	P4B04_01	Frequency	Code and Description
Label	P4: Household member 1 age	896	valid numeric value
Format	Num	Type	Source
Valid N	896	Mean	3.13
Minimum	2	Maximum	6
			1220 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B05_01	Frequency	Code and Description
Label	P4: Household member 1 relationship to child	896	19=Focus child
Format	Num	Type	Source
Valid N	896	Mean	1220
Minimum		Maximum	-1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B06_01	Frequency	Code and Description
Label	P4: Household member 1 attended Head Start	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8
Minimum		Maximum	-9/.M=Missing
			1225 SYSMIS/.
Name	P4B07_01	Frequency	Code and Description
Label	P4: Currently in Head Start, person #01	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8
Minimum		Maximum	-9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B08_01			Frequency	Code and Description
Label	P4: Early Head Start, person #01			2116	-1/.N=Not Applic
Format	Num	Type	Source	8	-9/.M=Missing
Valid N	0	Mean		1225	SYSMIS/.
Minimum		Maximum			
Name	P4BHH_01			Frequency	Code and Description
Label	P4: Household member 1 status in HH			896	0=Stayed
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	896	Mean		8	-9/.M=Missing
Minimum		Maximum		1225	SYSMIS/.
Name	P4BSI_02			Frequency	Code and Description
Label	P4: Household member 2 still in HH			11	0=No
Format	Num	Type	Source	296	1=Yes
Valid N	307	Mean		1809	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4BDL_02			Frequency	Code and Description
Label	P4: Household member 2 date left HH			11	valid numeric value
Format	Num	Type	Source	2105	-1/.N=Not Applicable
Valid N	11	Mean		8	-9/.M=Missing
Minimum		Maximum		1225	SYSMIS/.
Name	P4B04_02			Frequency	Code and Description
Label	P4: Household member 2 age			896	valid numeric value
Format	Num	Type	Source	-	
Valid N	896	Mean	30.57	-	
Minimum	1	Maximum	80	2453	SYSMIS/.
Name	P4B05_02			Frequency	Code and Description
Label	P4: Household member 2 relationship to child			789	1=Bio/adoptive mother
Format	Num	Type	Source	61	2=Bio/adoptive father
Valid N	896	Mean		1	3=Stepmother
Minimum		Maximum		1	4=Stepfather
				24	5=Grandmother
				2	6=Grandfather
				3	7=Great grandmother
				3	9=Sister/half/sstepsister
				2	10=Brother/half/stepbrother
				9	11=Other relative or in-law (female)
				1	13=Foster parent (female)
				1220	-1/.N=Not Applicable
				8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B06_02	Frequency	Code and Description
Label	P4: Household member 2 attended Head Start	7	0=No
Format	Num	Type	Source
Valid N	8	Mean	1 1=Yes
Minimum		Maximum	2107 -1/.N=Not Applic
			9 -9/.M=Missing
			1225 SYSMIS/.

Name	P4B07_02	Frequency	Code and Description
Label	P4: Currently in Head Start, person #02	2107	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	17 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Name	P4B08_02	Frequency	Code and Description
Label	P4: Early Head Start, person #02	2107	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	17 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Name	P4BHH_02	Frequency	Code and Description
Label	P4: Household member 2 status in HH	876	0=Stayed
Format	Num	Type	Source
Valid N	887	Mean	11 2=Left
Minimum		Maximum	1229 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BSI_03	Frequency	Code and Description
Label	P4: Household member 3 still in HH	68	0=No
Format	Num	Type	Source
Valid N	297	Mean	229 1=Yes
Minimum		Maximum	1819 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BDL_03	Frequency	Code and Description
Label	P4: Household member 3 date left HH	63	valid numeric value
Format	Num	Type	Source
Valid N	63	Mean	
Minimum		Maximum	
			3286 SYSMIS/.

Name	P4B04_03	Frequency	Code and Description
Label	P4: Household member 3 age	859	valid numeric value
Format	Num	Type	Source
Valid N	859	Mean	24.12
Minimum	0	Maximum	88
			1254 -1/.N=Not Applicable
			11 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B05_03	Frequency	Code and Description
Label	P4: Household member 3 relationship to child	36	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	862	Mean	259 2=Bio/adoptive father
Minimum		Maximum	3 3=Stepmother
			25 4=Stepfather
			69 5=Grandmother
			25 6=Grandfather
			5 7=Great grandmother
			5 8=Great grandfather
			177 9=Sister/half/sstepsister
			200 10=Brother/half/stepbrother
			19 11=Other relative or in-law (female)
			24 12=Other relative or in-law (male)
			1 14=Foster parent (male)
			3 15=Other non-relative (female)
			4 16=Other non-relative (male)
			7 18=Parent's partner (male)
			1254 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4B06_03	Frequency	Code and Description
Label	P4: Household member 3 attended Head Start	6	0=No
Format	Num	Type	Source
Valid N	13	Mean	7 1=Yes
Minimum		Maximum	2102 -1/.N=Not Applic
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4B07_03	Frequency	Code and Description
Label	P4: Currently in Head Start, person #03	1	1=Yes
Format	Num	Type	Source
Valid N	1	Mean	2108 -1/.N=Not Applic
Minimum		Maximum	15 -9/.M=Missing
			1225 SYSMIS/.

Name	P4B08_03	Frequency	Code and Description
Label	P4: Early Head Start, person #03	4	0=No
Format	Num	Type	Source
Valid N	5	Mean	1 1=Yes
Minimum		Maximum	2105 -1/.N=Not Applic
			14 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4BHH_03	Frequency	Code and Description
Label	P4: Household member 3 status in HH	776	0=Stayed
Format	Num	Type	Source
Valid N	854	Mean	10 1=Joined
Minimum		Maximum	68 2=Left
			1262 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BSI_04	Frequency	Code and Description
Label	P4: Household member 4 still in HH	65	0=No
Format	Num	Type	Source
Valid N	249	Mean	184 1=Yes
Minimum		Maximum	1867 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BDL_04	Frequency	Code and Description
Label	P4: Household member 4 date left HH	59	valid numeric value
Format	Num	Type	Source
Valid N	59	Mean	
Minimum		Maximum	
			3290 SYSMIS/.

Name	P4B04_04	Frequency	Code and Description
Label	P4: Household member 4 age	747	valid numeric value
Format	Num	Type	Source
Valid N	747	Mean	16.36
Minimum	0	Maximum	89
			1364 -1/.N=Not Applicable
			1 -8/.D=Don't know
			12 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B05_04	Frequency	Code and Description
Label	P4: Household member 4 relationship to child	14	1=Bio/adoptive mother
Format	Num	45	2=Bio/adoptive father
Valid N	752	1	3=Stepmother
Minimum		9	4=Stepfather
		44	5=Grandmother
		26	6=Grandfather
		5	7=Great grandmother
		2	8=Great grandfather
		239	9=Sister/half/sister
		279	10=Brother/half/stepbrother
		33	11=Other relative or in-law (female)
		36	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		7	15=Other non-relative (female)
		8	16=Other non-relative (male)
		1	17=Parent's partner (female)
		2	18=Parent's partner (male)
		1364	-1/.N=Not Applicable
		8	-9/.M=Missing
		1225	SYSMIS/.

Name	P4B06_04	Frequency	Code and Description
Label	P4: Household member 4 attended Head Start	16	0=No
Format	Num	11	1=Yes
Valid N	27	2084	-1/.N=Not Applic
Minimum		5	-8/.D=Don't know
		8	-9/.M=Missing
		1225	SYSMIS/.

Name	P4B07_04	Frequency	Code and Description
Label	P4: Currently in Head Start, person #04	2109	-1/.N=Not Applic
Format	Num	15	-9/.M=Missing
Valid N	0	1225	SYSMIS/.
Minimum			

Name	P4B08_04	Frequency	Code and Description
Label	P4: Early Head Start, person #04	17	0=No
Format	Num	1	1=Yes
Valid N	18	2094	-1/.N=Not Applic
Minimum		3	-8/.D=Don't know
		9	-9/.M=Missing
		1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4BHH_04	Frequency	Code and Description
Label	P4: Household member 4 status in HH	638	0=Stayed
Format	Num	Type	Source
Valid N	745	Mean	42 1=Joined
Minimum		Maximum	65 2=Left
			1371 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BSI_05	Frequency	Code and Description
Label	P4: Household member 5 still in HH	57	0=No
Format	Num	Type	Source
Valid N	179	Mean	122 1=Yes
Minimum		Maximum	1937 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BDL_05	Frequency	Code and Description
Label	P4: Household member 5 date left HH	55	valid numeric value
Format	Num	Type	Source
Valid N	55	Mean	
Minimum		Maximum	
			3294 SYSMIS/.

Name	P4B04_05	Frequency	Code and Description
Label	P4: Household member 5 age	499	valid numeric value
Format	Num	Type	Source
Valid N	499	Mean	14.21
Minimum	0	Maximum	89
			1616 -1/.N=Not Applicable
			9 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B05_05	Frequency	Code and Description
Label	P4: Household member 5 relationship to child	10	1=Bio/adoptive mother
Format	Num	34	2=Bio/adoptive father
Valid N	500	1	3=Stepmother
Minimum		11	4=Stepfather
		20	5=Grandmother
		9	6=Grandfather
		2	7=Great grandmother
		163	9=Sister/half/stepmother
		163	10=Brother/half/stepbrother
		34	11=Other relative or in-law (female)
		40	12=Other relative or in-law (male)
		3	15=Other non-relative (female)
		8	16=Other non-relative (male)
		2	18=Parent's partner (male)
		1616	-1/.N=Not Applicable
		8	-9/.M=Missing
		1225	SYSMIS/.

Name	P4B06_05	Frequency	Code and Description
Label	P4: Household member 5 attended Head Start	22	0=No
Format	Num	8	1=Yes
Valid N	30	2079	-1/.N=Not Applic
Minimum		7	-8/.D=Don't know
		8	-9/.M=Missing
		1225	SYSMIS/.

Name	P4B07_05	Frequency	Code and Description
Label	P4: Currently in Head Start, person #05	2111	-1/.N=Not Applic
Format	Num	13	-9/.M=Missing
Valid N	0	1225	SYSMIS/.
Minimum			

Name	P4B08_05	Frequency	Code and Description
Label	P4: Early Head Start, person #05	24	0=No
Format	Num	2	1=Yes
Valid N	26	2088	-1/.N=Not Applic
Minimum		1	-8/.D=Don't know
		9	-9/.M=Missing
		1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4BHH_05	Frequency	Code and Description
Label	P4: Household member 5 status in HH	382	0=Stayed
Format	Num	Type	Source
Valid N	495	Mean	56 1=Joined
Minimum		Maximum	57 2=Left
			1621 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BSI_06	Frequency	Code and Description
Label	P4: Household member 6 still in HH	28	0=No
Format	Num	Type	Source
Valid N	96	Mean	68 1=Yes
Minimum		Maximum	2020 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BDL_06	Frequency	Code and Description
Label	P4: Household member 6 date left HH	28	valid numeric value
Format	Num	Type	Source
Valid N	28	Mean	-
Minimum		Maximum	3321 SYSMIS/.

Name	P4B04_06	Frequency	Code and Description
Label	P4: Household member 6 age	273	valid numeric value
Format	Num	Type	Source
Valid N	273	Mean	14.41
Minimum	0	Maximum	83
			1841 -1/.N=Not Applicable
			1 -8/.D=Don't know
			9 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B05_06	Frequency	Code and Description
Label	P4: Household member 6 relationship to child	1	1=Bio/adoptive mother
Format	Num	24	2=Bio/adoptive father
Valid N	273	3	4=Stepfather
Minimum		16	5=Grandmother
		3	6=Grandfather
		2	7=Great grandmother
		84	9=Sister/half/sstepsister
		76	10=Brother/half/stepbrother
		20	11=Other relative or in-law (female)
		27	12=Other relative or in-law (male)
		4	15=Other non-relative (female)
		11	16=Other non-relative (male)
		1	17=Parent's partner (female)
		1	18=Parent's partner (male)
		1841	-1/.N=Not Applicable
		10	-9/.M=Missing
		1225	SYSMIS/.

Name	P4B06_06	Frequency	Code and Description
Label	P4: Household member 6 attended Head Start	18	0=No
Format	Num	12	1=Yes
Valid N	30	2081	-1/.N=Not Applic
Minimum		5	-8/.D=Don't know
		8	-9/.M=Missing
		1225	SYSMIS/.

Name	P4B07_06	Frequency	Code and Description
Label	P4: Currently in Head Start, person #06	1	1=Yes
Format	Num	2113	-1/.N=Not Applic
Valid N	1	10	-9/.M=Missing
Minimum		1225	SYSMIS/.

Name	P4B08_06	Frequency	Code and Description
Label	P4: Early Head Start, person #06	22	0=No
Format	Num	2	1=Yes
Valid N	24	2091	-1/.N=Not Applic
Minimum		1	-8/.D=Don't know
		8	-9/.M=Missing
		1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4BHH_06	Frequency	Code and Description
Label	P4: Household member 6 status in HH	187	0=Stayed
Format	Num	Type	Source
Valid N	273	Mean	58 1=Joined
Minimum		Maximum	28 2=Left
			1843 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4BSI_07	Frequency	Code and Description
Label	P4: Household member 7 still in HH	17	0=No
Format	Num	Type	Source
Valid N	60	Mean	43 1=Yes
Minimum		Maximum	2056 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4BDL_07	Frequency	Code and Description
Label	P4: Household member 7 date left HH	16	valid numeric value
Format	Num	Type	Source
Valid N	16	Mean	
Minimum		Maximum	
			3333 SYSMIS/.
Name	P4B04_07	Frequency	Code and Description
Label	P4: Household member 7 age	139	valid numeric value
Format	Num	Type	Source
Valid N	139	Mean	12.97
Minimum	0	Maximum	57
			1977 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B05_07	Frequency	Code and Description
Label	P4: Household member 7 relationship to child	2	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	139	Mean	9 2=Bio/adoptive father
Minimum		Maximum	4 4=Stepfather
			3 5=Grandmother
			5 6=Grandfather
			29 9=Sister/half/sstepsister
			47 10=Brother/half/stepbrother
			16 11=Other relative or in-law (female)
			19 12=Other relative or in-law (male)
			2 15=Other non-relative (female)
			3 16=Other non-relative (male)
			1977 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B06_07	Frequency	Code and Description
Label	P4: Household member 7 attended Head Start	9	0=No
Format	Num	Type	Source
Valid N	15	Mean	6 1=Yes
Minimum		Maximum	2098 -1/.N=Not Applic
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4B07_07	Frequency	Code and Description
Label	P4: Currently in Head Start, person #07	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	2114 -1/.N=Not Applic
Minimum		Maximum	9 -9/.M=Missing
			1225 SYSMIS/.

Name	P4B08_07	Frequency	Code and Description
Label	P4: Early Head Start, person #07	21	0=No
Format	Num	Type	Source
Valid N	23	Mean	2 1=Yes
Minimum		Maximum	2093 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BHH_07	Frequency	Code and Description
Label	P4: Household member 7 status in HH	83	0=Stayed
Format	Num	Type	Source
Valid N	138	Mean	38 1=Joined
Minimum		Maximum	17 2=Left
			1978 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BSI_08	Frequency	Code and Description
Label	P4: Household member 8 still in HH	6	0=No
Format	Num	Type	Source
Valid N	28	Mean	22 1=Yes
Minimum		Maximum	2088 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BDL_08	Frequency	Code and Description
Label	P4: Household member 8 date left HH	6	valid numeric value
Format	Num	Type	Source
Valid N	6	Mean	-
Minimum		Maximum	-
			3343 SYSMIS/.

Name	P4B04_08	Frequency	Code and Description
Label	P4: Household member 8 age	80	valid numeric value
Format	Num	Type	Source
Valid N	80	Mean	2036 -1/.N=Not Applicable
Minimum	0	Maximum	16.66
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B05_08	Frequency	Code and Description
Label	P4: Household member 8 relationship to child	2	2=Bio/adoptive father
Format	Num	3	4=Stepfather
Valid N	80	6	5=Grandmother
Minimum		1	6=Grandfather
Type	Source	20	9=Sister/half/stepmother
Mean		19	10=Brother/half/stepbrother
Maximum		8	11=Other relative or in-law (female)
		16	12=Other relative or in-law (male)
		3	15=Other non-relative (female)
		1	16=Other non-relative (male)
		1	18=Parent's partner (male)
		2036	-1/.N=Not Applicable
		8	-9/.M=Missing
		1225	SYSMIS/.

Name	P4B06_08	Frequency	Code and Description
Label	P4: Household member 8 attended Head Start	11	0=No
Format	Num	6	1=Yes
Valid N	17	2095	-1/.N=Not Applic
Minimum		4	-8/.D=Don't know
Type	Source	8	-9/.M=Missing
Mean		1225	SYSMIS/.
Maximum			

Name	P4B07_08	Frequency	Code and Description
Label	P4: Currently in Head Start, person #08	1	0=No
Format	Num	2115	-1/.N=Not Applic
Valid N	1	8	-9/.M=Missing
Minimum		1225	SYSMIS/.
Type	Source		
Mean			
Maximum			

Name	P4B08_08	Frequency	Code and Description
Label	P4: Early Head Start, person #08	10	0=No
Format	Num	1	1=Yes
Valid N	11	2105	-1/.N=Not Applic
Minimum		8	-9/.M=Missing
Type	Source	1225	SYSMIS/.
Mean			
Maximum			

Name	P4BHH_08	Frequency	Code and Description
Label	P4: Household member 8 status in HH	44	0=Stayed
Format	Num	30	1=Joined
Valid N	80	6	2=Left
Minimum		2036	-1/.N=Not Applicable
Type	Source	8	-9/.M=Missing
Mean		1225	SYSMIS/.
Maximum			

Codebook for Child-Level PUF, continued

Name	P4BSI_09	Frequency	Code and Description
Label	P4: Household member 9 still in HH	3	0=No
Format	Num	Type	Source
Valid N	12	Mean	9 1=Yes
Minimum		Maximum	2104 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4BDL_09	Frequency	Code and Description
Label	P4: Household member 9 date left HH	3	valid numeric value
Format	Num	Type	Source
Valid N	3	Mean	-
Minimum		Maximum	3346 SYSMIS/.
Name	P4B04_09	Frequency	Code and Description
Label	P4: Household member 9 age	39	valid numeric value
Format	Num	Type	Source
Valid N	39	Mean	13.49
Minimum	0	Maximum	94
			2077 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B05_09	Frequency	Code and Description
Label	P4: Household member 9 relationship to child	1	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	39	Mean	2 2=Bio/adoptive father
Minimum		Maximum	1 4=Stepfather
			1 7=Great grandmother
			12 9=Sister/half/sstepsister
			8 10=Brother/half/stepbrother
			8 11=Other relative or in-law (female)
			4 12=Other relative or in-law (male)
			1 15=Other non-relative (female)
			1 16=Other non-relative (male)
			2077 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B06_09	Frequency	Code and Description
Label	P4: Household member 9 attended Head Start	8	0=No
Format	Num	Type	Source
Valid N	11	Mean	3 1=Yes
Minimum		Maximum	2105 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B07_09	Frequency	Code and Description
Label	P4: Currently in Head Start, person #09	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B08_09			Frequency	Code and Description
Label	P4: Early Head Start, person #09			10	0=No
Format	Num	Type	Source	2	1=Yes
Valid N	12	Mean		2104	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.
<hr/>					
Name	P4BHH_09			Frequency	Code and Description
Label	P4: Household member 9 status in HH			17	0=Stayed
Format	Num	Type	Source	19	1=Joined
Valid N	39	Mean		3	2=Left
Minimum		Maximum		2077	-1/.N=Not Applicable
				8	-9/.M=Missing
				1225	SYSMIS/.
<hr/>					
Name	P4BSI_10			Frequency	Code and Description
Label	P4: Household member 10 still in HH			4	0=No
Format	Num	Type	Source	2	1=Yes
Valid N	6	Mean		2110	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.
<hr/>					
Name	P4BDL_10			Frequency	Code and Description
Label	P4: Household member 10 date left HH			4	valid numeric value
Format	Num	Type	Source	2112	-1/.N=Not Applicable
Valid N	4	Mean		8	-9/.M=Missing
Minimum		Maximum		1225	SYSMIS/.
<hr/>					
Name	P4B04_10			Frequency	Code and Description
Label	P4: Household member 10 age			17	valid numeric value
Format	Num	Type	Source	-	-
Valid N	17	Mean	12.76	-	-
Minimum	0	Maximum	52	3345	SYSMIS/.
<hr/>					
Name	P4B05_10			Frequency	Code and Description
Label	P4: Household member 10 relationship to child			3	2=Bio/adoptive father
Format	Num	Type	Source	4	10=Brother/half/stepbrother
Valid N	17	Mean		5	11=Other relative or in-law (female)
Minimum		Maximum		4	12=Other relative or in-law (male)
				1	15=Other non-relative (female)
				2099	-1/.N=Not Applicable
				8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B06_10	Frequency	Code and Description
Label	P4: Household member 10 attended Head Start	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	2112 -1/.N=Not Applic
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4B07_10	Frequency	Code and Description
Label	P4: Currently in Head Start, person #10	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Name	P4B08_10	Frequency	Code and Description
Label	P4: Early Head Start, person #10	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	2112 -1/.N=Not Applic
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BHH_10	Frequency	Code and Description
Label	P4: Household member 10 status in HH	6	0=Stayed
Format	Num	Type	Source
Valid N	17	Mean	7 1=Joined
Minimum		Maximum	4 2=Left
			2099 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BSI_11	Frequency	Code and Description
Label	P4: Household member 11 still in HH	4	0=No
Format	Num	Type	Source
Valid N	5	Mean	1 1=Yes
Minimum		Maximum	2111 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BDL_11	Frequency	Code and Description
Label	P4: Household member 11 date left HH	4	valid numeric value
Format	Num	Type	Source
Valid N	4	Mean	-
Minimum		Maximum	-
			3345 SYSMIS/.

Name	P4B04_11	Frequency	Code and Description
Label	P4: Household member 11 age	9	valid numeric value
Format	Num	Type	Source
Valid N	9	Mean	2107 -1/.N=Not Applicable
Minimum	0	Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4B05_11	Frequency	Code and Description
Label	P4: Household member 11 relationship to child	1	3=Stepmother
Format	Num	Type	Source
Valid N	9	Mean	2 9=Sister/half/stepsister
Minimum		Maximum	1 10=Brother/half/stepbrother
			2 11=Other relative or in-law (female)
			2 12=Other relative or in-law (male)
			1 15=Other non-relative (female)
			2107 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4B06_11	Frequency	Code and Description
Label	P4: Household member 11 attended Head Start	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	2115 -1/.N=Not Applic
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4B07_11	Frequency	Code and Description
Label	P4: Currently in Head Start, person #11	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Name	P4B08_11	Frequency	Code and Description
Label	P4: Early Head Start, person #11	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	2115 -1/.N=Not Applic
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BHH_11	Frequency	Code and Description
Label	P4: Household member 11 status in HH	3	0=Stayed
Format	Num	Type	Source
Valid N	9	Mean	2 1=Joined
Minimum		Maximum	4 2=Left
			2107 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4BSI_12	Frequency	Code and Description
Label	P4: Household member 12 still in HH	1	0=No
Format	Num	Type	Source
Valid N	4	Mean	3 1=Yes
Minimum		Maximum	2112 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4BDL_12	Frequency	Code and Description
Label	P4: Household member 12 date left HH	1	valid numeric value
Format	Num	Type	Source
Valid N	1	Mean	-
Minimum		Maximum	3348 SYSMIS/.
Name	P4B04_12	Frequency	Code and Description
Label	P4: Household member 12 age	4	valid numeric value
Format	Num	Type	Source
Valid N	4	Mean	8.25
Minimum	0	Maximum	21
			2112 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B05_12	Frequency	Code and Description
Label	P4: Household member 12 relationship to child	2	10=Brother/half/stepbrother
Format	Num	Type	Source
Valid N	4	Mean	2
Minimum		Maximum	11=Other relative or in-law (female)
			2112 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B06_12	Frequency	Code and Description
Label	P4: Household member 12 attended Head Start	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8
Minimum		Maximum	-9/.M=Missing
			1225 SYSMIS/.
Name	P4B07_12	Frequency	Code and Description
Label	P4: Currently in Head Start, person #12	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8
Minimum		Maximum	-9/.M=Missing
			1225 SYSMIS/.
Name	P4B08_12	Frequency	Code and Description
Label	P4: Early Head Start, person #12	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8
Minimum		Maximum	-9/.M=Missing
			1225 SYSMIS/.
Name	P4BHH_12	Frequency	Code and Description
Label	P4: Household member 12 status in HH	3	0=Stayed
Format	Num	Type	Source
Valid N	4	Mean	1
Minimum		Maximum	2=Left
			2112 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4BSI_13	Frequency	Code and Description
Label	P4: Household member 13 still in HH	1	0=No
Format	Num	Type	Source
Valid N	2	Mean	1 1=Yes
Minimum		Maximum	2114 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4BDL_13	Frequency	Code and Description
Label	P4: Household member 13 date left HH	1	valid numeric value
Format	Num	Type	Source
Valid N	1	Mean	-
Minimum		Maximum	3348 SYSMIS/.
Name	P4B04_13	Frequency	Code and Description
Label	P4: Household member 13 age	2	valid numeric value
Format	Num	Type	Source
Valid N	2	Mean	0.00
Minimum	0	Maximum	0
			2114 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B05_13	Frequency	Code and Description
Label	P4: Household member 13 relationship to child	1	10=Brother/half/stepbrother
Format	Num	Type	Source
Valid N	2	Mean	1 11=Other relative or in-law (female)
Minimum		Maximum	2114 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B06_13	Frequency	Code and Description
Label	P4: Household member 13 attended Head Start	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4B07_13	Frequency	Code and Description
Label	P4: Currently in Head Start, person #13	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4B08_13	Frequency	Code and Description
Label	P4: Early Head Start, person #13	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4BHH_13	Frequency	Code and Description
Label	P4: Household member 13 status in HH	1	0=Stayed
Format	Num	Type	Source
Valid N	2	Mean	2114 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing 1225 SYSMIS/.
Name	P4BSI_14	Frequency	Code and Description
Label	P4: Household member 14 still in HH	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing 1225 SYSMIS/.
Minimum		Maximum	
Name	P4BDL_14	Frequency	Code and Description
Label	P4: Household member 14 date left HH	-	-
Format	Num	Type	Source
Valid N	0	Mean	3349 SYSMIS/.
Minimum		Maximum	
Name	P4B04_14	Frequency	Code and Description
Label	P4: Household member 14 age	1	valid numeric value
Format	Num	Type	Source
Valid N	1	Mean	18.00 2115 -1/.N=Not Applicable 8 -9/.M=Missing
Minimum	18	Maximum	18 1225 SYSMIS/.
Name	P4B05_14	Frequency	Code and Description
Label	P4: Household member 14 relationship to child	1	11=Other relative or in-law (female)
Format	Num	Type	Source
Valid N	1	Mean	2115 -1/.N=Not Applicable 8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4B06_14	Frequency	Code and Description
Label	P4: Household member 14 attended Head Start	1	0=No
Format	Num	Type	Source
Valid N	1	Mean	2115 -1/.N=Not Applic 8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4B07_14	Frequency	Code and Description
Label	P4: Currently in Head Start, person #14	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing 1225 SYSMIS/.
Minimum		Maximum	
Name	P4B08_14	Frequency	Code and Description
Label	P4: Early Head Start, person #14	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing 1225 SYSMIS/.
Minimum		Maximum	

Codebook for Child-Level PUF, continued

Name	P4BHH_14	Frequency	Code and Description
Label	P4: Household member 14 status in HH	1	1=Joined
Format	Num	Type	Source
Valid N	1	Mean	2115 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing 1225 SYSMIS/.
Name	P4BSI_15	Frequency	Code and Description
Label	P4: Household member 15 still in HH	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4BDL_15	Frequency	Code and Description
Label	P4: Household member 15 date left HH	-	-
Format	Num	Type	Source
Valid N	0	Mean	-
Minimum		Maximum	3349 SYSMIS/.
Name	P4B04_15	Frequency	Code and Description
Label	P4: Household member 15 age	2116	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4B05_15	Frequency	Code and Description
Label	P4: Household member 15 relationship to child	2116	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4B06_15	Frequency	Code and Description
Label	P4: Household member 15 attended Head Start	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4B07_15	Frequency	Code and Description
Label	P4: Currently in Head Start, person #15	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4B08_15	Frequency	Code and Description
Label	P4: Early Head Start, person #15	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4BHH_15	Frequency	Code and Description
Label	P4: Household member 15 status in HH	2116	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4B09	Frequency	Code and Description
Label	P4: R marital status w/ other parent in HH	310	1=married
Format	Num	Type	Source
Valid N	443	Mean	4 2=divorced
Minimum		Maximum	1 3=separated
			128 4=not married
			1665 -1/.N=Not Applic
			16 -9/.M=Missing
			1225 SYSMIS/.
Name	P4B10	Frequency	Code and Description
Label	P4: R relationship status w/ oth parent in HH	116	1=we are romantically involved on a steady basis
Format	Num	Type	Source
Valid N	131	Mean	8 2=involved in an on-again/off-again relationship
Minimum		Maximum	3 3=we are just friends
			4 4=we are not in any kind of relationship
			1975 -1/.N=Not Applicable
			2 -7/.R=Refused
			16 -9/.M=Missing
			1225 SYSMIS/.
Name	P4CC01	Frequency	Code and Description
Label	P4: Child goes to a full-day or part-day kindergarten	785	1=full day
Format	Num	Type	Source
Valid N	890	Mean	105 2=part day
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4CC02	Frequency	Code and Description
Label	P4: # of hours each day Child spends in kindergarten	893	valid numeric value
Format	Num	Type	Source
Valid N	893	Mean	6.57
Minimum	2	Maximum	10
			1220 -1/.N=Not Applicable
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4CC03	Frequency	Code and Description
Label	P4: # of days each week Child spends in kindergarten	893	valid numeric value
Format	Num	Type	Source
Valid N	893	Mean	4.99
Minimum	1	Maximum	7
			1220 -1/.N=Not Applicable
			11 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4CC04	Frequency	Code and Description
Label	P4: # of days child absent from kindergarten	890	valid numeric value
Format	Num	Type	Source
Valid N	890	Mean	3.33
Minimum	0	Maximum	35
			1220 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4CC04a	Frequency	Code and Description
Label	P4: Estimate of kindergarten absences - ranges	1	1=never
Format	Num	Type	Source
Valid N	3	Mean	2110 -1/.N=Not Applic
Minimum		Maximum	11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4CC04b	Frequency	Code and Description
Label	P4: Estimate absences - ranges <= 15 days	1	2=6 to 10
Format	Num	Type	Source
Valid N	2	Mean	2111 -1/.N=Not Applic
Minimum		Maximum	11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4CC04c	Frequency	Code and Description
Label	P4: Estimate absences - ranges >= 16 days	2113	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	11 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4CC05	Frequency	Code and Description
Label	P4: Most frequent reason for kindergarten absence	584	1=Illness of child
Format	Num	Type	Source
Valid N	767	Mean	15 2=Illness of family member
Minimum		Maximum	1 3=Conflict with parent's work or school schedule
			8 4=Lack of transportation
			3 5=Bad weather
			1 6=Child did not want to go
			16 7=Parent decision not to send child or to send child elsewhere
			11 8=Family is/was homeless
			1 9=Other
			127 10=Doctor/dentist appointment
			1345 -1/.N=Not Applicable
			1 -7/.R=Refused
			11 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4CC06	Frequency	Code and Description
Label	P4: Child goes to public or private school	854	1=public
Format	Num	Type	Source
Valid N	891	Mean	34 2=private
Minimum		Maximum	3 3=home schooled
			1220 -1/.N=Not Applic
			2 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4CC06a1	Frequency	Code and Description
Label	P4: Confirm: {CHILD} is attending [SMS PRELOAD] School	146	0=No
Format	Num	Type	Source
Valid N	766	Mean	620 1=Yes
Minimum		Maximum	1223 -1/.N=Not Applic
			135 -9/.M=Missing
			1225 SYSMIS/.

Name	P4CC07	Frequency	Code and Description
Label	P4: Is the school faith-based?	8	0=No
Format	Num	Type	Source
Valid N	30	Mean	22 1=Yes
Minimum		Maximum	2077 -1/.N=Not Applic
			6 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4CC08	Frequency	Code and Description
Label	P4: What faith is the school connected with?	11	1=Catholic
Format	Num	Type	Source
Valid N	19	Mean	5 3=Christian
Minimum		Maximum	1 5=Moslem
			2 6=Other
			2085 -1/.N=Not Applic
			9 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4CC09	Frequency	Code and Description
Label	P4: Approximate # students in Child's class	873	valid numeric value
Format	Num	Type	Source
Valid N	873	Mean	20.24
Minimum	1	Maximum	48
			1223 -1/.N=Not Applicable
			17 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4CC10	Frequency	Code and Description
Label	P4: # teachers in Child's class	889	valid numeric value
Format	Num	Type	Source
Valid N	889	Mean	1.55
Minimum	1	Maximum	5
		1223	-1/.N=Not Applicable
		1	-8/.D=Don't know
		11	-9/.M=Missing
		1225	SYSMIS/.

Name	P4CC11	Frequency	Code and Description
Label	P4: Child in same school since beginning of school year	47	0=No
Format	Num	Type	Source
Valid N	890	Mean	
Minimum		Maximum	
		843	1=Yes
		1223	-1/.N=Not Applic
		11	-9/.M=Missing
		1225	SYSMIS/.

Name	P4CC12a	Frequency	Code and Description
Label	P4: Schl tells parents (btw report cards)how Child doing	769	1=does it very well
Format	Num	Type	Source
Valid N	890	Mean	
Minimum		Maximum	
		112	2=just okay
		9	3=doesn't do it at all
		1223	-1/.N=Not Applicable
		11	-9/.M=Missing
		1225	SYSMIS/.

Name	P4CC12b	Frequency	Code and Description
Label	P4: Schl helps parents understand children Child's age	666	1=does it very well
Format	Num	Type	Source
Valid N	888	Mean	
Minimum		Maximum	
		189	2=just okay
		33	3=doesn't do it at all
		1223	-1/.N=Not Applicable
		2	-8/.D=Don't know
		11	-9/.M=Missing
		1225	SYSMIS/.

Name	P4CC12c	Frequency	Code and Description
Label	P4: Schl makes parents aware of chances to volunteer	715	1=does it very well
Format	Num	Type	Source
Valid N	889	Mean	
Minimum		Maximum	
		137	2=just okay
		37	3=doesn't do it at all
		1223	-1/.N=Not Applicable
		1	-8/.D=Don't know
		11	-9/.M=Missing
		1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4CC12d	Frequency	Code and Description
Label	P4: Schl provides info on helping Child learn at home	698	1=does it very well
Format	Num	156	2=just okay
Valid N	887	33	3=doesn't do it at all
Minimum		1223	-1/.N=Not Applicable
		3	-8/.D=Don't know
		11	-9/.M=Missing
		1225	SYSMIS/.

Name	P4CC12e	Frequency	Code and Description
Label	P4: Schl provides info on community svcs for Child/famly	572	1=does it very well
Format	Num	210	2=just okay
Valid N	886	104	3=doesn't do it at all
Minimum		1223	-1/.N=Not Applicable
		2	-7/.R=Refused
		2	-8/.D=Don't know
		11	-9/.M=Missing
		1225	SYSMIS/.

Name	P4CC12f	Frequency	Code and Description
Label	P4: Schl understands needs families who don't speak Engl	570	1=does it very well
Format	Num	170	2=just okay
Valid N	783	43	3=doesn't do it at all
Minimum		1223	-1/.N=Not Applicable
		2	-7/.R=Refused
		105	-8/.D=Don't know
		11	-9/.M=Missing
		1225	SYSMIS/.

Name	P4CC12g	Frequency	Code and Description
Label	P4: Schl provides info on what child is studying	796	1=does it very well
Format	Num	81	2=just okay
Valid N	888	11	3=doesn't do it at all
Minimum		1223	-1/.N=Not Applicable
		1	-7/.R=Refused
		1	-8/.D=Don't know
		11	-9/.M=Missing
		1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4CC12h	Frequency	Code and Description
Label	P4: Schl is open to parent ideas and participation	712	1=does it very well
Format	Num	Type	Source
Valid N	888	Mean	155 2=just okay
Minimum		Maximum	21 3=doesn't do it at all
			1223 -1/.N=Not Applicable
			2 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D01	Frequency	Code and Description
Label	P4: Freq. child read to in past week	15	1=not at all
Format	Num	Type	Source
Valid N	896	Mean	158 2=once or twice
Minimum		Maximum	304 3=3+ times, but not daily
			419 4=every day
			1220 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D02	Frequency	Code and Description
Label	P4: No of minutes/day child is read to	893	valid numeric value
Format	Num	Type	Source
Valid N	893	Mean	22.95
Minimum	0	Maximum	120
			1220 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03a	Frequency	Code and Description
Label	P4: Told [him/her] a story	85	0=No
Format	Num	Type	Source
Valid N	895	Mean	810 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03b	Frequency	Code and Description
Label	P4: Taught child letters, words, numb	25	0=No
Format	Num	Type	Source
Valid N	896	Mean	871 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03c	Frequency	Code and Description
Label	P4: Taught child songs or music	196	0=No
Format	Num	Type	Source
Valid N	896	Mean	700 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4D03d	Frequency	Code and Description
Label	P4: Worked on arts/crafts with child	235	0=No
Format	Num	Type	Source
Valid N	896	Mean	661 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03e	Frequency	Code and Description
Label	P4: Played with toys/games indoors	18	0=No
Format	Num	Type	Source
Valid N	896	Mean	878 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03f	Frequency	Code and Description
Label	P4: Played game, sport, exercise	78	0=No
Format	Num	Type	Source
Valid N	896	Mean	818 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03g	Frequency	Code and Description
Label	P4: Took child on errands	45	0=No
Format	Num	Type	Source
Valid N	896	Mean	851 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03h	Frequency	Code and Description
Label	P4: Involved child in household chores	66	0=No
Format	Num	Type	Source
Valid N	896	Mean	830 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03i	Frequency	Code and Description
Label	P4: Talk about what happened in HS	27	0=No
Format	Num	Type	Source
Valid N	896	Mean	869 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4D03j	Frequency	Code and Description
Label	P4: Talked about TV programs/videos	167	0=No
Format	Num	Type	Source
Valid N	896	Mean	729 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03k	Frequency	Code and Description
Label	P4: Played counting games	135	0=No
Format	Num	Type	Source
Valid N	896	Mean	761 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03l	Frequency	Code and Description
Label	P4: Played a board or card game	401	0=No
Format	Num	Type	Source
Valid N	896	Mean	495 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03m	Frequency	Code and Description
Label	P4: Played with blocks	514	0=No
Format	Num	Type	Source
Valid N	895	Mean	381 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D03n	Frequency	Code and Description
Label	P4: Counted different things	92	0=No
Format	Num	Type	Source
Valid N	894	Mean	802 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D04a	Frequency	Code and Description
Label	P4: Visited a library w/child	427	0=No
Format	Num	Type	Source
Valid N	896	Mean	469 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4D04b			Frequency	Code and Description
Label	P4: Gone to a movie w/child			452	0=No
Format	Num	Type	Source	444	1=Yes
Valid N	896	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4D04c			Frequency	Code and Description
Label	P4: Gone to a play or concert w/child			679	0=No
Format	Num	Type	Source	217	1=Yes
Valid N	896	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4D04d			Frequency	Code and Description
Label	P4: Gone to a mall w/child			169	0=No
Format	Num	Type	Source	727	1=Yes
Valid N	896	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4D04e			Frequency	Code and Description
Label	P4: Visited art gallery or museum			657	0=No
Format	Num	Type	Source	239	1=Yes
Valid N	896	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4D04f			Frequency	Code and Description
Label	P4: Visited playground or park			141	0=No
Format	Num	Type	Source	755	1=Yes
Valid N	896	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4D04g			Frequency	Code and Description
Label	P4: Visited zoo or aquarium with child			641	0=No
Format	Num	Type	Source	255	1=Yes
Valid N	896	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4D04h	Frequency	Code and Description
Label	P4: Talked with child about heritage	320	0=No
Format	Num	Type	Source
Valid N	895	Mean	575 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D04i	Frequency	Code and Description
Label	P4: Attend event sponsored by community	436	0=No
Format	Num	Type	Source
Valid N	896	Mean	460 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D04j	Frequency	Code and Description
Label	P4: Attended athletic event with child	595	0=No
Format	Num	Type	Source
Valid N	896	Mean	301 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D04k	Frequency	Code and Description
Label	P4: Attended church activity/school	369	0=No
Format	Num	Type	Source
Valid N	896	Mean	527 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D05	Frequency	Code and Description
Label	P4: No of childrens books in household	894	valid numeric value
Format	Num	Type	Source
Valid N	894	Mean	46.89
Minimum	0	Maximum	300
			1220 -1/.N=Not Applicable
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4D06	Frequency	Code and Description
Label	P4: R frequency of reading during pst wk	41	1=not at all
Format	Num	Type	Source
Valid N	896	Mean	243 2=once or twice
Minimum		Maximum	271 3=3+ times, but not daily
			341 4=every day
			1220 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4FF01a		Frequency	Code and Description
Label	P4: Mom attended general school mtg (e.g. open house,PTO)		147	0=No
Format	Num	Type	744	1=Yes
Valid N	891	Mean	1220	-1/.N=Not Applic
Minimum		Maximum	2	-7/.R=Refused
			11	-9/.M=Missing
			1225	SYSMIS/.

Name	P4FF01b		Frequency	Code and Description
Label	P4: Mom went to a regularly-sched parent-teacher confnrnce		141	0=No
Format	Num	Type	748	1=Yes
Valid N	889	Mean	1220	-1/.N=Not Applic
Minimum		Maximum	3	-7/.R=Refused
			1	-8/.D=Don't know
			11	-9/.M=Missing
			1225	SYSMIS/.

Name	P4FF01c		Frequency	Code and Description
Label	P4: Mom attended a school or class event because of Child		393	0=No
Format	Num	Type	497	1=Yes
Valid N	890	Mean	1220	-1/.N=Not Applic
Minimum		Maximum	3	-7/.R=Refused
			11	-9/.M=Missing
			1225	SYSMIS/.

Name	P4FF01d		Frequency	Code and Description
Label	P4: Mom volunteered at school or served on a committee		628	0=No
Format	Num	Type	261	1=Yes
Valid N	889	Mean	1220	-1/.N=Not Applic
Minimum		Maximum	3	-7/.R=Refused
			1	-8/.D=Don't know
			11	-9/.M=Missing
			1225	SYSMIS/.

Name	P4FF02		Frequency	Code and Description
Label	P4: # times mom went to mtgs / activities at Child's schl		829	valid numeric value
Format	Num	Type	1279	-1/.N=Not Applicable
Valid N	829	Mean	2	-7/.R=Refused
Minimum	0	Maximum	3	-8/.D=Don't know
			11	-9/.M=Missing
			1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4FF03a	Frequency	Code and Description
Label	P4: Dad attended general school mtg (e.g. open house,PTO)	426	0=No
Format	Num	Type	Source
Valid N	877	Mean	451 1=Yes
Minimum		Maximum	1232 -1/.N=Not Applic
			4 -7/.R=Refused
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4FF03b	Frequency	Code and Description
Label	P4: Dad went to a regularly-sched parent-teacher confnrnce	498	0=No
Format	Num	Type	Source
Valid N	872	Mean	374 1=Yes
Minimum		Maximum	1232 -1/.N=Not Applic
			8 -7/.R=Refused
			1 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4FF03c	Frequency	Code and Description
Label	P4: Dad attended a school or class event because of Child	581	0=No
Format	Num	Type	Source
Valid N	875	Mean	294 1=Yes
Minimum		Maximum	1232 -1/.N=Not Applic
			6 -7/.R=Refused
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4FF03d	Frequency	Code and Description
Label	P4: Dad volunteered at school or served on a committee	787	0=No
Format	Num	Type	Source
Valid N	874	Mean	87 1=Yes
Minimum		Maximum	1232 -1/.N=Not Applic
			6 -7/.R=Refused
			1 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4FF04	Frequency	Code and Description
Label	P4: # times dad went to mtgs / activities at Child's schl	519	valid numeric value
Format	Num	Type	Source
Valid N	519	Mean	3.30
Minimum	0	Maximum	58
			1587 -1/.N=Not Applicable
			4 -7/.R=Refused
			3 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4FF05	Frequency	Code and Description
Label	P4: Child to be promoted to first grade in fall, or other	798	1=promoted to first grade
Format	Num	26	2=spend another year in kindergarten
Valid N	848	24	3=will go into a transitional class
Minimum		1220	-1/.N=Not Applicable
		1	-7/.R=Refused
		44	-8/.D=Don't know
		11	-9/.M=Missing
		1225	SYSMIS/.

Name	P4FF06	Frequency	Code and Description
Label	P4: Satisfactn w/what HS did for Child/fam prep for schl	18	1=very dissatisfied
Format	Num	14	2=somewhat dissatisfied
Valid N	893	84	3=somewhat satisfied
Minimum		777	4=very satisfied
		1220	-1/.N=Not Applicable
		11	-9/.M=Missing
		1225	SYSMIS/.

Name	P4H01	Frequency	Code and Description
Label	P4: # dys/wk family eats dinner together	896	valid numeric value
Format	Num	1220	-1/.N=Not Applicable
Valid N	896	8	-9/.M=Missing
Minimum	0	1225	SYSMIS/.

Name	P4H02	Frequency	Code and Description
Label	P4: Freq. Child drank milk in past week	132	1=four or more times a day
Format	Num	399	2=two to three times a day
Valid N	894	137	3=once a day
Minimum		173	4=almost every day
		45	5=1-3 times during past week
		8	6=Child does not drink milk
		1220	-1/.N=Not Applicable
		1	-7/.R=Refused
		1	-8/.D=Don't know
		8	-9/.M=Missing
		1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4H03	Frequency	Code and Description
Label	P4: Kind of milk child drank in pst 7 dys	268	1=Whole milk
Format	Num	Type	Source
Valid N	885	Mean	441 2=2% milk
Minimum		Maximum	26 3=Skim milk
			123 4=Low fat or 1% milk
			9 5=Soy milk
			1 6=Both regular cow's milk and soy milk
			7 7=Some other kind of milk
			10 8=Lactose free milk (Lactaid)
			1228 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4H04	Frequency	Code and Description
Label	P4: Freq. child drank sweet bev.,pst wk	20	1=four or more times a day
Format	Num	Type	Source
Valid N	891	Mean	109 2=two to three times a day
Minimum		Maximum	175 3=once a day
			72 4=almost every day
			317 5=1 to 3 times during the past 7 days
			198 6=Child did not drink these beverages
			1220 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4H05	Frequency	Code and Description
Label	P4: Freq. child ate fast food, pst wk	5	1=four or more times a day
Format	Num	Type	Source
Valid N	894	Mean	15 2=two to three times a day
Minimum		Maximum	43 3=once a day
			10 4=almost every day
			558 5=1-3 times during past 7 days
			263 6=Child did not eat fast food
			1220 -1/.N=Not Applicable
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4H06			Frequency	Code and Description
Label	P4: Freq. child ate sweets, past week			10	1=four or more times a day
Format	Num	Type	Source	40	2=two to three times a day
Valid N	894	Mean		203	3=once a day
Minimum		Maximum		96	4=almost every day
				452	5=1-3 times during past week
				93	6=Child did not eat candy
				1220	-1/.N=Not Applicable
				2	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4H07			Frequency	Code and Description
Label	P4: Freq. child ate salty snacks,pst wk			8	1=four or more times a day
Format	Num	Type	Source	33	2=two to three times a day
Valid N	894	Mean		186	3=once a day
Minimum		Maximum		85	4=almost every day
				464	5=1 to 3 times during the past 7 days
				118	6=Child did not eat salty snack foods
				1220	-1/.N=Not Applicable
				2	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4H07a			Frequency	Code and Description
Label	P4: Freq. child ate fruit, pst wk			77	1=four or more times a day
Format	Num	Type	Source	246	2=two to three times a day
Valid N	894	Mean		227	3=once a day
Minimum		Maximum		223	4=almost every day
				106	5=1 to 3 times during the past 7 days
				15	6=(he/she) did not eat fruit
				1220	-1/.N=Not Applicable
				2	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4H07b		Frequency	Code and Description
Label	P4: Freq. child ate vegetables, pst wk		58	1=four or more times a day
Format	Num	Type	225	2=two or three times a day
Valid N	894	Mean	232	3=once a day
Minimum		Maximum	210	4=almost every day
			132	5=1 to 3 times during the past 7 days
			37	6=(he/she) did not eat vegetables
			1220	-1/.N=Not Applicable
			2	-8/.D=Don't know
			8	-9/.M=Missing
			1225	SYSMIS/.

Name	P4H08hr		Frequency	Code and Description
Label	P4: What time [child] goes to bed (hr)		896	valid numeric value
Format	Num	Type	1220	-1/.N=Not Applicable
Valid N	896	Mean	8	-9/.M=Missing
Minimum	6	Maximum	11	1225 SYSMIS/.

Name	P4H08min		Frequency	Code and Description
Label	P4: What time [child] goes to bed (min)		896	valid numeric value
Format	Num	Type	1220	-1/.N=Not Applicable
Valid N	896	Mean	8	-9/.M=Missing
Minimum	0	Maximum	45	1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4H08	Frequency	Code and Description
Label	P4: Child's regular bedtime	1	18:00
Format	Num	Type	Source
Valid N	896	Mean	2 18:30
Minimum		Maximum	19 19:00
			1 19:20
			44 19:30
			1 19:45
			264 20:00
			1 20:03
			1 20:15
			203 20:30
			1 20:45
			259 21:00
			1 21:01
			56 21:30
			39 22:00
			2 22:30
			1 23:00
			8 M
			1220 N
			1225 SYSMIS/.

Name	P4H09	Frequency	Code and Description
Label	P4: Time child in bed on sched in pst wk	890	valid numeric value
Format	Num	Type	Source
Valid N	890	Mean	4.67
Minimum	0	Maximum	5
			1220 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4H10hr	Frequency	Code and Description
Label	P4: Time child wakes up on weekdays (hr)	896	valid numeric value
Format	Num	Type	Source
Valid N	896	Mean	6.55
Minimum	4	Maximum	11
			1220 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4H10min	Frequency	Code and Description
Label	P4: Time child wakes up on weekdays(min)	896	valid numeric value
Format	Num	Type	Source
Valid N	896	Mean	14.61
Minimum	0	Maximum	50
			1220 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4H10	Frequency	Code and Description
Label	P4: Time child wakes up on weekdays	2	4:30
Format	Num	Type	Source
Valid N	896	Mean	5 5:00
Minimum		Maximum	1 5:01
			2 5:15
			18 5:30
			1 5:40
			4 5:45
			1 5:50
			136 6:00
			1 6:05
			1 6:07
			15 6:15
			7 6:20
			1 6:25
			182 6:30
			4 6:35
			10 6:40
			38 6:45
			6 6:50
			285 7:00
			1 7:05
			3 7:10
			17 7:15
			4 7:20
			1 7:25
			88 7:30
			1 7:40
			10 7:45
			1 7:50
			29 8:00
			1 8:20
			5 8:30
			8 9:00
			1 9:30
			5 10:00
			1 11:00
			8 M
			1220 N
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4H11	Frequency	Code and Description
Label	P4: # times child wakes up in a night	893	valid numeric value
Format	Num	Type	Source
Valid N	893	Mean	0.16
Minimum	0	Maximum	7
			1220 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4H11a1	Frequency	Code and Description
Label	P4: Child has safe place to sleep at night	761	1=Strongly agree
Format	Num	Type	Source
Valid N	896	Mean	
Minimum		Maximum	
			130 2=Agree
			3 3=Disagree
			2 4=Strongly disagree
			1220 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4H11a2	Frequency	Code and Description
Label	P4: Child sleeps soundly through night	685	1=Strongly agree
Format	Num	Type	Source
Valid N	894	Mean	
Minimum		Maximum	
			194 2=Agree
			12 3=Disagree
			3 4=Strongly disagree
			1220 -1/.N=Not Applicable
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4H11a3	Frequency	Code and Description
Label	P4: Child wakes up full of energy	587	1=Strongly agree
Format	Num	Type	Source
Valid N	896	Mean	
Minimum		Maximum	
			247 2=Agree
			48 3=Disagree
			14 4=Strongly disagree
			1220 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4H11b	Frequency	Code and Description
Label	P4: Freq. child brushed teeth last 7 nights	893	valid numeric value
Format	Num	Type	Source
Valid N	893	Mean	5.99
Minimum	0	Maximum	7
			1220 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4H12			Frequency	Code and Description
Label	P4: Spanked child in past week			724	0=No
Format	Num	Type	Source	168	1=Yes
Valid N	892	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		2	-7/.R=Refused
				2	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4H13			Frequency	Code and Description
Label	P4: Number times spanked child			167	valid numeric value
Format	Num	Type	Source	1944	-1/.N=Not Applicable
Valid N	167	Mean	1.71	3	-7/.R=Refused
Minimum	1	Maximum	7	2	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4H14			Frequency	Code and Description
Label	P4: Have used 'time out'			329	0=No
Format	Num	Type	Source	567	1=Yes
Valid N	896	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4H15			Frequency	Code and Description
Label	P4: Number times used 'time out'			566	valid numeric value
Format	Num	Type	Source	1549	-1/.N=Not Applicable
Valid N	566	Mean	2.29	1	-7/.R=Refused
Minimum	1	Maximum	21	8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4J01_11			Frequency	Code and Description
Label	P4: Mom is deceased			6	0=No
Format	Num	Type	Source	1	11=Deceased
Valid N	7	Mean		2107	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				1	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J01_12	Frequency	Code and Description
Label	P4: Mom did not have \$ to raise child	6	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_13	Frequency	Code and Description
Label	P4: Mom too sick to take care of child	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_14	Frequency	Code and Description
Label	P4: Mom had drinking problem	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_15	Frequency	Code and Description
Label	P4: Mom had drug problem	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_16	Frequency	Code and Description
Label	P4: Mom had mental/ emotional problem	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J01_17	Frequency	Code and Description
Label	P4: Mom in trouble w/ the law, in jail	6	0=No
Format	Num	Type	Source
Valid N	7	Mean	1 17=In trouble with the law or had to go to jail
Minimum		Maximum	2107 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_18	Frequency	Code and Description
Label	P4: Child abused/ neglected with Mom	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_19	Frequency	Code and Description
Label	P4: Child Welfare Office said couldn't	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_20	Frequency	Code and Description
Label	P4: No explanation given	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_21	Frequency	Code and Description
Label	P4: Something else (specify)	4	0=No
Format	Num	Type	Source
Valid N	7	Mean	3 21=Something else
Minimum		Maximum	2107 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J01_22	Frequency	Code and Description
Label	P4: Divorced/separated	6	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_24	Frequency	Code and Description
Label	P4: Mom in residential treatment program	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_25	Frequency	Code and Description
Label	P4: Child's family is homeless	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J01_26	Frequency	Code and Description
Label	P4: Mother and child live together	7	0=No
Format	Num	Type	Source
Valid N	7	Mean	2107 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J02	Frequency	Code and Description
Label	P4: Mom ever in same household w/ child	15	0=No
Format	Num	Type	Source
Valid N	41	Mean	26 1=Yes
Minimum		Maximum	2075 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J03	Frequency	Code and Description
Label	P4: Mother lives same city as child	13	0=No
Format	Num	Type	Source
Valid N	44	Mean	31 1=Yes
Minimum		Maximum	2066 -1/.N=Not Applic
			3 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J04	Frequency	Code and Description
Label	P4: Number days child has seen mother	44	valid numeric value
Format	Num	Type	Source
Valid N	44	Mean	61.05
Minimum	0	Maximum	365
			2066 -1/.N=Not Applicable
			3 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J05num	Frequency	Code and Description
Label	P4: How long since child had contact	43	valid numeric value
Format	Num	Type	Source
Valid N	43	Mean	3.28
Minimum	1	Maximum	45
			2067 -1/.N=Not Applicable
			3 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J05code	Frequency	Code and Description
Label	P4: Unit code for last contact w/ mom	1	0=Never had contact
Format	Num	Type	Source
Valid N	44	Mean	18 1=Days ago
Minimum		Maximum	9 2=Weeks ago
			8 3=Months ago
			8 4=Years ago
			2066 -1/.N=Not Applicable
			3 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J06	Frequency	Code and Description
Label	P4: Any child support from mother	40	0=No
Format	Num	Type	Source
Valid N	45	Mean	5 1=Yes
Minimum		Maximum	2066 -1/.N=Not Applic
			2 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J07	Frequency	Code and Description
Label	P4: Received other support from mom	39	0=No
Format	Num	Type	Source
Valid N	46	Mean	7 1=Yes
Minimum		Maximum	2066 -1/.N=Not Applic
			1 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J07a	Frequency	Code and Description
Label	P4: Any other mother-figure to child	18	0=No
Format	Num	Type	Source
Valid N	46	Mean	28 1=Yes
Minimum		Maximum	2066 -1/.N=Not Applic
			1 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J07b	Frequency	Code and Description
Label	P4: Relat of mother-figure to child	16	1=You
Format	Num	Type	Source
Valid N	28	Mean	5 2=your spouse or partner
Minimum		Maximum	5 3=a relative of Child
			2 4=a friend of the family
			2084 -1/.N=Not Applicable
			1 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J07c	Frequency	Code and Description
Label	P4: Mother-figure in same household	3	0=No
Format	Num	Type	Source
Valid N	7	Mean	4 1=Yes
Minimum		Maximum	2105 -1/.N=Not Applic
			1 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J15	Frequency	Code and Description
Label	P4: Marital status of Childs bio mom/dad	1	2=divorced
Format	Num	Type	Source
Valid N	1	Mean	2062 -1/.N=Not Applic
Minimum		Maximum	61 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J16	Frequency	Code and Description
Label	P4: Relationship of Childs bio mom/dad	1	4=they are not in any kind of relationship
Format	Num	Type	Source
Valid N	1	Mean	2062 -1/.N=Not Applicable
Minimum		Maximum	61 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J16a	Frequency	Code and Description
Label	P4: Numb of mom-child 1-week separations	843	valid numeric value
Format	Num	Type	Source
Valid N	843	Mean	0.18
Minimum	0	Maximum	24
			1271 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J16b12	Frequency	Code and Description
Label	P4: Mom did not have \$ to raise child	80	0=No
Format	Num	Type	Source
Valid N	80	Mean	
Minimum		Maximum	
			2032 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J16b13	Frequency	Code and Description
Label	P4: Mom too sick to take care of child	74	0=No
Format	Num	Type	Source
Valid N	80	Mean	
Minimum		Maximum	
			6 13=Got too sick to take care of Child
			2032 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J16b14	Frequency	Code and Description
Label	P4: Mom had drinking problem	80	0=No
Format	Num	Type	Source
Valid N	80	Mean	
Minimum		Maximum	
			2032 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J16b15	Frequency	Code and Description
Label	P4: Mom had drug problem	80	0=No
Format	Num	Type	Source
Valid N	80	Mean	
Minimum		Maximum	
			2032 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J16b16	Frequency	Code and Description
Label	P4: Mom had mental/ emotional problem	80	0=No
Format	Num	Type	Source
Valid N	80	Mean	2032 -1/.N=Not Applicable
Minimum		Maximum	3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J16b17	Frequency	Code and Description
Label	P4: Mom in trouble w/ the law, in jail	79	0=No
Format	Num	Type	Source
Valid N	80	Mean	1 17=In trouble with the law or had to go to jail
Minimum		Maximum	2032 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J16b18	Frequency	Code and Description
Label	P4: Child abused/ neglected with Mom	80	0=No
Format	Num	Type	Source
Valid N	80	Mean	2032 -1/.N=Not Applicable
Minimum		Maximum	3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J16b19	Frequency	Code and Description
Label	P4: Child Welfare Office said couldn't	80	0=No
Format	Num	Type	Source
Valid N	80	Mean	2032 -1/.N=Not Applicable
Minimum		Maximum	3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J16b20	Frequency	Code and Description
Label	P4: No explanation given	80	0=No
Format	Num	Type	Source
Valid N	80	Mean	2032 -1/.N=Not Applicable
Minimum		Maximum	3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J16b21	Frequency	Code and Description
Label	P4: Something else (specify)	68	0=No
Format	Num	Type	Source
Valid N	80	Mean	12 21=Something else
Minimum		Maximum	2032 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J16b22	Frequency	Code and Description
Label	P4: Divorced/separated	76	0=No
Format	Num	Type	Source
Valid N	80	Mean	4 22=Divorced/separated
Minimum		Maximum	2032 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J16b24	Frequency	Code and Description
Label	P4: Mom in residential treatment program	80	0=No
Format	Num	Type	Source
Valid N	80	Mean	2032 -1/.N=Not Applicable
Minimum		Maximum	3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J16b25	Frequency	Code and Description
Label	P4: Child's family is homeless	80	0=No
Format	Num	Type	Source
Valid N	80	Mean	2032 -1/.N=Not Applicable
Minimum		Maximum	3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J16b27	Frequency	Code and Description
Label	P4: Child went to visit relatives	38	0=No
Format	Num	Type	Source
Valid N	80	Mean	42 27=Child is on vacation/visiting relatives
Minimum		Maximum	2032 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J16b28	Frequency	Code and Description
Label	P4: Mom traveled/went on vacation	60	0=No
Format	Num	Type	Source
Valid N	80	Mean	2032 -1/.N=Not Applicable
Minimum		Maximum	3 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J17	Frequency	Code and Description
Label	P4: Mother work for pay in past week	436	0=No
Format	Num	Type	Source
Valid N	843	Mean	406 1=Yes
Minimum		Maximum	1 3=Disabled/unable to work
			1271 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J18	Frequency	Code and Description
Label	P4: Mother on leave/ vacation in past wk	415	0=No
Format	Num	Type	Source
Valid N	436	Mean	21 1=Yes
Minimum		Maximum	1678 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J19	Frequency	Code and Description
Label	P4: Mother looked for work in past 4 wks	280	0=No
Format	Num	Type	Source
Valid N	436	Mean	156 1=Yes
Minimum		Maximum	1678 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4J20	Frequency	Code and Description
Label	P4: Mother worked for pay in pst 12 mths	343	0=No
Format	Num	Type	Source
Valid N	435	Mean	92 1=Yes
Minimum		Maximum	1678 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J21			Frequency	Code and Description
Label	P4: Total hours/ week mother works			495	valid numeric value
Format	Num	Type	Source	1615	-1/.N=Not Applicable
Valid N	495	Mean	33.35	2	-7/.R=Refused
Minimum	2	Maximum	80	4	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4J23			Frequency	Code and Description
Label	P4: Mother occupation			12	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source	5	4=Social scientists, social workers, religious workers and lawyers
Valid N	489	Mean		24	5=Teachers
Minimum		Maximum		1	6=Health diagnosing and treating practitioners
				54	7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
				4	8=Writers, artists, entertainers and athletes
				7	9=Health technologists and technicians
				1	10=Technologists and technicians, except health
				67	11=Marketing and sales occupations
				48	12=Administrative support occupation,including clerical
				201	13=Service occupations
				1	14=Agricultural, forestry, and fishing occupations
				3	15=Mechanics and repairers
				1	16=Construction and extractive occupations
				11	17=Precision production occupations
				7	18=Transportation and materials moving occupations
				33	19=Handlers, equipment cleaners, helpers andlaborers
				9	20=Miscellaneous occupations
				1615	-1/.N=Not Applicable
				5	-7/.R=Refused
				5	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4J26			Frequency	Code and Description
Label	P4: Mother taken programs or courses since...			615	0=No
Format	Num	Type	Source	230	1=Yes
Valid N	845	Mean		1271	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J27	Frequency	Code and Description
Label	P4: Mother now taking full/part-time courses	71	1=Full time
Format	Num	Type	Source
Valid N	228	Mean	84 2=Part time
Minimum		Maximum	73 3=No
			1886 -1/.N=Not Applic
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J28	Frequency	Code and Description
Label	P4: Mother currently in job training	598	0=No
Format	Num	Type	Source
Valid N	614	Mean	16 1=Yes
Minimum		Maximum	1501 -1/.N=Not Applic
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J29	Frequency	Code and Description
Label	P4: Mother received cert/ dipl/ degree	758	0=No
Format	Num	Type	Source
Valid N	841	Mean	83 1=Yes
Minimum		Maximum	1271 -1/.N=Not Applic
			1 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J30	Frequency	Code and Description
Label	P4: Mother type of certif/diploma/degree	14	1=Trade license or certificate
Format	Num	Type	Source
Valid N	83	Mean	5 2=GED certificate or equivalent
Minimum		Maximum	1 3=High school diploma
			7 4=Associate's degree
			1 5=Child development associate (CDA)
			8 6=Bachelor's degree
			47 8=Credential for family service worker
			2029 -1/.N=Not Applicable
			1 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4J31	Frequency	Code and Description
Label	P4: Did HS help mother locate courses	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4J32	Frequency	Code and Description
Label	P4: Reason mom prevented taking courses	2116	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Name	P4K01_11	Frequency	Code and Description
Label	P4: Father is deceased	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2085 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K01_12	Frequency	Code and Description
Label	P4: Father not have \$ to raise child	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2085 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K01_13	Frequency	Code and Description
Label	P4: Father too sick to take care of child	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2085 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K01_14	Frequency	Code and Description
Label	P4: Father had drinking problem	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2085 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K01_15	Frequency	Code and Description
Label	P4: Father had drug problem	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2085 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4K01_16			Frequency	Code and Description
Label	P4: Father had mental/ emotional problem			28	0=No
Format	Num	Type	Source	2	16=Mental/emotional problem, could not take care of Child
Valid N	30	Mean		2085	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4K01_17			Frequency	Code and Description
Label	P4: Father in trouble w/ the law, in jail			28	0=No
Format	Num	Type	Source	2	17=In trouble with the law or had to go to jail
Valid N	30	Mean		2085	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4K01_18			Frequency	Code and Description
Label	P4: Child abused/ neglected with Father			27	0=No
Format	Num	Type	Source	3	18=Child was neglected/abused while living with father
Valid N	30	Mean		2085	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4K01_19			Frequency	Code and Description
Label	P4: Child Welfare Office said couldn't			30	0=No
Format	Num	Type	Source	2085	-1/.N=Not Applicable
Valid N	30	Mean		1	-7/.R=Refused
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4K01_20			Frequency	Code and Description
Label	P4: No explanation given			29	0=No
Format	Num	Type	Source	1	20=No explanation given
Valid N	30	Mean		2085	-1/.N=Not Applicable
Minimum		Maximum		1	-7/.R=Refused
				8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4K01_21	Frequency	Code and Description
Label	P4: Something else (specify)	27	0=No
Format	Num	Type	Source
Valid N	30	Mean	3 21=Something else
Minimum		Maximum	2085 -1/.N=Not Applicable
			1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K01_22	Frequency	Code and Description
Label	P4: Divorced/separated	13	0=No
Format	Num	Type	Source
Valid N	30	Mean	17 22=Divorced/separated
Minimum		Maximum	2085 -1/.N=Not Applicable
			1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K01_23	Frequency	Code and Description
Label	P4: Father left/did not want child	28	0=No
Format	Num	Type	Source
Valid N	30	Mean	2 23=Father left/did not want child
Minimum		Maximum	2085 -1/.N=Not Applicable
			1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K01_24	Frequency	Code and Description
Label	P4: Father in residential treatment program	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2085 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K01_25	Frequency	Code and Description
Label	P4: Child's family is homeless	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2085 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K01_26	Frequency	Code and Description
Label	P4: Father and child live together	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2085 -1/.N=Not Applicable
Minimum		Maximum	1 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4K02	Frequency	Code and Description
Label	P4: Father ever same household w/ child	236	0=No
Format	Num	Type	Source
Valid N	439	Mean	203 1=Yes
Minimum		Maximum	1671 -1/.N=Not Applic
			5 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K03	Frequency	Code and Description
Label	P4: Father lives in same city as child	187	0=No
Format	Num	Type	Source
Valid N	446	Mean	259 1=Yes
Minimum		Maximum	1632 -1/.N=Not Applic
			9 -7/.R=Refused
			17 -8/.D=Don't know
			20 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K04	Frequency	Code and Description
Label	P4: Number days child has seen father	431	valid numeric value
Format	Num	Type	Source
Valid N	431	Mean	1632 -1/.N=Not Applicable
Minimum	0	Maximum	68.12
			16 -7/.R=Refused
			25 -8/.D=Don't know
			20 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K05num	Frequency	Code and Description
Label	P4: How long since child contact w/ dad	404	valid numeric value
Format	Num	Type	Source
Valid N	404	Mean	1681 -1/.N=Not Applicable
Minimum	1	Maximum	2.40
			14 -7/.R=Refused
			5 -8/.D=Don't know
			20 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K05code	Frequency	Code and Description
Label	P4: Unit code for last contact w/ father	49	0=Never had contact
Format	Num	Type	Source
Valid N	453	Mean	204 1=Days ago
Minimum		Maximum	60 2=Weeks ago
			69 3=Months ago
			71 4=Years ago
			1632 -1/.N=Not Applicable
			14 -7/.R=Refused
			5 -8/.D=Don't know
			20 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4K06			Frequency	Code and Description
Label	P4: Any child support from father			311	0=No
Format	Num	Type	Source	150	1=Yes
Valid N	461	Mean		1632	-1/.N=Not Applic
Minimum		Maximum		11	-7/.R=Refused
				20	-9/.M=Missing
				1225	SYSMIS/.

Name	P4K07			Frequency	Code and Description
Label	P4: Any other support from father			370	0=No
Format	Num	Type	Source	92	1=Yes
Valid N	462	Mean		1632	-1/.N=Not Applic
Minimum		Maximum		10	-7/.R=Refused
				20	-9/.M=Missing
				1225	SYSMIS/.

Name	P4K07a			Frequency	Code and Description
Label	P4: Anyone like father to child			274	0=No
Format	Num	Type	Source	196	1=Yes
Valid N	470	Mean		1632	-1/.N=Not Applic
Minimum		Maximum		2	-7/.R=Refused
				20	-9/.M=Missing
				1225	SYSMIS/.

Name	P4K07b			Frequency	Code and Description
Label	P4: Relat of father-figure to child			4	1=You
Format	Num	Type	Source	106	2=your spouse or partner
Valid N	196	Mean		69	3=a relative of Child
Minimum		Maximum		17	4=a friend of the family
				1906	-1/.N=Not Applicable
				2	-7/.R=Refused
				20	-9/.M=Missing
				1225	SYSMIS/.

Name	P4K07c			Frequency	Code and Description
Label	P4: Father-figure in same household			61	0=No
Format	Num	Type	Source	25	1=Yes
Valid N	86	Mean		2016	-1/.N=Not Applic
Minimum		Maximum		2	-7/.R=Refused
				20	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4K17	Frequency	Code and Description
Label	P4: Father worked for pay in past week	94	0=No
Format	Num	Type	Source
Valid N	410	Mean	313 1=Yes
Minimum		Maximum	3 3=Disabled/unable to work
			1704 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K18	Frequency	Code and Description
Label	P4: Father on leave/ vacation in past wk	83	0=No
Format	Num	Type	Source
Valid N	94	Mean	11 1=Yes
Minimum		Maximum	2020 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K19	Frequency	Code and Description
Label	P4: Father looked for work in past 4 wks	44	0=No
Format	Num	Type	Source
Valid N	94	Mean	50 1=Yes
Minimum		Maximum	2020 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K20	Frequency	Code and Description
Label	P4: Father worked for pay in pst 12 mths	56	0=No
Format	Num	Type	Source
Valid N	94	Mean	38 1=Yes
Minimum		Maximum	2020 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K21	Frequency	Code and Description
Label	P4: Total hours/ week father works	344	valid numeric value
Format	Num	Type	Source
Valid N	344	Mean	1763 -1/.N=Not Applicable
Minimum	4	Maximum	39.49
			2 -7/.R=Refused
			7 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4K23	Frequency	Code and Description
Label	P4: Father occupation	6	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source
Valid N	349	Mean	2 2=Engineers, surveyors, and architects
Minimum		Maximum	2 4=Social scientists, social workers, religious workers and lawyers
			2 5=Teachers
			9 7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
			2 9=Health technologists and technicians
			7 10=Technologists and technicians, except health
			12 11=Marketing and sales occupations
			7 12=Administrative support occupation,including clerical
			90 13=Service occupations
			8 14=Agricultural, forestry, and fishing occupations
			21 15=Mechanics and repairers
			73 16=Construction and extractive occupations
			11 17=Precision production occupations
			41 18=Transportation and materials moving occupations
			51 19=Handlers, equipment cleaners, helpers and laborers
			5 20=Miscellaneous occupations
			1763 -1/.N=Not Applicable
			2 -7/.R=Refused
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K26	Frequency	Code and Description
Label	P4: Father taken programs or courses since...	328	0=No
Format	Num	Type	Source
Valid N	409	Mean	81 1=Yes
Minimum		Maximum	1704 -1/.N=Not Applic
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4K27	Frequency	Code and Description
Label	P4: Father now taking full/part-time courses	13	1=Full time
Format	Num	Type	Source
Valid N	80	Mean	34 2=Part time
Minimum		Maximum	33 3=No
			2032 -1/.N=Not Applic
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4K28	Frequency	Code and Description
Label	P4: Father currently in job training	324	0=No
Format	Num	Type	Source
Valid N	329	Mean	5 1=Yes
Minimum		Maximum	1785 -1/.N=Not Applic
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4K29	Frequency	Code and Description
Label	P4: Father received cert/ dipl/ degree	372	0=No
Format	Num	Type	Source
Valid N	408	Mean	36 1=Yes
Minimum		Maximum	1704 -1/.N=Not Applic
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4K30	Frequency	Code and Description
Label	P4: Father type of certif/diploma/degree	9	1=Trade license or certificate
Format	Num	Type	Source
Valid N	35	Mean	1 2=GED certificate or equivalent
Minimum		Maximum	1 6=Bachelor's degree
			2 7=Graduate degree
			22 8=Credential for family service worker
			2076 -1/.N=Not Applicable
			3 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4K31	Frequency	Code and Description
Label	P4: Did HS help father locate courses	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4K32	Frequency	Code and Description
Label	P4: Reason dad prevented taking courses	2116	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4L10	Frequency	Code and Description
Label	P4: R Spanish, Hispanic, Latino origin	12	0=No
Format	Num	Type	Source
Valid N	12	Mean	2104 -1/.N=Not Applic
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4L11	Frequency	Code and Description
Label	P4: Descr of R's Hispanic origin	2116	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4L12_11	Frequency	Code and Description
Label	P4: Respondent White	6	0=No
Format	Num	Type	Source
Valid N	12	Mean	6 11=White
Minimum		Maximum	2104 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4L12_12	Frequency	Code and Description
Label	P4: Resp. Black or African American	8	0=No
Format	Num	Type	Source
Valid N	12	Mean	4 12=Black or African American
Minimum		Maximum	2104 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4L12_13	Frequency	Code and Description
Label	P4: Resp. American Indian/Alaska Native	11	0=No
Format	Num	Type	Source
Valid N	12	Mean	1 13=American Indian or Alaska Native
Minimum		Maximum	2104 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4L12_20	Frequency	Code and Description
Label	P4: Respondent Asian or Pacific Islander	11	0=No
Format	Num	Type	Source
Valid N	12	Mean	1 20=Asian or Pacific Islander
Minimum		Maximum	2104 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4L12_25	Frequency	Code and Description
Label	P4: Respondent Another race	12	0=No
Format	Num	Type	Source
Valid N	12	Mean	2104 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4L13	Frequency	Code and Description
Label	P4: Country Respondent was born in	10	059=United States
Format	Num	Type	Source
Valid N	12	Mean	2 600=Other
Minimum		Maximum	2104 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4L14	Frequency	Code and Description
Label	P4: Number of years Resp. lived in US	1	valid numeric value
Format	Num	Type	Source
Valid N	1	Mean	17.00
Minimum	17	Maximum	17
		2114	-1/.N=Not Applicable
		9	-9/.M=Missing
		1225	SYSMIS/.
Name	P4L17	Frequency	Code and Description
Label	P4: Resp. worked for pay in past week	24	0=No
Format	Num	Type	Source
Valid N	46	Mean	18
Minimum		Maximum	1=Yes
			2=Retired
			2=3=Disabled/unable to work
		2070	-1/.N=Not Applicable
		8	-9/.M=Missing
		1225	SYSMIS/.
Name	P4L18	Frequency	Code and Description
Label	P4: Resp. on leave/ vacation in past wk	23	0=No
Format	Num	Type	Source
Valid N	24	Mean	1
Minimum		Maximum	1=Yes
		2092	-1/.N=Not Applic
		8	-9/.M=Missing
		1225	SYSMIS/.
Name	P4L19	Frequency	Code and Description
Label	P4: Resp. looked for work in past 4 wks	18	0=No
Format	Num	Type	Source
Valid N	24	Mean	6
Minimum		Maximum	1=Yes
		2092	-1/.N=Not Applic
		8	-9/.M=Missing
		1225	SYSMIS/.
Name	P4L20	Frequency	Code and Description
Label	P4: Resp. worked for pay in pst 12 mths	19	0=No
Format	Num	Type	Source
Valid N	24	Mean	5
Minimum		Maximum	1=Yes
		2092	-1/.N=Not Applic
		8	-9/.M=Missing
		1225	SYSMIS/.
Name	P4L21	Frequency	Code and Description
Label	P4: Total hours/ week Resp. works	23	valid numeric value
Format	Num	Type	Source
Valid N	23	Mean	36.04
Minimum	10	Maximum	50
		2093	-1/.N=Not Applicable
		8	-9/.M=Missing
		1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4L23	Frequency	Code and Description
Label	P4: Resp. occupation	1	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source
Valid N	23	Mean	1 4=Social scientists, social workers, religious workers and lawyers
Minimum		Maximum	4 5=Teachers
			3 7=Registrd nurses, pharmacists, dietitians, therapists, physician's assistants
			1 9=Health technologists and technicians
			1 11=Marketing and sales occupations
			8 13=Service occupations
			3 17=Precision production occupations
			1 19=Handlers, equipment cleaners, helpers and laborers
			2093 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4L24	Frequency	Code and Description
Label	P4: Grade of school Resp. completed	2	2=9th to 11th grade
Format	Num	Type	Source
Valid N	10	Mean	1 3=12th grade but no diploma
Minimum		Maximum	1 4=High school diploma/equivalent
			4 7=Some college but no degree
			2 11=Master's degree (MA, MS)
			2104 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4L25	Frequency	Code and Description
Label	P4: Resp. has HS diploma (not just GED)	2	0=GED
Format	Num	Type	Source
Valid N	5	Mean	3 1=High school diploma
Minimum		Maximum	2109 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4L26	Frequency	Code and Description
Label	P4: Resp. taken programs or courses since...	30	0=No
Format	Num	Type	Source
Valid N	46	Mean	16 1=Yes
Minimum		Maximum	2070 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4L27			Frequency	Code and Description
Label	P4: Resp. now taking full/part-time courses			2	1=Full time
Format	Num	Type	Source	3	2=Part time
Valid N	16	Mean		11	3=No
Minimum		Maximum		2100	-1/.N=Not Applic
				8	-9/.M=Missing
				1225	SYSMIS/.
<hr/>					
Name	P4L28			Frequency	Code and Description
Label	P4: Resp. currently in job training			44	0=No
Format	Num	Type	Source	2	1=Yes
Valid N	46	Mean		2070	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.
<hr/>					
Name	P4L29			Frequency	Code and Description
Label	P4: Resp. received cert/ dipl/ degree			27	0=No
Format	Num	Type	Source	7	1=Yes
Valid N	34	Mean		2081	-1/.N=Not Applic
Minimum		Maximum		9	-9/.M=Missing
				1225	SYSMIS/.
<hr/>					
Name	P4L30			Frequency	Code and Description
Label	P4: Resp. kind of cert/dipl/degree recv			1	1=Trade license or certificate
Format	Num	Type	Source	2	6=Bachelor's degree
Valid N	6	Mean		3	8=Credential for family service worker
Minimum		Maximum		2108	-1/.N=Not Applicable
				1	-7/.R=Refused
				9	-9/.M=Missing
				1225	SYSMIS/.
<hr/>					
Name	P4L31			Frequency	Code and Description
Label	P4: HS helped Resp. locate program			2116	-1/.N=Not Applic
Format	Num	Type	Source	8	-9/.M=Missing
Valid N	0	Mean		1225	SYSMIS/.
Minimum		Maximum			

Codebook for Child-Level PUF, continued

Name	P4L32			Frequency	Code and Description
Label	P4: Reason Resp. not taking courses			1	2=Too old to take any courses
Format	Num	Type	Source	4	3=Health problem
Valid N	28	Mean		1	7=Lack of child care
Minimum		Maximum		5	8=Time constraints (home or work)
				3	11=Did not need more
				1	12=Other
				3	13=Did not want to/no interest
				6	14=Child related reasons (pregnant/at home w/child)
				1	15=Mental health problem
				3	17=Physical disability
				2087	-1/.N=Not Applicable
				1	-7/.R=Refused
				8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4M01a			Frequency	Code and Description
Label	P4: Welfare, TANF, general assistance			699	0=No
Format	Num	Type	Source	189	1=Yes
Valid N	888	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		4	-7/.R=Refused
				4	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4M01b			Frequency	Code and Description
Label	P4: Unemployment insurance			805	0=No
Format	Num	Type	Source	88	1=Yes
Valid N	893	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				2	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4M01c			Frequency	Code and Description
Label	P4: Food stamps			303	0=No
Format	Num	Type	Source	590	1=Yes
Valid N	893	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		2	-7/.R=Refused
				1	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4M01d			Frequency	Code and Description
Label	P4: WIC program			629	0=No
Format	Num	Type	Source	266	1=Yes
Valid N	895	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4M01e			Frequency	Code and Description
Label	P4: Child support			707	0=No
Format	Num	Type	Source	186	1=Yes
Valid N	893	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		2	-7/.R=Refused
				1	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4M01f			Frequency	Code and Description
Label	P4: SSI/Social Security Retirement			748	0=No
Format	Num	Type	Source	146	1=Yes
Valid N	894	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				1	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4M01g			Frequency	Code and Description
Label	P4: Payments for foster care			880	0=No
Format	Num	Type	Source	14	1=Yes
Valid N	894	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				1	-8/.D=Don't know
				8	-9/.M=Missing
				1225	SYSMIS/.

Name	P4M01h			Frequency	Code and Description
Label	P4: Energy assistance			754	0=No
Format	Num	Type	Source	141	1=Yes
Valid N	895	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4M02	Frequency	Code and Description
Label	P4: Number of adults contributing income	892	valid numeric value
Format	Num	Type	Source
Valid N	892	Mean	1.50
Minimum	1	Maximum	8
			1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4M07	Frequency	Code and Description
Label	P4: Type of housing R lives in	826	1=A house, apartment, or trailer with your family only
Format	Num	Type	Source
Valid N	891	Mean	57
Minimum		Maximum	
			2=A house, apartment, or trailer you share with another family
			7 3=Transitional housing (apartment) or a homeless shelter
			1 4=Somewhere else
			1220 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4M08	Frequency	Code and Description
Label	P4: Number times moved in last 12 months	894	valid numeric value
Format	Num	Type	Source
Valid N	894	Mean	0.31
Minimum	0	Maximum	5
			1220 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4M08a	Frequency	Code and Description
Label	P4: Main reason for most recent move	17	1=For a job or schooling
Format	Num	Type	Source
Valid N	231	Mean	1
Minimum		Maximum	
			2=To be closer to family/friends
			2 3=Moved in with partner/spouse
			41 4=Couldn't afford prior home
			16 5=Safer community
			6 6=Housing was destroyed
			1 7=Escape domestic abuse
			6 8=Prior landlord sold housing
			4 9=Family/friends no longer willing to house family
			78 11=Other
			59 12=More Space
			1877 -1/.N=Not Applicable
			6 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4M09	Frequency	Code and Description
Label	P4: Own home, pay rent, public housing	218	1=Owns or is buying home or apartment
Format	Num	Type	Source
Valid N	880	Mean	514 2=Rents (without public assistance)
Minimum		Maximum	133 3=Public or subsidized housing
			1 4=Some other arrangement
			14 5=Lives w/someone else, whether pays rent or not
			1228 -1/.N=Not Applicable
			3 -7/.R=Refused
			2 -8/.D=Don't know
			11 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N01	Frequency	Code and Description
Label	P4: Child currently in care regularly	813	0=No
Format	Num	Type	Source
Valid N	893	Mean	80 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N02	Frequency	Code and Description
Label	P4: No. of non-HS centers child attends	77	1=One
Format	Num	Type	Source
Valid N	80	Mean	3 2=Two
Minimum		Maximum	2033 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N03	Frequency	Code and Description
Label	P4: Days/wk child attends [main] program	79	valid numeric value
Format	Num	Type	Source
Valid N	79	Mean	4.53
Minimum	1	Maximum	5
			2033 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N04	Frequency	Code and Description
Label	P4: Hrs/wk child attends [main] program	80	valid numeric value
Format	Num	Type	Source
Valid N	80	Mean	12.86
Minimum	2	Maximum	40
			2033 -1/.N=Not Applicable
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4N05	Frequency	Code and Description
Label	P4: Child attends prog before / after HS/K	5	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	80	Mean	67
Minimum		Maximum	2033
			-1/.N=Not Applicable
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N06	Frequency	Code and Description
Label	P4: Child rec regular care from relative	649	0=No
Format	Num	Type	Source
Valid N	894	Mean	245
Minimum		Maximum	1220
			-1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N07	Frequency	Code and Description
Label	P4: Number of relative care arrangements	173	1=One
Format	Num	Type	Source
Valid N	242	Mean	51
Minimum		Maximum	1869
			-1/.N=Not Applic
			3 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N08	Frequency	Code and Description
Label	P4: Relationship of relative to child	153	1=grandparent
Format	Num	Type	Source
Valid N	245	Mean	40
Minimum		Maximum	1869
			-1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N09	Frequency	Code and Description
Label	P4: Location of relative care	128	1=Own home
Format	Num	Type	Source
Valid N	245	Mean	108
Minimum		Maximum	1869
			-1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4N09a	Frequency	Code and Description
Label	P4: Relative caregiver live in R home	32	0=No
Format	Num	Type	Source
Valid N	128	Mean	96 1=Yes
Minimum		Maximum	1986 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N10	Frequency	Code and Description
Label	P4: # dys/wk child rec care from relative	244	valid numeric value
Format	Num	Type	Source
Valid N	244	Mean	4.30
Minimum	1	Maximum	7
			1869 -1/.N=Not Applicable
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N11	Frequency	Code and Description
Label	P4: Hrs/wk child recv care from relative	242	valid numeric value
Format	Num	Type	Source
Valid N	242	Mean	13.09
Minimum	1	Maximum	80
			1869 -1/.N=Not Applicable
			3 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N12	Frequency	Code and Description
Label	P4: Child rec rel care before / after HS/K	13	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	245	Mean	188 2=After Head Start or kindergarten
Minimum		Maximum	44 3=Both before/after Head Start/kindergarten
			1869 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N13	Frequency	Code and Description
Label	P4: Child recv other care on reg basis	855	0=No
Format	Num	Type	Source
Valid N	894	Mean	39 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N14	Frequency	Code and Description
Label	P4: Number of other care arrangements	34	1=One
Format	Num	Type	Source
Valid N	39	Mean	4 2=Two
Minimum		Maximum	1 3=Three
			2075 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4N15	Frequency	Code and Description
Label	P4: Location of other care	6	1=Respondent's home
Format	Num	Type	Source
Valid N	39	Mean	33 2=Other home
Minimum		Maximum	2075 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N16	Frequency	Code and Description
Label	P4: Nonrelative caregiver live in R home	4	0=No
Format	Num	Type	Source
Valid N	6	Mean	2 1=Yes
Minimum		Maximum	2108 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N17	Frequency	Code and Description
Label	P4: #dys/wk C rec care from non-relative	39	valid numeric value
Format	Num	Type	Source
Valid N	39	Mean	3.51
Minimum	1	Maximum	5
			2075 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N18	Frequency	Code and Description
Label	P4: Hrs/wk C rec care from non-relative	37	valid numeric value
Format	Num	Type	Source
Valid N	37	Mean	9.86
Minimum	1	Maximum	35
			2075 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N19	Frequency	Code and Description
Label	P4: Child rec other care before/after HS/K	7	1=Before Head Start or kindergarten
Format	Num	Type	Source
Valid N	37	Mean	21 2=After Head Start or kindergarten
Minimum		Maximum	9 3=Both before/after Head Start/kindergarten
			2075 -1/.N=Not Applicable
			12 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N20	Frequency	Code and Description
Label	P4: # dys/wk C recv care before/after HS/K	31	valid numeric value
Format	Num	Type	Source
Valid N	31	Mean	4.26
Minimum	1	Maximum	7
			2085 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.
Name	P4N21	Frequency	Code and Description
Label	P4: Hrs/wk C recv care before / after HS/K	31	valid numeric value
Format	Num	Type	Source
Valid N	31	Mean	15.35
Minimum	3	Maximum	30
			2085 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4N22	Frequency	Code and Description
Label	P4: Charge/fee for any of the care	216	0=No
Format	Num	Type	Source
Valid N	333	Mean	117 1=Yes
Minimum		Maximum	1783 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N23a	Frequency	Code and Description
Label	P4: Do you pay for it yourself	10	0=No
Format	Num	Type	Source
Valid N	117	Mean	107 1=Yes
Minimum		Maximum	1999 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N23b	Frequency	Code and Description
Label	P4: Does a government agency pay	77	0=No
Format	Num	Type	Source
Valid N	116	Mean	39 1=Yes
Minimum		Maximum	1999 -1/.N=Not Applic
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N23c	Frequency	Code and Description
Label	P4: Does an employer pay	109	0=No
Format	Num	Type	Source
Valid N	114	Mean	5 1=Yes
Minimum		Maximum	1999 -1/.N=Not Applic
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N23d	Frequency	Code and Description
Label	P4: Does someone else pay	105	0=No
Format	Num	Type	Source
Valid N	117	Mean	12 1=Yes
Minimum		Maximum	1999 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N23e	Frequency	Code and Description
Label	P4: Trade child care w/someone else	115	0=No
Format	Num	Type	Source
Valid N	117	Mean	2 1=Yes
Minimum		Maximum	1999 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4N23f	Frequency	Code and Description
Label	P4: Other (please specify)	113	0=No
Format	Num	Type	Source
Valid N	115	Mean	2 1=Yes
Minimum		Maximum	1999 -1/.N=Not Applic
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N24amt	Frequency	Code and Description
Label	P4: Amt paid for Childcare arrangements	114	valid numeric value
Format	Num	Type	Source
Valid N	114	Mean	1999 -1/.N=Not Applicable
Minimum	0	Maximum	86.67
			3 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N24per	Frequency	Code and Description
Label	P4: Time period care paid for	3	1=Per hour
Format	Num	Type	Source
Valid N	107	Mean	8 2=Per day
Minimum		Maximum	52 3=Per week
			8 4=Bi-weekly
			33 5=Per month
			3 6=Per year
			2006 -1/.N=Not Applic
			3 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4N25	Frequency	Code and Description
Label	P4: Amt includes other children in house	51	1=Child only
Format	Num	Type	Source
Valid N	93	Mean	42 2=Child and others
Minimum		Maximum	2021 -1/.N=Not Applic
			2 -7/.R=Refused
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P01	Frequency	Code and Description
Label	P4: Child's overall health status	486	1=Excellent
Format	Num	Type	Source
Valid N	894	Mean	268 2=Very Good
Minimum		Maximum	107 3=Good
			32 4=Fair
			1 5=Poor
			1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P04	Frequency	Code and Description
Label	P4: Child take vitamin/ mineral suppl	512	0=No
Format	Num	Type	Source
Valid N	894	Mean	382 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P05	Frequency	Code and Description
Label	P4: Place where child goes for med care	543	1=A private doctor, private clinic, or HMO
Format	Num	Type	Source
Valid N	877	Mean	109 2=An outpatient clinic run by a hospital
Minimum		Maximum	8 3=The emergency room at a hospital
			175 4=Public health department or community health center
			2 5=A migrant health clinic
			2 6=The Indian Health Service
			38 7=Someplace else
			1220 -1/.N=Not Applicable
			4 -7/.R=Refused
			13 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P05a	Frequency	Code and Description
Label	P4: Child has regular health care provider	63	0=No
Format	Num	Type	Source
Valid N	886	Mean	823 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			8 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P05b	Frequency	Code and Description
Label	P4: Child health provider works as partner to meet needs	554	1=strongly agree
Format	Num	Type	Source
Valid N	820	Mean	239 2=agree
Minimum		Maximum	18 3=disagree
			9 4=strongly disagree
			1283 -1/.N=Not Applicable
			1 -7/.R=Refused
			10 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P06	Frequency	Code and Description
Label	P4: HS help find hlth-care prov for child	2116	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P06a	Frequency	Code and Description
Label	P4: How HS helped find healthcare prov	2116	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4P06b	Frequency	Code and Description
Label	P4: Reason HS didn't help find prov	2116	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.
Name	P4P07	Frequency	Code and Description
Label	P4: Time since child had check-up w/ Doc	643	1=6 months ago or less
Format	Num	Type	Source
Valid N	893	Mean	217 2=more than 6 mnths but not more than 1 year ago
Minimum		Maximum	30 3=more than 1 year but not more than 2 years ago
			2 4=more than 2 years ago
			1 5=never
			1220 -1/.N=Not Applicable
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P08	Frequency	Code and Description
Label	P4: Time since C had check-up w/ Dentist	647	1=6 months ago or less
Format	Num	Type	Source
Valid N	891	Mean	191 2=more than 6 mnths but not more than 1 year ago
Minimum		Maximum	45 3=more than 1 year but not more than 2 years ago
			2 4=more than 2 years ago
			6 5=never
			1220 -1/.N=Not Applicable
			3 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P09a	Frequency	Code and Description
Label	P4: Child health cov: Private insurance	379	0=No
Format	Num	Type	Source
Valid N	880	Mean	501 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -7/.R=Refused
			13 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P09b			Frequency	Code and Description
Label	P4: Child health cov: Medicaid			203	0=No
Format	Num	Type	Source	686	1=Yes
Valid N	889	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		5	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4P09c			Frequency	Code and Description
Label	P4: Child health cov: CHIP			562	0=No
Format	Num	Type	Source	319	1=Yes
Valid N	881	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		13	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4P09d			Frequency	Code and Description
Label	P4: Child health cov: Military hlth care			870	0=No
Format	Num	Type	Source	21	1=Yes
Valid N	891	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		3	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4P09e			Frequency	Code and Description
Label	P4: Child health cov: Indian hlth servc			879	0=No
Format	Num	Type	Source	13	1=Yes
Valid N	892	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		2	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4P09f			Frequency	Code and Description
Label	P4: Child health cov: Oth govt program			869	0=No
Format	Num	Type	Source	17	1=Yes
Valid N	886	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		1	-7/.R=Refused
				7	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P10	Frequency	Code and Description
Label	P4: #doc visits for injury in pst 12mnths	763	0=Never
Format	Num	Type	Source
Valid N	893	Mean	87 1=Once
Minimum		Maximum	23 2=Twice
			20 3=Three or more times
			1220 -1/.N=Not Applicable
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P11	Frequency	Code and Description
Label	P4: Child restricted because of injury	83	0=No
Format	Num	Type	Source
Valid N	130	Mean	47 1=Yes
Minimum		Maximum	1983 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P12	Frequency	Code and Description
Label	P4: Child miss HS bcause of injury	80	0=No
Format	Num	Type	Source
Valid N	130	Mean	50 1=Yes
Minimum		Maximum	1983 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13a	Frequency	Code and Description
Label	P4: Asthma	761	0=No
Format	Num	Type	Source
Valid N	893	Mean	132 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13b	Frequency	Code and Description
Label	P4: Respiratory/ breathing illness	802	0=No
Format	Num	Type	Source
Valid N	894	Mean	92 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P13c	Frequency	Code and Description
Label	P4: Stomach or gastrointestinal illness	870	0=No
Format	Num	Type	Source
Valid N	894	Mean	24 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13d	Frequency	Code and Description
Label	P4: Ear infection	734	0=No
Format	Num	Type	Source
Valid N	894	Mean	160 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13e	Frequency	Code and Description
Label	P4: Problem with muscles or with moving	889	0=No
Format	Num	Type	Source
Valid N	893	Mean	4 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13f	Frequency	Code and Description
Label	P4: Developmental delay	869	0=No
Format	Num	Type	Source
Valid N	890	Mean	21 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			4 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13g	Frequency	Code and Description
Label	P4: Epilepsy or seizures	889	0=No
Format	Num	Type	Source
Valid N	894	Mean	5 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13h	Frequency	Code and Description
Label	P4: Heart defect	885	0=No
Format	Num	Type	Source
Valid N	894	Mean	9 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P13i	Frequency	Code and Description
Label	P4: Mental retardation	891	0=No
Format	Num	Type	Source
Valid N	894	Mean	3 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13j	Frequency	Code and Description
Label	P4: Lactose intolerance	875	0=No
Format	Num	Type	Source
Valid N	892	Mean	17 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13k	Frequency	Code and Description
Label	P4: Other food allergy or sensitivity	867	0=No
Format	Num	Type	Source
Valid N	894	Mean	27 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13l	Frequency	Code and Description
Label	P4: Prob with allergies other than foods	775	0=No
Format	Num	Type	Source
Valid N	893	Mean	118 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13m	Frequency	Code and Description
Label	P4: Attention deficit, hyperactivity	854	0=No
Format	Num	Type	Source
Valid N	891	Mean	37 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			3 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P13n	Frequency	Code and Description
Label	P4: Diabetes	893	0=No
Format	Num	Type	Source
Valid N	893	Mean	1220 -1/.N=Not Applic
Minimum		Maximum	1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P13o	Frequency	Code and Description
Label	P4: A need to lose weight	858	0=No
Format	Num	Type	Source
Valid N	894	Mean	36 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14a	Frequency	Code and Description
Label	P4: Asthma	80	0=No
Format	Num	Type	Source
Valid N	132	Mean	52 1=Yes
Minimum		Maximum	1981 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14b	Frequency	Code and Description
Label	P4: Respiratory/ breathing illness	55	0=No
Format	Num	Type	Source
Valid N	92	Mean	37 1=Yes
Minimum		Maximum	2022 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14c	Frequency	Code and Description
Label	P4: Stomach or gastrointestinal illness	9	0=No
Format	Num	Type	Source
Valid N	24	Mean	15 1=Yes
Minimum		Maximum	2090 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14d	Frequency	Code and Description
Label	P4: Ear infection	78	0=No
Format	Num	Type	Source
Valid N	160	Mean	82 1=Yes
Minimum		Maximum	1954 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14e	Frequency	Code and Description
Label	P4: Problem with muscles or with moving	4	0=No
Format	Num	Type	Source
Valid N	4	Mean	2109 -1/.N=Not Applic
Minimum		Maximum	1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P14f	Frequency	Code and Description
Label	P4: Developmental delay	16	0=No
Format	Num	Type	Source
Valid N	20	Mean	4 1=Yes
Minimum		Maximum	2089 -1/.N=Not Applic
			5 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14g	Frequency	Code and Description
Label	P4: Epilepsy or seizures	4	0=No
Format	Num	Type	Source
Valid N	5	Mean	1 1=Yes
Minimum		Maximum	2109 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14h	Frequency	Code and Description
Label	P4: Heart defect	8	0=No
Format	Num	Type	Source
Valid N	9	Mean	1 1=Yes
Minimum		Maximum	2105 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14i	Frequency	Code and Description
Label	P4: Mental retardation	3	0=No
Format	Num	Type	Source
Valid N	3	Mean	2111 -1/.N=Not Applic
Minimum		Maximum	10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14j	Frequency	Code and Description
Label	P4: Lactose intolerance	14	0=No
Format	Num	Type	Source
Valid N	17	Mean	3 1=Yes
Minimum		Maximum	2095 -1/.N=Not Applic
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14k	Frequency	Code and Description
Label	P4: Other food allergy or sensitivity	23	0=No
Format	Num	Type	Source
Valid N	27	Mean	4 1=Yes
Minimum		Maximum	2087 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P14l	Frequency	Code and Description
Label	P4: Prob with allergies other than foods	94	0=No
Format	Num	Type	Source
Valid N	118	Mean	24 1=Yes
Minimum		Maximum	1995 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14m	Frequency	Code and Description
Label	P4: Attention deficit, hyperactivity	29	0=No
Format	Num	Type	Source
Valid N	36	Mean	7 1=Yes
Minimum		Maximum	2074 -1/.N=Not Applic
			4 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14n	Frequency	Code and Description
Label	P4: Diabetes	2113	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	1 -8/.D=Don't know
Minimum		Maximum	10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P14o	Frequency	Code and Description
Label	P4: A need to lose weight	35	0=No
Format	Num	Type	Source
Valid N	36	Mean	1 1=Yes
Minimum		Maximum	2078 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P15	Frequency	Code and Description
Label	P4: Child restricted due to health prob	871	0=No
Format	Num	Type	Source
Valid N	894	Mean	23 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P16	Frequency	Code and Description
Label	P4: Child missed HS due to health prob	720	0=No
Format	Num	Type	Source
Valid N	893	Mean	173 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P17	Frequency	Code and Description
Label	P4: C evaluated for attention/learning	830	0=No
Format	Num	Type	Source
Valid N	894	Mean	64 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P18	Frequency	Code and Description
Label	P4: Attention/learning problem diagnosed	32	0=No
Format	Num	Type	Source
Valid N	63	Mean	31 1=Yes
Minimum		Maximum	2050 -1/.N=Not Applic
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P19_1	Frequency	Code and Description
Label	P4: Mental retardation or cog impairmnt	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2082 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P19_2	Frequency	Code and Description
Label	P4: Emotional/behavior disability	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2082 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P19_3	Frequency	Code and Description
Label	P4: Autism or PDD	23	0=No
Format	Num	Type	Source
Valid N	30	Mean	7 3=Autism or pervasive developmental delay (PDD)
Minimum		Maximum	2082 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P19_4	Frequency	Code and Description
Label	P4: Traumatic brain injury	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2082 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P19_5	Frequency	Code and Description
Label	P4: Oppositional Defiant Disorder	29	0=No
Format	Num	Type	Source
Valid N	30	Mean	1 5=Oppositional defiant disorder
Minimum		Maximum	2082 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P19_6	Frequency	Code and Description
Label	P4: Other attention/learning problem	26	0=No
Format	Num	Type	Source
Valid N	30	Mean	4 6=Other
Minimum		Maximum	2082 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P19_7	Frequency	Code and Description
Label	P4: Speech or language impairment or delay	26	0=No
Format	Num	Type	Source
Valid N	30	Mean	4 7=Speech or language impairment or delay
Minimum		Maximum	2082 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P19_9	Frequency	Code and Description
Label	P4: No problem diagnosed	30	0=No
Format	Num	Type	Source
Valid N	30	Mean	2082 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P19_10	Frequency	Code and Description
Label	P4: ADD/ADHD	7	0=No
Format	Num	Type	Source
Valid N	30	Mean	23 10=ADD/ADHD
Minimum		Maximum	2082 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P19a	Frequency	Code and Description
Label	P4: Medication suggested or prescribed for diagnosis	13	0=No
Format	Num	Type	Source
Valid N	30	Mean	17 1=Yes
Minimum		Maximum	2082 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P19b	Frequency	Code and Description
Label	P4: Child currently taking medication for diagnosis	4	0=No
Format	Num	Type	Source
Valid N	17	Mean	13 1=Yes
Minimum		Maximum	2095 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P20	Frequency	Code and Description
Label	P4: Child evaluated about activity level	865	0=No
Format	Num	Type	Source
Valid N	894	Mean	29 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P21	Frequency	Code and Description
Label	P4: Activity level problem diagnosed	12	0=No
Format	Num	Type	Source
Valid N	29	Mean	17 1=Yes
Minimum		Maximum	2085 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P22_1	Frequency	Code and Description
Label	P4: Attention deficit disorder (ADD)	13	0=No
Format	Num	Type	Source
Valid N	17	Mean	4 1=Attention deficit disorder (ADD)
Minimum		Maximum	2097 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P22_2	Frequency	Code and Description
Label	P4: Attn deficit hyperactivity disorder	6	0=No
Format	Num	Type	Source
Valid N	17	Mean	11 2=Attention deficit hyperactivity disorder (ADHD)
Minimum		Maximum	2097 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P22_3	Frequency	Code and Description
Label	P4: Other activity level problem	12	0=No
Format	Num	Type	Source
Valid N	17	Mean	5 3=Other
Minimum		Maximum	2097 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P22_9	Frequency	Code and Description
Label	P4: No problem diagnosed	17	0=No
Format	Num	Type	Source
Valid N	17	Mean	2097 -1/.N=Not Applicable
Minimum		Maximum	10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P22a	Frequency	Code and Description
Label	P4: Was medication suggested/prescribed	5	0=No
Format	Num	Type	Source
Valid N	16	Mean	11 1=Yes
Minimum		Maximum	2097 -1/.N=Not Applic
			1 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P22b	Frequency	Code and Description
Label	P4: Child on medication for problem/diagnosis	11	1=Yes
Format	Num	Type	Source
Valid N	11	Mean	2102 -1/.N=Not Applic
Minimum		Maximum	1 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P23	Frequency	Code and Description
Label	P4: Child evaluated about arms/legs	888	0=No
Format	Num	Type	Source
Valid N	894	Mean	6 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P24	Frequency	Code and Description
Label	P4: Arms / legs problem diagnosed	1	0=No
Format	Num	Type	Source
Valid N	6	Mean	5 1=Yes
Minimum		Maximum	2108 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P25_1	Frequency	Code and Description
Label	P4: Cerebral palsy	5	0=No
Format	Num	Type	Source
Valid N	5	Mean	2109 -1/.N=Not Applicable
Minimum		Maximum	10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P25_2	Frequency	Code and Description
Label	P4: Epilepsy or seizures	5	0=No
Format	Num	Type	Source
Valid N	5	Mean	2109 -1/.N=Not Applicable
Minimum		Maximum	10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P25_3	Frequency	Code and Description
Label	P4: Other physical impairment (specify)	5	3=Other physical impairment
Format	Num	Type	Source
Valid N	5	Mean	2109 -1/.N=Not Applicable
Minimum		Maximum	10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P25_9	Frequency	Code and Description
Label	P4: No problem diagnosed	4	0=No
Format	Num	Type	Source
Valid N	5	Mean	1 9=No problem
Minimum		Maximum	2109 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P26	Frequency	Code and Description
Label	P4: Child use special equipment	4	0=No
Format	Num	Type	Source
Valid N	5	Mean	1 1=Yes
Minimum		Maximum	2109 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P27	Frequency	Code and Description
Label	P4: Child evaluated about communicating	863	0=No
Format	Num	Type	Source
Valid N	894	Mean	31 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P28	Frequency	Code and Description
Label	P4: Communication problem diagnosed	12	0=No
Format	Num	Type	Source
Valid N	31	Mean	19 1=Yes
Minimum		Maximum	2083 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P29_1	Frequency	Code and Description
Label	P4: Speech impairment	5	0=No
Format	Num	Type	Source
Valid N	18	Mean	13 1=Speech impairment
Minimum		Maximum	2095 -1/.N=Not Applicable
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P29_2	Frequency	Code and Description
Label	P4: Language impairment	16	0=No
Format	Num	Type	Source
Valid N	18	Mean	2095 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know 10 -9/.M=Missing 1225 SYSMIS/.
Name	P4P29_3	Frequency	Code and Description
Label	P4: Autism or PDD	16	0=No
Format	Num	Type	Source
Valid N	18	Mean	2095 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know 10 -9/.M=Missing 1225 SYSMIS/.
Name	P4P29_4	Frequency	Code and Description
Label	P4: Mental retardation/cogn. impairment	18	0=No
Format	Num	Type	Source
Valid N	18	Mean	2095 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know 10 -9/.M=Missing 1225 SYSMIS/.
Name	P4P29_5	Frequency	Code and Description
Label	P4: Emotional/behavior disability	18	0=No
Format	Num	Type	Source
Valid N	18	Mean	2095 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know 10 -9/.M=Missing 1225 SYSMIS/.
Name	P4P29_6	Frequency	Code and Description
Label	P4: Other (specify)	15	0=No
Format	Num	Type	Source
Valid N	17	Mean	2095 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know 10 -9/.M=Missing 1225 SYSMIS/.
Name	P4P29_8	Frequency	Code and Description
Label	P4: Hearing impairment	17	0=No
Format	Num	Type	Source
Valid N	18	Mean	2095 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know 10 -9/.M=Missing 1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P29_9	Frequency	Code and Description
Label	P4: No problem	18	0=No
Format	Num	Type	Source
Valid N	18	Mean	2095 -1/.N=Not Applicable
Minimum		Maximum	1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P30	Frequency	Code and Description
Label	P4: diff in hearing/understanding speech	876	0=No
Format	Num	Type	Source
Valid N	894	Mean	18 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P31	Frequency	Code and Description
Label	P4: Evaluated over hearing/understanding	7	0=No
Format	Num	Type	Source
Valid N	18	Mean	11 1=Yes
Minimum		Maximum	2096 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P32	Frequency	Code and Description
Label	P4: Hearing problem diagnosed	3	0=No
Format	Num	Type	Source
Valid N	11	Mean	8 1=Yes
Minimum		Maximum	2103 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P33_1	Frequency	Code and Description
Label	P4: Ear infection	5	0=No
Format	Num	Type	Source
Valid N	6	Mean	1 1=Ear infection
Minimum		Maximum	2106 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4P33_2	Frequency	Code and Description
Label	P4: Hearing impairment/hard of hearing	5	0=No
Format	Num	Type	Source
Valid N	6	Mean	1 2=Hearing impairment/hard of hearing
Minimum		Maximum	2106 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P33_3			Frequency	Code and Description
Label	P4: Deafness			6	0=No
Format	Num	Type	Source	2106	-1/.N=Not Applicable
Valid N	6	Mean		2	-8/.D=Don't know
Minimum		Maximum		10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P33_4			Frequency	Code and Description
Label	P4: Language impairment			6	0=No
Format	Num	Type	Source	2106	-1/.N=Not Applicable
Valid N	6	Mean		2	-8/.D=Don't know
Minimum		Maximum		10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P33_5			Frequency	Code and Description
Label	P4: Autism or PDD			4	0=No
Format	Num	Type	Source	2	5=Autism or pervasive developmental delay (PDD)
Valid N	6	Mean		2106	-1/.N=Not Applicable
Minimum		Maximum		2	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P33_6			Frequency	Code and Description
Label	P4: Mental retardation			6	0=No
Format	Num	Type	Source	2106	-1/.N=Not Applicable
Valid N	6	Mean		2	-8/.D=Don't know
Minimum		Maximum		10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P33_7			Frequency	Code and Description
Label	P4: Emotional/behavior disability			6	0=No
Format	Num	Type	Source	2106	-1/.N=Not Applicable
Valid N	6	Mean		2	-8/.D=Don't know
Minimum		Maximum		10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P33_8			Frequency	Code and Description
Label	P4: Other (specify)			3	0=No
Format	Num	Type	Source	3	8=Other
Valid N	6	Mean		2106	-1/.N=Not Applicable
Minimum		Maximum		2	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P33_9	Frequency	Code and Description
Label	P4: No problem diagnosed	6	0=No
Format	Num	Type	Source
Valid N	6	Mean	2106 -1/.N=Not Applicable
Minimum		Maximum	2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P34	Frequency	Code and Description
Label	P4: Child wears hearing aid	2115	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	9 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Name	P4P35a	Frequency	Code and Description
Label	P4: Child have cochlear implants	2115	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	9 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Name	P4P35b	Frequency	Code and Description
Label	P4: Effect on ability to hear/understand	2116	-1/.N=Not Applicable
Format	Num	Type	Source
Valid N	0	Mean	8 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Name	P4P36	Frequency	Code and Description
Label	P4: Child has difficulty seeing	809	0=No
Format	Num	Type	Source
Valid N	892	Mean	83 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P37	Frequency	Code and Description
Label	P4: Child's vision evaluated by pro	13	0=No
Format	Num	Type	Source
Valid N	83	Mean	70 1=Yes
Minimum		Maximum	2029 -1/.N=Not Applic
			2 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P38			Frequency	Code and Description
Label	P4: Vision problem diagnosed			8	0=No
Format	Num	Type	Source	62	1=Yes
Valid N	70	Mean		2042	-1/.N=Not Applic
Minimum		Maximum		2	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4P39_1			Frequency	Code and Description
Label	P4: Near sighted			34	0=No
Format	Num	Type	Source	17	1=Near sighted
Valid N	51	Mean		2050	-1/.N=Not Applicable
Minimum		Maximum		13	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4P39_2			Frequency	Code and Description
Label	P4: Far sighted			43	0=No
Format	Num	Type	Source	8	2=Far sighted
Valid N	51	Mean		2050	-1/.N=Not Applicable
Minimum		Maximum		13	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4P39_3			Frequency	Code and Description
Label	P4: Legally blind			49	0=No
Format	Num	Type	Source	2	3=Legally blind
Valid N	51	Mean		2050	-1/.N=Not Applicable
Minimum		Maximum		13	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4P39_4			Frequency	Code and Description
Label	P4: Other (specify)			36	0=No
Format	Num	Type	Source	15	4=Other
Valid N	51	Mean		2050	-1/.N=Not Applicable
Minimum		Maximum		13	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P39_5			Frequency	Code and Description
Label	P4: Astigmatism			38	0=No
Format	Num	Type	Source	13	5=Astigmatism
Valid N	51	Mean		2050	-1/.N=Not Applicable
Minimum		Maximum		13	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P39_6			Frequency	Code and Description
Label	P4: Lazy eye/Amblyopia			45	0=No
Format	Num	Type	Source	6	6=Lazy eye/Amblyopia
Valid N	51	Mean		2050	-1/.N=Not Applicable
Minimum		Maximum		13	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P39a			Frequency	Code and Description
Label	P4: Child wears glasses/ contacts			7	0=No
Format	Num	Type	Source	55	1=Yes
Valid N	62	Mean		2050	-1/.N=Not Applic
Minimum		Maximum		2	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P39b			Frequency	Code and Description
Label	P4: Effect of glasses on C's eyesight			34	1=correctable with glasses
Format	Num	Type	Source	18	2=improvable with glasses
Valid N	55	Mean		3	3=not correctable with glasses
Minimum		Maximum		2057	-1/.N=Not Applicable
				2	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P40a			Frequency	Code and Description
Label	P4: Speech or language therapy			80	0=No
Format	Num	Type	Source	30	1=Yes
Valid N	110	Mean		2006	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.
Name	P4P40b			Frequency	Code and Description
Label	P4: Occupational therapy or OT			90	0=No
Format	Num	Type	Source	20	1=Yes
Valid N	110	Mean		2006	-1/.N=Not Applic
Minimum		Maximum		8	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P40c	Frequency	Code and Description
Label	P4: Physical therapy or PT	100	0=No
Format	Num	Type	Source
Valid N	110	Mean	10 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P40d	Frequency	Code and Description
Label	P4: Vision services	83	0=No
Format	Num	Type	Source
Valid N	109	Mean	26 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P40e	Frequency	Code and Description
Label	P4: Hearing or audiology services	102	0=No
Format	Num	Type	Source
Valid N	110	Mean	8 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P40f	Frequency	Code and Description
Label	P4: Social work services	105	0=No
Format	Num	Type	Source
Valid N	110	Mean	5 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P40g	Frequency	Code and Description
Label	P4: Psychological services	99	0=No
Format	Num	Type	Source
Valid N	110	Mean	11 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P40h	Frequency	Code and Description
Label	P4: Parent support or training	101	0=No
Format	Num	Type	Source
Valid N	110	Mean	9 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P40i	Frequency	Code and Description
Label	P4: Special classes with other children	98	0=No
Format	Num	Type	Source
Valid N	109	Mean	11 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P40j	Frequency	Code and Description
Label	P4: Private tutoring or schooling	104	0=No
Format	Num	Type	Source
Valid N	110	Mean	6 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P40k	Frequency	Code and Description
Label	P4: Instruction in Braille	2	0=No
Format	Num	Type	Source
Valid N	2	Mean	2103 -1/.N=Not Applic
Minimum		Maximum	11 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P40l	Frequency	Code and Description
Label	P4: Instruction in sign language	2115	-1/.N=Not Applic
Format	Num	Type	Source
Valid N	0	Mean	9 -9/.M=Missing
Minimum		Maximum	1225 SYSMIS/.

Name	P4P40m	Frequency	Code and Description
Label	P4: Home visits	103	0=No
Format	Num	Type	Source
Valid N	110	Mean	7 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P41a	Frequency	Code and Description
Label	P4: EI pgm/svcs fr local school district	77	0=No
Format	Num	Type	Source
Valid N	110	Mean	33 1=Yes
Minimum		Maximum	2006 -1/.N=Not Applic
			8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P41b	Frequency	Code and Description
Label	P4: EI pgm/svcs fr health/soc svc agency	101	0=No
Format	Num	Type	Source
Valid N	108	Mean	2006 -1/.N=Not Applic
Minimum		Maximum	2 -8/.D=Don't know
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P41c	Frequency	Code and Description
Label	P4: EI pgm/svcs fr health care provider	94	0=No
Format	Num	Type	Source
Valid N	110	Mean	2006 -1/.N=Not Applic
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P41d	Frequency	Code and Description
Label	P4: EI pgm/svcs fr other source	106	0=No
Format	Num	Type	Source
Valid N	110	Mean	2006 -1/.N=Not Applic
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P42	Frequency	Code and Description
Label	P4: Any suggestion to get C evaluated	727	0=No
Format	Num	Type	Source
Valid N	742	Mean	1374 -1/.N=Not Applic
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P42a01	Frequency	Code and Description
Label	P4: Condition: Behavior problem	14	0=No
Format	Num	Type	Source
Valid N	15	Mean	2101 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P42a02	Frequency	Code and Description
Label	P4: Condition: Emotional problem	15	0=No
Format	Num	Type	Source
Valid N	15	Mean	2101 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P42a03	Frequency	Code and Description
Label	P4: Condition: Attention problem	12	0=No
Format	Num	Type	Source
Valid N	15	Mean	2101 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing 1225 SYSMIS/.

Name	P4P42a04	Frequency	Code and Description
Label	P4: Condition: Developmental delay	15	0=No
Format	Num	Type	Source
Valid N	15	Mean	2101 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing 1225 SYSMIS/.

Name	P4P42a05	Frequency	Code and Description
Label	P4: Condition: Problem with use of arms or legs	15	0=No
Format	Num	Type	Source
Valid N	15	Mean	2101 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing 1225 SYSMIS/.

Name	P4P42a06	Frequency	Code and Description
Label	P4: Condition: Oppositional defiant disorder	15	0=No
Format	Num	Type	Source
Valid N	15	Mean	2101 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing 1225 SYSMIS/.

Name	P4P42a07	Frequency	Code and Description
Label	P4: Condition: Speech problem	13	0=No
Format	Num	Type	Source
Valid N	15	Mean	2101 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing 1225 SYSMIS/.

Name	P4P42a08	Frequency	Code and Description
Label	P4: Condition: Hearing problem	15	0=No
Format	Num	Type	Source
Valid N	15	Mean	2101 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing 1225 SYSMIS/.

Name	P4P42a09	Frequency	Code and Description
Label	P4: Condition: Vision problem	7	0=No
Format	Num	Type	Source
Valid N	15	Mean	2101 -1/.N=Not Applicable
Minimum		Maximum	8 -9/.M=Missing 1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P42a10	Frequency	Code and Description
Label	P4: Condition: Other (specify)	14	0=No
Format	Num	Type	Source
Valid N	15	Mean	1 10=Other
Minimum		Maximum	2101 -1/.N=Not Applicable
			8 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P42b	Frequency	Code and Description
Label	P4: Child had IFSP in last 12 months	8	0=No
Format	Num	Type	Source
Valid N	8	Mean	2107 -1/.N=Not Applic
Minimum		Maximum	9 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P43	Frequency	Code and Description
Label	P4: Child currently has IEP or IFSP	802	0=No
Format	Num	Type	Source
Valid N	889	Mean	87 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			5 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P44	Frequency	Code and Description
Label	P4: R help develop IEP/IFSP for child	10	0=No
Format	Num	Type	Source
Valid N	86	Mean	76 1=Yes
Minimum		Maximum	2022 -1/.N=Not Applic
			6 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P45	Frequency	Code and Description
Label	P4: HS staff or others developed IEP	76	1=School staff
Format	Num	Type	Source
Valid N	87	Mean	11 2=Not school staff
Minimum		Maximum	2022 -1/.N=Not Applic
			5 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4P46	Frequency	Code and Description
Label	P4: IEP services child is receiving	4	1=none of the services identified in the IEP or IFSP
Format	Num	Type	Source
Valid N	86	Mean	18 2=some of the services
Minimum		Maximum	7 3=most of the services
			57 4=all of the services identified in the IEP or IFSP
			2022 -1/.N=Not Applicable
			6 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4P47	Frequency	Code and Description
Label	P4: R's satisfaction w/ IEP services	2	2=somewhat dissatisfied
Format	Num	Type	Source
Valid N	81	Mean	13 3=somewhat satisfied
Minimum		Maximum	66 4=very satisfied
			2026 -1/.N=Not Applicable
			7 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q01	Frequency	Code and Description
Label	P4: R's health status	234	1=Excellent
Format	Num	Type	Source
Valid N	894	Mean	255 2=Very Good
Minimum		Maximum	272 3=Good
			113 4=Fair
			20 5=Poor
			1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q01a	Frequency	Code and Description
Label	P4: R needed doctor/hospital in 1st yr but could not go	797	0=No
Format	Num	Type	Source
Valid N	894	Mean	97 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q01b1	Frequency	Code and Description
Label	P4: R didn't go to doctor: didn't have money	69	0=No
Format	Num	Type	Source
Valid N	97	Mean	28 1=Didn't have the money
Minimum		Maximum	2017 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4Q01b2	Frequency	Code and Description
Label	P4: R didn't go to doctor: didn't have insurance	49	0=No
Format	Num	Type	Source
Valid N	97	Mean	48 2=Didn't have insurance
Minimum		Maximum	2017 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4Q01b3	Frequency	Code and Description
Label	P4: R didn't go to doctor: didn't know where to go	97	0=No
Format	Num	Type	Source
Valid N	97	Mean	2017 -1/.N=Not Applicable
Minimum		Maximum	10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4Q01b4	Frequency	Code and Description
Label	P4: R didn't go to doctor: no time off of work	92	0=No
Format	Num	Type	Source
Valid N	97	Mean	5 4=Couldn't take time off from work
Minimum		Maximum	2017 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4Q01b5	Frequency	Code and Description
Label	P4: R didn't go to doctor: transportation problems	82	0=No
Format	Num	Type	Source
Valid N	97	Mean	15 5=Transportation problems
Minimum		Maximum	2017 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4Q01b6	Frequency	Code and Description
Label	P4: R didn't go to doctor: other	85	0=No
Format	Num	Type	Source
Valid N	96	Mean	11 6=Other
Minimum		Maximum	2017 -1/.N=Not Applicable
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.
Name	P4Q01b7	Frequency	Code and Description
Label	P4: R Needed child care	88	0=No
Format	Num	Type	Source
Valid N	97	Mean	9 7=Needed child care
Minimum		Maximum	2017 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4Q02a	Frequency	Code and Description
Label	P4: R's health cov: Private insurance	510	0=No
Format	Num	Type	Source
Valid N	890	Mean	380 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			3 -7/.R=Refused
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q02b	Frequency	Code and Description
Label	P4: R's health cov: Medicaid	538	0=No
Format	Num	Type	Source
Valid N	891	Mean	353 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			3 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q02c	Frequency	Code and Description
Label	P4: R's health cov: Military health care	884	0=No
Format	Num	Type	Source
Valid N	892	Mean	8 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q02d	Frequency	Code and Description
Label	P4: R's health cov: Indian health servc	886	0=No
Format	Num	Type	Source
Valid N	892	Mean	6 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q02e	Frequency	Code and Description
Label	P4: R's hlth cov: Medicare, oth govt pgm	860	0=No
Format	Num	Type	Source
Valid N	888	Mean	28 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -7/.R=Refused
			4 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4Q03	Frequency	Code and Description
Label	P4: Hlth impairment keeps R from working	822	0=No
Format	Num	Type	Source
Valid N	894	Mean	72 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q04	Frequency	Code and Description
Label	P4: Limited in kind/amount of work	797	0=No
Format	Num	Type	Source
Valid N	894	Mean	97 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q05	Frequency	Code and Description
Label	P4: R smoked tobacco in last 30 days	737	0=No
Format	Num	Type	Source
Valid N	894	Mean	157 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q06num	Frequency	Code and Description
Label	P4: Quantity cigarettes smoked per day	156	valid numeric value
Format	Num	Type	Source
Valid N	156	Mean	5.05
Minimum	1	Maximum	20
			1957 -1/.N=Not Applicable
			1 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q06cod	Frequency	Code and Description
Label	P4: Units code cigarettes smoked per day	110	1=Cigarettes
Format	Num	Type	Source
Valid N	156	Mean	46 2=Packs
Minimum		Maximum	1957 -1/.N=Not Applic
			1 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q07	Frequency	Code and Description
Label	P4: Anyone else in hhold smoked tobacco in last 30 days	768	0=No
Format	Num	Type	Source
Valid N	894	Mean	126 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4Q07a	Frequency	Code and Description
Label	P4: R/others smoke inside home	193	0=No
Format	Num	Type	Source
Valid N	228	Mean	35 1=Yes
Minimum		Maximum	1886 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q07b	Frequency	Code and Description
Label	P4: N who smoke inside home	35	valid numeric value
Format	Num	Type	Source
Valid N	35	Mean	1.46
Minimum	1	Maximum	2
			2079 -1/.N=Not Applicable
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q07c	Frequency	Code and Description
Label	P4: Days per week someone smokes in home	1	2=1 day
Format	Num	Type	Source
Valid N	33	Mean	4
Minimum		Maximum	27
			5=4-7 days
			2079 -1/.N=Not Applicable
			2 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q09	Frequency	Code and Description
Label	P4: Freq. R drinks alcoholic beverages	679	0=Never
Format	Num	Type	Source
Valid N	893	Mean	130
Minimum		Maximum	74
			2=1 or 2 days per week
			10 3=3 or 4 days per week
			1220 -1/.N=Not Applicable
			1 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q10	Frequency	Code and Description
Label	P4: Number/day of alcoholic beverages	214	valid numeric value
Format	Num	Type	Source
Valid N	214	Mean	1.97
Minimum	1	Maximum	15
			1899 -1/.N=Not Applicable
			1 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4Q11	Frequency	Code and Description
Label	P4: Anyone else in R home that drinks	759	0=No
Format	Num	Type	Source
Valid N	894	Mean	135
Minimum		Maximum	1
			1=Yes
			1220 -1/.N=Not Applic
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4Q12	Frequency	Code and Description
Label	P4: No of others that drink in R home	135	valid numeric value
Format	Num	Type	Source
Valid N	135	Mean	1.10
Minimum	0	Maximum	3
		1979	-1/.N=Not Applicable
		10	-9/.M=Missing
		1225	SYSMIS/.

Name	P4Q13	Frequency	Code and Description
Label	P4: Anyone in R household uses drugs	892	0=No
Format	Num	Type	Source
Valid N	894	Mean	1.10
Minimum		Maximum	3
		2	1=Yes
		1220	-1/.N=Not Applic
		10	-9/.M=Missing
		1225	SYSMIS/.

Name	P4Q14	Frequency	Code and Description
Label	P4: No of people in R hhold use drugs	2	valid numeric value
Format	Num	Type	Source
Valid N	2	Mean	1.00
Minimum	1	Maximum	1
		2112	-1/.N=Not Applicable
		10	-9/.M=Missing
		1225	SYSMIS/.

Name	P4T01a	Frequency	Code and Description
Label	P4: Help to watch C when R runs errand	93	1=Never true
Format	Num	Type	Source
Valid N	889	Mean	1.10
Minimum		Maximum	3
		316	2=Sometimes true
		480	3=Always true
		1220	-1/.N=Not Applic
		2	-8/.D=Don't know
		13	-9/.M=Missing
		1225	SYSMIS/.

Name	P4T01b	Frequency	Code and Description
Label	P4: Help w/ ride to get child to doctor	65	1=Never true
Format	Num	Type	Source
Valid N	889	Mean	1.10
Minimum		Maximum	3
		191	2=Sometimes true
		633	3=Always true
		1220	-1/.N=Not Applic
		1	-7/.R=Refused
		1	-8/.D=Don't know
		13	-9/.M=Missing
		1225	SYSMIS/.

Name	P4T01c	Frequency	Code and Description
Label	P4: Others check when child is sick	54	1=Never true
Format	Num	Type	Source
Valid N	891	Mean	1.10
Minimum		Maximum	3
		234	2=Sometimes true
		603	3=Always true
		1220	-1/.N=Not Applic
		13	-9/.M=Missing
		1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4T01d			Frequency	Code and Description
Label	P4: Other to talk to when problem w/ HS			62	1=Never true
Format	Num	Type	Source	178	2=Sometimes true
Valid N	890	Mean		650	3=Always true
Minimum		Maximum		1220	-1/.N=Not Applic
				1	-7/.R=Refused
				13	-9/.M=Missing
				1225	SYSMIS/.

Name	P4T01e			Frequency	Code and Description
Label	P4: Others will loan emergency cash			85	1=Never true
Format	Num	Type	Source	267	2=Sometimes true
Valid N	889	Mean		537	3=Always true
Minimum		Maximum		1220	-1/.N=Not Applic
				1	-7/.R=Refused
				1	-8/.D=Don't know
				13	-9/.M=Missing
				1225	SYSMIS/.

Name	P4T01f			Frequency	Code and Description
Label	P4: R has someone to talk to for advice			27	1=Never true
Format	Num	Type	Source	195	2=Sometimes true
Valid N	890	Mean		668	3=Always true
Minimum		Maximum		1220	-1/.N=Not Applic
				1	-7/.R=Refused
				13	-9/.M=Missing
				1225	SYSMIS/.

Name	P4T02a			Frequency	Code and Description
Label	P4: How helpful father has been			250	1=Not very helpful
Format	Num	Type	Source	128	2=Somewhat helpful
Valid N	884	Mean		430	3=Very helpful
Minimum		Maximum		76	4=NOT APPLICABLE
				1220	-1/.N=Not Applic
				7	-7/.R=Refused
				13	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4T02b			Frequency	Code and Description
Label	P4: How helpful mother has been			30	1=Not very helpful
Format	Num	Type	Source	16	2=Somewhat helpful
Valid N	890	Mean		50	3=Very helpful
Minimum		Maximum		794	4=NOT APPLICABLE
				1220	-1/.N=Not Applic
				1	-7/.R=Refused
				13	-9/.M=Missing
				1225	SYSMIS/.

Name	P4T02c			Frequency	Code and Description
Label	P4: How helpful spouse/partner is			45	1=Not very helpful
Format	Num	Type	Source	49	2=Somewhat helpful
Valid N	888	Mean		263	3=Very helpful
Minimum		Maximum		531	4=NOT APPLICABLE
				1220	-1/.N=Not Applic
				3	-7/.R=Refused
				13	-9/.M=Missing
				1225	SYSMIS/.

Name	P4T02d			Frequency	Code and Description
Label	P4: How helpful grandparents are			129	1=Not very helpful
Format	Num	Type	Source	150	2=Somewhat helpful
Valid N	891	Mean		526	3=Very helpful
Minimum		Maximum		86	4=NOT APPLICABLE
				1220	-1/.N=Not Applic
				13	-9/.M=Missing
				1225	SYSMIS/.

Name	P4T02e			Frequency	Code and Description
Label	P4: How helpful other relatives are			147	1=Not very helpful
Format	Num	Type	Source	272	2=Somewhat helpful
Valid N	891	Mean		450	3=Very helpful
Minimum		Maximum		22	4=NOT APPLICABLE
				1220	-1/.N=Not Applic
				13	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4T02f	Frequency	Code and Description
Label	P4: How helpful friends have been	192	1=Not very helpful
Format	Num	Type	Source
Valid N	890	Mean	340 2=Somewhat helpful
Minimum		Maximum	341 3=Very helpful
			17 4=NOT APPLICABLE
			1220 -1/.N=Not Applic
			1 -7/.R=Refused
			13 -9/.M=Missing
			1225 SYSMIS/.

Name	P4T02g	Frequency	Code and Description
Label	P4: How helpful coworkers have been	406	1=Not very helpful
Format	Num	Type	Source
Valid N	889	Mean	142 2=Somewhat helpful
Minimum		Maximum	140 3=Very helpful
			201 4=NOT APPLICABLE
			1220 -1/.N=Not Applic
			2 -7/.R=Refused
			13 -9/.M=Missing
			1225 SYSMIS/.

Name	P4T02h	Frequency	Code and Description
Label	P4: How helpful social workers are	331	1=Not very helpful
Format	Num	Type	Source
Valid N	885	Mean	139 2=Somewhat helpful
Minimum		Maximum	194 3=Very helpful
			221 4=NOT APPLICABLE
			1220 -1/.N=Not Applic
			4 -7/.R=Refused
			2 -8/.D=Don't know
			13 -9/.M=Missing
			1225 SYSMIS/.

Name	P4T02i	Frequency	Code and Description
Label	P4: How helpful Head Start staff is	123	1=Not very helpful
Format	Num	Type	Source
Valid N	888	Mean	235 2=Somewhat helpful
Minimum		Maximum	517 3=Very helpful
			13 4=NOT APPLICABLE
			1220 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			13 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4T02j			Frequency	Code and Description
Label	P4: How helpful other parents are			354	1=Not very helpful
Format	Num	Type	Source	221	2=Somewhat helpful
Valid N	886	Mean		206	3=Very helpful
Minimum		Maximum		105	4=NOT APPLICABLE
				1220	-1/.N=Not Applic
				2	-7/.R=Refused
				3	-8/.D=Don't know
				13	-9/.M=Missing
				1225	SYSMIS/.

Name	P4T02k			Frequency	Code and Description
Label	P4: How helpful other childcare is			379	1=Not very helpful
Format	Num	Type	Source	154	2=Somewhat helpful
Valid N	887	Mean		180	3=Very helpful
Minimum		Maximum		174	4=NOT APPLICABLE
				1220	-1/.N=Not Applic
				2	-7/.R=Refused
				2	-8/.D=Don't know
				13	-9/.M=Missing
				1225	SYSMIS/.

Name	P4T02l			Frequency	Code and Description
Label	P4: How helpful religious members are			327	1=Not very helpful
Format	Num	Type	Source	197	2=Somewhat helpful
Valid N	887	Mean		242	3=Very helpful
Minimum		Maximum		121	4=NOT APPLICABLE
				1220	-1/.N=Not Applic
				3	-7/.R=Refused
				1	-8/.D=Don't know
				13	-9/.M=Missing
				1225	SYSMIS/.

Name	P4T02m			Frequency	Code and Description
Label	P4: Anyone else been helpful			5	2=Somewhat helpful
Format	Num	Type	Source	10	3=Very helpful
Valid N	15	Mean		2096	-1/.N=Not Applic
Minimum		Maximum		13	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4U01a			Frequency	Code and Description
Label	P4: Bothered by things			642	1=Rarely or Never
Format	Num	Type	Source	160	2=Some or a Little
Valid N	892	Mean		74	3=Occasionally or Moderate
Minimum		Maximum		16	4=Most or All
				1220	-1/.N=Not Applicable
				2	-7/.R=Refused
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4U01b			Frequency	Code and Description
Label	P4: Your appetite was poor			685	1=Rarely or Never
Format	Num	Type	Source	122	2=Some or a Little
Valid N	891	Mean		64	3=Occasionally or Moderate
Minimum		Maximum		20	4=Most or All
				1220	-1/.N=Not Applicable
				2	-7/.R=Refused
				1	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4U01c			Frequency	Code and Description
Label	P4: Could not shake off the blues			748	1=Rarely or Never
Format	Num	Type	Source	90	2=Some or a Little
Valid N	890	Mean		30	3=Occasionally or Moderate
Minimum		Maximum		22	4=Most or All
				1220	-1/.N=Not Applicable
				2	-7/.R=Refused
				2	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4U01d			Frequency	Code and Description
Label	P4: Trouble keeping mind on track			712	1=Rarely or Never
Format	Num	Type	Source	129	2=Some or a Little
Valid N	892	Mean		33	3=Occasionally or Moderate
Minimum		Maximum		18	4=Most or All
				1220	-1/.N=Not Applicable
				2	-7/.R=Refused
				10	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4U01e			Frequency	Code and Description
Label	P4: Depressed			737	1=Rarely or Never
Format	Num	Type	Source	98	2=Some or a Little
Valid N	892	Mean		29	3=Occasionally or Moderate
Minimum		Maximum		28	4=Most or All
				1220	-1/.N=Not Applicable
				2	-7/.R=Refused
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4U01f			Frequency	Code and Description
Label	P4: Everything was an effort			502	1=Rarely or Never
Format	Num	Type	Source	111	2=Some or a Little
Valid N	882	Mean		84	3=Occasionally or Moderate
Minimum		Maximum		185	4=Most or All
				1220	-1/.N=Not Applicable
				6	-7/.R=Refused
				6	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4U01g			Frequency	Code and Description
Label	P4: Fearful			783	1=Rarely or Never
Format	Num	Type	Source	64	2=Some or a Little
Valid N	892	Mean		21	3=Occasionally or Moderate
Minimum		Maximum		24	4=Most or All
				1220	-1/.N=Not Applicable
				2	-7/.R=Refused
				10	-9/.M=Missing
				1225	SYSMIS/.

Name	P4U01h			Frequency	Code and Description
Label	P4: Your sleep was restless			635	1=Rarely or Never
Format	Num	Type	Source	144	2=Some or a Little
Valid N	890	Mean		65	3=Occasionally or Moderate
Minimum		Maximum		46	4=Most or All
				1220	-1/.N=Not Applicable
				3	-7/.R=Refused
				1	-8/.D=Don't know
				10	-9/.M=Missing
				1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4U01i	Frequency	Code and Description
Label	P4: You talked less than usual	746	1=Rarely or Never
Format	Num	Type	Source
Valid N	891	Mean	78 2=Some or a Little
Minimum		Maximum	53 3=Occasionally or Moderate
			14 4=Most or All
			1220 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4U01j	Frequency	Code and Description
Label	P4: You felt lonely	749	1=Rarely or Never
Format	Num	Type	Source
Valid N	892	Mean	87 2=Some or a Little
Minimum		Maximum	33 3=Occasionally or Moderate
			23 4=Most or All
			1220 -1/.N=Not Applicable
			2 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4U01k	Frequency	Code and Description
Label	P4: You felt sad	697	1=Rarely or Never
Format	Num	Type	Source
Valid N	892	Mean	122 2=Some or a Little
Minimum		Maximum	51 3=Occasionally or Moderate
			22 4=Most or All
			1220 -1/.N=Not Applicable
			2 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Name	P4U01l	Frequency	Code and Description
Label	P4: You could not get 'going'	716	1=Rarely or Never
Format	Num	Type	Source
Valid N	892	Mean	111 2=Some or a Little
Minimum		Maximum	52 3=Occasionally or Moderate
			13 4=Most or All
			1220 -1/.N=Not Applicable
			2 -7/.R=Refused
			10 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4Y01a			Frequency	Code and Description
Label	P4: R able to understand q's easily			894	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	894	Mean	6.64	10	-9/.M=Missing
Minimum	1	Maximum	7	1225	SYSMIS/.
Name	P4Y01b			Frequency	Code and Description
Label	P4: The respondent was truthful			894	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	894	Mean	6.78	10	-9/.M=Missing
Minimum	1	Maximum	7	1225	SYSMIS/.
Name	P4Y01c			Frequency	Code and Description
Label	P4: The respondent was accurate			894	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	894	Mean	6.70	10	-9/.M=Missing
Minimum	1	Maximum	7	1225	SYSMIS/.
Name	P4Y01d			Frequency	Code and Description
Label	P4: R Interested in the interview			894	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	894	Mean	6.60	10	-9/.M=Missing
Minimum	1	Maximum	7	1225	SYSMIS/.
Name	P4Y01e			Frequency	Code and Description
Label	P4: Respondent was cooperative			894	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	894	Mean	6.81	10	-9/.M=Missing
Minimum	1	Maximum	7	1225	SYSMIS/.
Name	P4Y01f			Frequency	Code and Description
Label	P4: R had no English lang problem			861	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	861	Mean	5.74	33	-8/.D=Don't know
Minimum	1	Maximum	7	10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4Y01g			Frequency	Code and Description
Label	P4: Interviewed w/out interruptions			894	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	894	Mean	6.45	10	-9/.M=Missing
Minimum	1	Maximum	7	1225	SYSMIS/.
Name	P4Y01h			Frequency	Code and Description
Label	P4: Your opinion about the data			894	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	894	Mean	6.64	10	-9/.M=Missing
Minimum	1	Maximum	7	1225	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	P4Y_Z1			Frequency	Code and Description
Label	P4: Interviewed with an interpreter			890	0=No
Format	Num	Type	Source	4	1=Yes
Valid N	894	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		10	-9/.M=Missing
				1225	SYSMIS/.
Name	P4Y_Z2			Frequency	Code and Description
Label	P4: Language used			1	16=Hmong
Format	Num	Type	Source	2	20=Arabic
Valid N	4	Mean		1	21=Other
Minimum		Maximum		2110	-1/.N=Not Applicable
				10	-9/.M=Missing
				1225	SYSMIS/.
Name	T3_2class			Frequency	Code and Description
Label	T3: 2-classroom Interview status			958	0=one class
Format	Num	Type	Source	106	1=class #1 (of 2)
Valid N	1154	Mean		89	2=class #2 (of 2)
Minimum		Maximum		1	22=cl #2(missing)
				1220	-1/.N=Not Applicable
				975	SYSMIS/.
Name	T3_Date			Frequency	Code and Description
Label	T3: Interview completed date			403	March 2011
Format	Num	Type	Source	632	April 2011
Valid N	1154	Mean		119	May 2011
Minimum		Maximum			
				2195	SYSMIS/.
Name	T3_S01			Frequency	Code and Description
Label	T3: Confirm: Interviewed last spring, and still teach class			624	1=Yes
Format	Num	Type	Source	1750	-1/.N=Not Applic
Valid N	624	Mean		975	SYSMIS/.
Minimum		Maximum			
Name	T3_S01c			Frequency	Code and Description
Label	T3: Confirm: NOT teaching this class when S10 interviews			89	0=Incorrect-same teacher as at first interview
Format	Num	Type	Source	440	1=Correct-did not teach class at first interview
Valid N	529	Mean		1844	-1/.N=Not Applicable
Minimum		Maximum		1	-8/.D=Don't know
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3_S02	Frequency	Code and Description
Label	T3: When did you become the teacher of this class	404	valid numeric value
Format	Num	Type	Source
Valid N	404	Mean	2009.47
Minimum	1985	Maximum	2011
			1933 -1/.N=Not Applicable
			37 -8/.D=Don't know
			975 SYSMIS/.
Name	T3_S03	Frequency	Code and Description
Label	T3: Teach in HS before teaching this class	125	0=No
Format	Num	Type	Source
Valid N	441	Mean	1933 -1/.N=Not Applic
Minimum		Maximum	975 SYSMIS/.
Name	T3_S04	Frequency	Code and Description
Label	T3: Where were you teaching before this class	47	1=in the same classroom as an assistant teacher
Format	Num	Type	Source
Valid N	316	Mean	167 2=in a different classroom at the same Head Start center
Minimum		Maximum	76 3=at a different Head Start center operated by the same program
			21 4=at a Head Start center operated by a different program
			5 5=somewhere else
			2058 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3_S05	Frequency	Code and Description
Label	T3: Your position before this class	201	1=Lead teacher
Format	Num	Type	Source
Valid N	269	Mean	66 2=Assitant teacher/teacher aide
Minimum		Maximum	1 5=Coordinator/supervisor (e.g., educational coordinator)
			1 7=Something else
			2105 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3_S06	Frequency	Code and Description
Label	T3: Where were you working before this class	33	1=at an early childhood education or child care center
Format	Num	Type	Source
Valid N	125	Mean	10 2=at a family-based child care (family day care)
Minimum		Maximum	9 3=in a state sponsored preK program
			1 4=in a kindergarten classroom
			30 5=in an elementary school classroom
			2 6=in a non-education setting
			4 7=not working full-time
			36 8=somewhere else
			2249 -1/.N=Not Applicable
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3_S07	Frequency	Code and Description
Label	T3: Your position at previous center or class	38	1=Lead teacher
Format	Num	Type	Source
Valid N	73	Mean	26 2=Assitant teacher/teacher aide
Minimum		Maximum	4 3=Part-time substitute teacher
			2 5=Coordinator/supervisor (e.g., educational coordinator)
			1 6=Center director
			2 7=Something else
			2301 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A00_1	Frequency	Code and Description
Label	T3: How many children are enrolled in this class	5	10
Format	Num	Type	Source
Valid N	1151	Mean	17.76
Minimum	10	Maximum	21
			11 11
			9 12
			3 13
			22 14
			115 15
			97 16
			281 17
			151 18
			96 19
			356 20
			5 21 or more
			1220 -1/.N=Not Applic
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A00_1a	Frequency	Code and Description
Label	T3: How many children 3 years old or younger	1151	valid numeric value
Format	Num	Type	Source
Valid N	1151	Mean	2.54
Minimum	0	Maximum	13
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A00_1b	Frequency	Code and Description
Label	T3: How many children 4 years old	1151	valid numeric value
Format	Num	Type	Source
Valid N	1151	Mean	8.17
Minimum	0	Maximum	19
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A00_1c	Frequency	Code and Description
Label	T3: How many children 5 years old or older	1151	valid numeric value
Format	Num	Type	Source
Valid N	1151	Mean	7.05
Minimum	0	Maximum	19
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A00_2			Frequency	Code and Description
Label	T3: How many lead teachers are with this class			1086	1
Format	Num	Type	Source	65	2 or more
Valid N	1151	Mean	1.06	1220	-1/.N=Not Applic
Minimum	1	Maximum	2	3	-9/.M=Missing
				975	SYSMIS/.

Name	T3A00_3			Frequency	Code and Description
Label	T3: How many assistant teachers			70	0
Format	Num	Type	Source	899	1
Valid N	1151	Mean	1.10	182	2 or more
Minimum	0	Maximum	2	1220	-1/.N=Not Applic
				3	-9/.M=Missing
				975	SYSMIS/.

Name	T3A00_4			Frequency	Code and Description
Label	T3: How many paid aides			845	0
Format	Num	Type	Source	276	1
Valid N	1151	Mean	0.31	14	2
Minimum	0	Maximum	3	16	3 or more
				1220	-1/.N=Not Applic
				3	-9/.M=Missing
				975	SYSMIS/.

Name	T3A00_5			Frequency	Code and Description
Label	T3: How many days a week class meet			1151	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	1151	Mean	4.67	3	-9/.M=Missing
Minimum	1	Maximum	5	975	SYSMIS/.

Name	T3A00_6			Frequency	Code and Description
Label	T3: How many hours a week class meet			1151	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	1151	Mean	27.61	3	-9/.M=Missing
Minimum	2	Maximum	105	975	SYSMIS/.

Name	T3A01a			Frequency	Code and Description
Label	T3: Teacher-directed whole class			11	1=No time
Format	Num	Type	Source	576	2=Half hour or less
Valid N	1151	Mean		353	3=About one hour
Minimum		Maximum		127	4=About two hours
				84	5=Three hours or more
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A01b			Frequency	Code and Description
Label	T3: Teacher-directed small group			15	1=No time
Format	Num	Type	Source	772	2=Half hour or less
Valid N	1151	Mean		272	3=About one hour
Minimum		Maximum		57	4=About two hours
				35	5=Three hours or more
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				975	SYSMIS/.

Name	T3A01c			Frequency	Code and Description
Label	T3: Teacher-directed individual			37	1=No time
Format	Num	Type	Source	844	2=Half hour or less
Valid N	1151	Mean		199	3=About one hour
Minimum		Maximum		42	4=About two hours
				29	5=Three hours or more
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				975	SYSMIS/.

Name	T3A01d			Frequency	Code and Description
Label	T3: Child-selected activities			5	1=No time
Format	Num	Type	Source	156	2=Half hour or less
Valid N	1151	Mean		496	3=About one hour
Minimum		Maximum		346	4=About two hours
				148	5=Three hours or more
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				975	SYSMIS/.

Name	T3A02a			Frequency	Code and Description
Label	T3: Freq of learning names of letters			1	1=Never
Format	Num	Type	Source	14	2=Once a month or less
Valid N	1151	Mean		20	3=Two or three times a month
Minimum		Maximum		57	4=Once or twice a week
				145	5=Three or four times a week
				914	6=Every day
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A02b	Frequency	Code and Description
Label	T3: Freq of write letters of the alphabet	10	1=Never
Format	Num	4	2=Once a month or less
Valid N	1151	27	3=Two or three times a month
Minimum		182	4=Once or twice a week
		158	5=Three or four times a week
		770	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A02c	Frequency	Code and Description
Label	T3: Freq of discuss new words	1	1=Never
Format	Num	4	2=Once a month or less
Valid N	1151	14	3=Two or three times a month
Minimum		121	4=Once or twice a week
		189	5=Three or four times a week
		822	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A02d	Frequency	Code and Description
Label	T3: Freq of dictate stories to a teacher	13	1=Never
Format	Num	51	2=Once a month or less
Valid N	1151	62	3=Two or three times a month
Minimum		231	4=Once or twice a week
		265	5=Three or four times a week
		529	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A02e	Frequency	Code and Description
Label	T3: Freq of work on phonics	7	1=Never
Format	Num	21	2=Once a month or less
Valid N	1151	32	3=Two or three times a month
Minimum		139	4=Once or twice a week
		192	5=Three or four times a week
		760	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A02f			Frequency	Code and Description
Label	T3: Freq of listen to stories with print			5	1=Never
Format	Num	Type	Source	9	3=Two or three times a month
Valid N	1151	Mean		69	4=Once or twice a week
Minimum		Maximum		96	5=Three or four times a week
				972	6=Every day
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				975	SYSMIS/.

Name	T3A02g			Frequency	Code and Description
Label	T3: Freq of listen to stories, no print			449	1=Never
Format	Num	Type	Source	82	2=Once a month or less
Valid N	1151	Mean		52	3=Two or three times a month
Minimum		Maximum		170	4=Once or twice a week
				88	5=Three or four times a week
				310	6=Every day
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				975	SYSMIS/.

Name	T3A02h			Frequency	Code and Description
Label	T3: Freq of retell stories			11	1=Never
Format	Num	Type	Source	25	2=Once a month or less
Valid N	1151	Mean		62	3=Two or three times a month
Minimum		Maximum		216	4=Once or twice a week
				301	5=Three or four times a week
				536	6=Every day
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				975	SYSMIS/.

Name	T3A02i			Frequency	Code and Description
Label	T3: Freq of learn conventions of print			13	2=Once a month or less
Format	Num	Type	Source	24	3=Two or three times a month
Valid N	1151	Mean		138	4=Once or twice a week
Minimum		Maximum		171	5=Three or four times a week
				805	6=Every day
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A02j	Frequency	Code and Description
Label	T3: Freq of write own name	2	2=Once a month or less
Format	Num	Type	Source
Valid N	1151	Mean	13 3=Two or three times a month
Minimum		Maximum	73 4=Once or twice a week
			118 5=Three or four times a week
			945 6=Every day
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A02k	Frequency	Code and Description
Label	T3: Freq of rhyming words and word families	7	1=Never
Format	Num	Type	Source
Valid N	1151	Mean	20 2=Once a month or less
Minimum		Maximum	66 3=Two or three times a month
			295 4=Once or twice a week
			330 5=Three or four times a week
			433 6=Every day
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A02l	Frequency	Code and Description
Label	T3: Freq of learn about common prepositions	33	2=Once a month or less
Format	Num	Type	Source
Valid N	1151	Mean	106 3=Two or three times a month
Minimum		Maximum	203 4=Once or twice a week
			288 5=Three or four times a week
			521 6=Every day
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A03a	Frequency	Code and Description
Label	T3: Freq of count out loud	3	2=Once a month or less
Format	Num	Type	Source
Valid N	1151	Mean	13 3=Two or three times a month
Minimum		Maximum	34 4=Once or twice a week
			67 5=Three or four times a week
			1034 6=Every day
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A03b	Frequency	Code and Description
Label	T3: Freq of work with geometric manipulatives	2	1=Never
Format	Num	7	2=Once a month or less
Valid N	1151	41	3=Two or three times a month
Minimum		127	4=Once or twice a week
		197	5=Three or four times a week
		777	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A03c	Frequency	Code and Description
Label	T3: Freq of work with counting manipulatives	5	1=Never
Format	Num	8	2=Once a month or less
Valid N	1151	20	3=Two or three times a month
Minimum		139	4=Once or twice a week
		216	5=Three or four times a week
		763	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A03d	Frequency	Code and Description
Label	T3: Freq of play math-related games	21	2=Once a month or less
Format	Num	48	3=Two or three times a month
Valid N	1151	200	4=Once or twice a week
Minimum		243	5=Three or four times a week
		639	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A03e	Frequency	Code and Description
Label	T3: Freq of use music to understand math concepts	28	1=Never
Format	Num	25	2=Once a month or less
Valid N	1151	86	3=Two or three times a month
Minimum		278	4=Once or twice a week
		252	5=Three or four times a week
		482	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A03f	Frequency	Code and Description
Label	T3: Freq of use movement/drama to understand math concepts	38	1=Never
Format	Num	63	2=Once a month or less
Valid N	1151	87	3=Two or three times a month
Minimum		248	4=Once or twice a week
		261	5=Three or four times a week
		454	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A03g	Frequency	Code and Description
Label	T3: Freq of work with measuring instruments	12	1=Never
Format	Num	76	2=Once a month or less
Valid N	1151	109	3=Two or three times a month
Minimum		252	4=Once or twice a week
		263	5=Three or four times a week
		439	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A03h	Frequency	Code and Description
Label	T3: Freq of engage in calendar-related activities	33	1=Never
Format	Num	28	2=Once a month or less
Valid N	1151	36	3=Two or three times a month
Minimum		74	4=Once or twice a week
		90	5=Three or four times a week
		890	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A03i	Frequency	Code and Description
Label	T3: Freq of engage in activities related to telling time	42	1=Never
Format	Num	117	2=Once a month or less
Valid N	1151	101	3=Two or three times a month
Minimum		200	4=Once or twice a week
		147	5=Three or four times a week
		544	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A03j	Frequency	Code and Description
Label	T3: Freq of engage in activities with shapes and patterns	9	2=Once a month or less
Format	Num	41	3=Two or three times a month
Valid N	1151	135	4=Once or twice a week
Minimum		234	5=Three or four times a week
		732	6=Every day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		975	SYSMIS/.
Name	T3A03_A	Frequency	Code and Description
Label	T3: Do you speak language other than English	233	0=No
Format	Num	208	1=Yes
Valid N	441	1933	-1/.N=Not Applic
Minimum		975	SYSMIS/.
Name	T3A03_B2	Frequency	Code and Description
Label	T3: Language teacher speak-Spanish	27	0=No
Format	Num	181	2=Spanish
Valid N	208	2166	-1/.N=Not Applicable
Minimum		975	SYSMIS/.
Name	T3A03_B9	Frequency	Code and Description
Label	T3: Language teacher speak-Any Other	178	0=No
Format	Num	30	9=Other language
Valid N	208	2166	-1/.N=Not Applicable
Minimum		975	SYSMIS/.
Name	T3A03_C2	Frequency	Code and Description
Label	T3: How well understand Spanish	1	1=Not at all
Format	Num	55	2=Not well
Valid N	181	27	3=Well
Minimum		98	4=Very well
		2193	-1/.N=Not Applicable
		975	SYSMIS/.
Name	T3A03_C9	Frequency	Code and Description
Label	T3: How well understand Other (most proficient, if > 1)	5	2=Not well
Format	Num	5	3=Well
Valid N	30	20	4=Very well
Minimum		2344	-1/.N=Not Applicable
		975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A03_D2	Frequency	Code and Description
Label	T3: How well speak Spanish	3	1=Not at all
Format	Num	Type	Source
Valid N	181	Mean	59 2=Not well
Minimum		Maximum	23 3=Well
			96 4=Very well
			2193 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A03_D9	Frequency	Code and Description
Label	T3: How well speak Other (most proficient, if multiple)	5	2=Not well
Format	Num	Type	Source
Valid N	30	Mean	5 3=Well
Minimum		Maximum	20 4=Very well
			2344 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A03_E	Frequency	Code and Description
Label	T3: How many dual language learners	1151	valid numeric value
Format	Num	Type	Source
Valid N	1151	Mean	5.49
Minimum	0	Maximum	20
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A03_F1	Frequency	Code and Description
Label	T3: Language children speak-English	76	0=No
Format	Num	Type	Source
Valid N	823	Mean	747 1=English
Minimum		Maximum	1548 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A03_F2	Frequency	Code and Description
Label	T3: Language children speak-Spanish	113	0=No
Format	Num	Type	Source
Valid N	823	Mean	710 2=Spanish
Minimum		Maximum	1548 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A03_F9	Frequency	Code and Description
Label	T3: Language children speak-Any Other	558	0=No
Format	Num	Type	Source
Valid N	823	Mean	265 9=Other language
Minimum		Maximum	1548 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A03_G1	Frequency	Code and Description
Label	T3: Percent children speak-English	747	valid numeric value
Format	Num	Type	Source
Valid N	747	Mean	87.25
Minimum	2	Maximum	100
			1624 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A03_G2	Frequency	Code and Description
Label	T3: Percent children speak-Spanish	707	valid numeric value
Format	Num	Type	Source
Valid N	707	Mean	42.64
Minimum	0	Maximum	100
			1661 -1/.N=Not Applicable
			3 -8/.D=Don't know
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A03_G9	Frequency	Code and Description
Label	T3: Percent children speak-Any Other	262	valid numeric value
Format	Num	Type	Source
Valid N	262	Mean	9.53
Minimum	0	Maximum	85
			2106 -1/.N=Not Applicable
			6 -9/.M=Missing
			975 SYSMIS/.

Name	T3A04_01	Frequency	Code and Description
Label	T3: Language used for instruction-English	45	0=No
Format	Num	Type	Source
Valid N	1151	Mean	
Minimum		Maximum	
			1106 1=English
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A04_02	Frequency	Code and Description
Label	T3: Language used for instruction-Spanish	689	0=No
Format	Num	Type	Source
Valid N	1151	Mean	
Minimum		Maximum	
			462 2=Spanish
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A04_09	Frequency	Code and Description
Label	T3: Language used for instruction-Any Other	1088	0=No
Format	Num	Type	Source
Valid N	1151	Mean	
Minimum		Maximum	
			63 9=Other language
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A04A01_1	Frequency	Code and Description
Label	T3: Who uses English for instruction-Lead teacher	8	0=No
Format	Num	Type	Source
Valid N	1106	Mean	
Minimum		Maximum	
			1098 1=You/lead teacher
			1265 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A04A01_2	Frequency	Code and Description
Label	T3: Who uses English for instruction-Assistant teacher	158	0=No
Format	Num	Type	Source
Valid N	1106	Mean	
Minimum		Maximum	
			948 2=Assistant teacher
			1265 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A04A01_3	Frequency	Code and Description
Label	T3: Who uses English for instruction-Aide	937	0=No
Format	Num	Type	Source
Valid N	1106	Mean	1265 -1/.N=Not Applicable
Minimum		Maximum	3 -9/.M=Missing 975 SYSMIS/.

Name	T3A04A01_4	Frequency	Code and Description
Label	T3: Who uses English for instruction-Volunteer	974	0=No
Format	Num	Type	Source
Valid N	1106	Mean	1265 -1/.N=Not Applicable
Minimum		Maximum	3 -9/.M=Missing 975 SYSMIS/.

Name	T3A04A02_1	Frequency	Code and Description
Label	T3: Who uses Spanish for instruction-Lead teacher	130	0=No
Format	Num	Type	Source
Valid N	462	Mean	1909 -1/.N=Not Applicable
Minimum		Maximum	3 -9/.M=Missing 975 SYSMIS/.

Name	T3A04A02_2	Frequency	Code and Description
Label	T3: Who uses Spanish for instruction-Assistant teacher	158	0=No
Format	Num	Type	Source
Valid N	462	Mean	1909 -1/.N=Not Applicable
Minimum		Maximum	3 -9/.M=Missing 975 SYSMIS/.

Name	T3A04A02_3	Frequency	Code and Description
Label	T3: Who uses Spanish for instruction-Aide	425	0=No
Format	Num	Type	Source
Valid N	462	Mean	1909 -1/.N=Not Applicable
Minimum		Maximum	3 -9/.M=Missing 975 SYSMIS/.

Name	T3A04A02_4	Frequency	Code and Description
Label	T3: Who uses Spanish for instruction-Volunteer	430	0=No
Format	Num	Type	Source
Valid N	462	Mean	1909 -1/.N=Not Applicable
Minimum		Maximum	3 -9/.M=Missing 975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A04A09_1		Frequency	Code and Description
Label	T3: Who uses any Other for instruction-Lead teacher		31	0=No
Format	Num	Type	Source	32 1=You/lead teacher
Valid N	63	Mean		2308 -1/.N=Not Applicable
Minimum		Maximum		3 -9/.M=Missing
				975 SYSMIS/.

Name	T3A04A09_2		Frequency	Code and Description
Label	T3: Who uses any Other for instruction-Assistant teacher		22	0=No
Format	Num	Type	Source	41 2=Assistant teacher
Valid N	63	Mean		2308 -1/.N=Not Applicable
Minimum		Maximum		3 -9/.M=Missing
				975 SYSMIS/.

Name	T3A04A09_3		Frequency	Code and Description
Label	T3: Who uses any Other for instruction-Aide		47	0=No
Format	Num	Type	Source	16 3=Classroom aide
Valid N	63	Mean		2308 -1/.N=Not Applicable
Minimum		Maximum		3 -9/.M=Missing
				975 SYSMIS/.

Name	T3A04A09_4		Frequency	Code and Description
Label	T3: Who uses any Other for instruction-Volunteer		49	0=No
Format	Num	Type	Source	14 4=Volunteer/non staff
Valid N	63	Mean		2308 -1/.N=Not Applicable
Minimum		Maximum		3 -9/.M=Missing
				975 SYSMIS/.

Name	T3A05a		Frequency	Code and Description
Label	T3: Language use most to read to children		1082	1=English
Format	Num	Type	Source	55 2=Spanish
Valid N	1151	Mean		1 10=Sign language
Minimum		Maximum		13 15=split Engl/Span
				1220 -1/.N=Not Applicable
				3 -9/.M=Missing
				975 SYSMIS/.

Name	T3A05b		Frequency	Code and Description
Label	T3: Any other language use to read to children		631	0=No
Format	Num	Type	Source	520 1=Yes
Valid N	1151	Mean		1220 -1/.N=Not Applic
Minimum		Maximum		3 -9/.M=Missing
				975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A05c01	Frequency	Code and Description
Label	T3: Other language to read-English	477	0=No
Format	Num	Type	Source
Valid N	520	Mean	43 1=English
Minimum		Maximum	1851 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A05c02	Frequency	Code and Description
Label	T3: Other language to read-Spanish	93	0=No
Format	Num	Type	Source
Valid N	520	Mean	427 2=Spanish
Minimum		Maximum	1851 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A05c09	Frequency	Code and Description
Label	T3: Other language to read-Any Other	465	0=No
Format	Num	Type	Source
Valid N	511	Mean	46 9=Other language
Minimum		Maximum	1851 -1/.N=Not Applicable
			12 -9/.M=Missing
			975 SYSMIS/.

Name	T3A05d	Frequency	Code and Description
Label	T3: Language use most to speak to group	1065	1=English
Format	Num	Type	Source
Valid N	1151	Mean	73 2=Spanish
Minimum		Maximum	13 9=Other language
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A05e	Frequency	Code and Description
Label	T3: Any other language use to speak to group	788	0=No
Format	Num	Type	Source
Valid N	1151	Mean	363 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A05f01	Frequency	Code and Description
Label	T3: Other language to speak group-English	316	0=No
Format	Num	Type	Source
Valid N	363	Mean	47 1=English
Minimum		Maximum	2008 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A05f02	Frequency	Code and Description
Label	T3: Other language to speak group-Spanish	88	0=No
Format	Num	Type	Source
Valid N	363	Mean	275 2=Spanish
Minimum		Maximum	2008 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A05f09	Frequency	Code and Description
Label	T3: Other language to speak group-Any Other	312	0=No
Format	Num	Type	Source
Valid N	363	Mean	51 9=Other language
Minimum		Maximum	2008 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A05g01	Frequency	Code and Description
Label	T3: Language print materials-English	26	0=No
Format	Num	Type	Source
Valid N	1154	Mean	1128 1=English
Minimum		Maximum	1220 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A05g02	Frequency	Code and Description
Label	T3: Language print materials-Spanish	153	0=No
Format	Num	Type	Source
Valid N	1154	Mean	1001 2=Spanish
Minimum		Maximum	1220 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A05g09	Frequency	Code and Description
Label	T3: Language print materials-Any Other	1002	0=No
Format	Num	Type	Source
Valid N	1154	Mean	152 9=Other language
Minimum		Maximum	1220 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A06	Frequency	Code and Description
Label	T3: Specific or combination of curricula used	869	1=Yes, specific curriculum
Format	Num	Type	Source
Valid N	1154	Mean	282 2=Yes, combination
Minimum		Maximum	3 3=No
			1220 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A07_11	Frequency	Code and Description
Label	T3: Creative curriculum	477	0=No
Format	Num	Type	Source
Valid N	1148	Mean	671 11=Creative Curriculum
Minimum		Maximum	1223 -1/.N=Not Applicable
			3 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A07_12			Frequency	Code and Description
Label	T3: High Scope			991	0=No
Format	Num	Type	Source	157	12=High/Scope
Valid N	1148	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A07_13			Frequency	Code and Description
Label	T3: High Reach			1079	0=No
Format	Num	Type	Source	69	13=High Reach
Valid N	1148	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A07_14			Frequency	Code and Description
Label	T3: Let's begin with the letter people			1148	0=No
Format	Num	Type	Source	1223	-1/.N=Not Applicable
Valid N	1148	Mean		3	-8/.D=Don't know
Minimum		Maximum		975	SYSMIS/.
Name	T3A07_15			Frequency	Code and Description
Label	T3: Montessori			1136	0=No
Format	Num	Type	Source	12	15=Montessori
Valid N	1148	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A07_16			Frequency	Code and Description
Label	T3: Bank Street			1148	0=No
Format	Num	Type	Source	1223	-1/.N=Not Applicable
Valid N	1148	Mean		3	-8/.D=Don't know
Minimum		Maximum		975	SYSMIS/.
Name	T3A07_17			Frequency	Code and Description
Label	T3: Child centered classrooms			1145	0=No
Format	Num	Type	Source	3	17=CreatngChildCntrdClassrms-StepByStep
Valid N	1148	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A07_18			Frequency	Code and Description
Label	T3: Scholastic curriculum			1032	0=No
Format	Num	Type	Source	116	18=Scholastic curriculum
Valid N	1148	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		3	-8/.D=Don't know
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A07_19	Frequency	Code and Description
Label	T3: Locally designed curriculum	1099	0=No
Format	Num	Type	Source
Valid N	1148	Mean	49 19=Locally designed curriculum
Minimum		Maximum	1223 -1/.N=Not Applicable
			3 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A07_20	Frequency	Code and Description
Label	T3: Curiosity corner	1148	0=No
Format	Num	Type	Source
Valid N	1148	Mean	1223 -1/.N=Not Applicable
Minimum		Maximum	3 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A07_21	Frequency	Code and Description
Label	T3: Other (specify)	838	0=No
Format	Num	Type	Source
Valid N	1148	Mean	310 21=Other (from A7)
Minimum		Maximum	1223 -1/.N=Not Applicable
			3 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A07_22	Frequency	Code and Description
Label	T3: Other (specify)	1056	0=No
Format	Num	Type	Source
Valid N	1149	Mean	93 22=Other
Minimum		Maximum	1223 -1/.N=Not Applicable
			2 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A08	Frequency	Code and Description
Label	T3: What is your main curriculum?	124	11=Creative Curriculum
Format	Num	Type	Source
Valid N	284	Mean	4 12=High/Scope
Minimum		Maximum	23 13=High Reach
			3 15=Montessori
			21 18=Scholastic curriculum
			19 19=Locally designed curriculum
			76 21=Other (from A7)
			14 22=Other
			2087 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A10	Frequency	Code and Description
Label	T3: How many hours of training in past 12 months	1143	valid numeric value
Format	Num	Type	Source
Valid N	1143	Mean	17.56
Minimum	0	Maximum	280
			1223 -1/.N=Not Applicable
			5 -7/.R=Refused
			3 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A11	Frequency	Code and Description
Label	T3: Who provided the most training?	508	1=Staff from this Head Start program
Format	Num	Type	55 2=Staff from another Head Start program
Valid N	979	Mean	242 3=Staff or consultant(s) from curriculum developers
Minimum		Maximum	72 4=Faculty from School of Education
			72 5=Head Start regional office T&TA staff
			30 6=Other
			1390 -1/.N=Not Applicable
			5 -9/.M=Missing
			975 SYSMIS/.
Name	T3A13_01	Frequency	Code and Description
Label	T3: Support received - help understanding curriculum	287	0=No
Format	Num	Type	864 1=Help understanding the curriculum
Valid N	1151	Mean	1223 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
Name	T3A13_02	Frequency	Code and Description
Label	T3: Support received - opportunities to observe curriculum	599	0=No
Format	Num	Type	552 2=Opportunities to observe someone implementing the curriculum
Valid N	1151	Mean	1223 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
Name	T3A13_03	Frequency	Code and Description
Label	T3: Support received - refresher training on curriculum	350	0=No
Format	Num	Type	801 3=Refresher training on the curriculum
Valid N	1151	Mean	1223 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
Name	T3A13_04	Frequency	Code and Description
Label	T3: Support received - help implementing curriculum	447	0=No
Format	Num	Type	704 4=Help implementing the curriculum
Valid N	1151	Mean	1223 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
Name	T3A13_05	Frequency	Code and Description
Label	T3: Support recd- help planning curriculum-based activities	449	0=No
Format	Num	Type	702 5=Help planning curriculum-based activities
Valid N	1151	Mean	1223 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A13_06	Frequency	Code and Description
Label	T3: Support received - help individualizing curriculum	434	0=No
Format	Num	Type	Source
Valid N	1151	Mean	717 6=Help individualizing the curriculum for children
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A13_07	Frequency	Code and Description
Label	T3: Support received - help identifying additional resources	494	0=No
Format	Num	Type	Source
Valid N	1151	Mean	657 7=Help w/ add'l resrces to expand scope of curriculum/actvties
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A13_08	Frequency	Code and Description
Label	T3: Support received - feedback	515	0=No
Format	Num	Type	Source
Valid N	1151	Mean	636 8=Feedback on implementing the curriculum
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A13_09	Frequency	Code and Description
Label	T3: Support received - other (specify)	1140	0=No
Format	Num	Type	Source
Valid N	1151	Mean	11 9=Other
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A13_10	Frequency	Code and Description
Label	T3: No support	1108	0=No
Format	Num	Type	Source
Valid N	1151	Mean	43 10=No support
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A14_1	Frequency	Code and Description
Label	T3: Mentor or master teacher	852	0=No
Format	Num	Type	Source
Valid N	1151	Mean	299 1=Mentor or master teacher
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A14_2	Frequency	Code and Description
Label	T3: Other HS teacher in program	788	0=No
Format	Num	Type	Source
Valid N	1151	Mean	363 2=Other HS teachers in program
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A14_3	Frequency	Code and Description
Label	T3: Supervisor/ed coordinator	279	0=No
Format	Num	Type	Source
Valid N	1151	Mean	872 3=Supervisor/education coordinator
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A14_4	Frequency	Code and Description
Label	T3: Staff from other HS program	976	0=No
Format	Num	Type	Source
Valid N	1151	Mean	1223 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
Name	T3A14_5	Frequency	Code and Description
Label	T3: Staff from curriculum developer	864	0=No
Format	Num	Type	Source
Valid N	1151	Mean	287 5=Staff or consultant(s) from curriculum developers
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A14_6	Frequency	Code and Description
Label	T3: Faculty from school of education	1072	0=No
Format	Num	Type	Source
Valid N	1151	Mean	79 6=Faculty from school of education
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A14_7	Frequency	Code and Description
Label	T3: HS state TA provider	1022	0=No
Format	Num	Type	Source
Valid N	1151	Mean	129 7=HS state training and technical assistance provider
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A14_8	Frequency	Code and Description
Label	T3: Other (specify)	1125	0=No
Format	Num	Type	Source
Valid N	1151	Mean	26 8=Other
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A14_9	Frequency	Code and Description
Label	T3: No support	1114	0=No
Format	Num	Type	Source
Valid N	1151	Mean	37 9=No support
Minimum		Maximum	1223 -1/.N=Not Applicable
			975 SYSMIS/.
Name	T3A15_01	Frequency	Code and Description
Label	T3: Clear guidance on how to plan lessons	438	0=No
Format	Num	Type	Source
Valid N	1137	Mean	699 1=Provides clear guidance on how to plan lessons/units
Minimum		Maximum	1223 -1/.N=Not Applicable
			14 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A15_02			Frequency	Code and Description
Label	T3: Has adequate learning materials			483	0=No
Format	Num	Type	Source	654	2=Adequate learning materials/resrces/examples of activities
Valid N	1137	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A15_03			Frequency	Code and Description
Label	T3: Is easy to use and adapt			464	0=No
Format	Num	Type	Source	673	3=Is easy to use and adapt
Valid N	1137	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A15_04			Frequency	Code and Description
Label	T3: Multiple domains of learning			332	0=No
Format	Num	Type	Source	805	4=Addresses multiple domains of learning
Valid N	1137	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A15_05			Frequency	Code and Description
Label	T3: Early literacy/numeracy			413	0=No
Format	Num	Type	Source	724	5=Addresses early literacy and/or numeracy
Valid N	1137	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A15_06			Frequency	Code and Description
Label	T3: Involves parents as partners			556	0=No
Format	Num	Type	Source	581	6=Involves parents as partners in children's learning
Valid N	1137	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A15_07			Frequency	Code and Description
Label	T3: Room for teacher creativity			461	0=No
Format	Num	Type	Source	676	7=Provides room for teacher creativity
Valid N	1137	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		14	-8/.D=Don't know
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A15_08	Frequency	Code and Description
Label	T3: Culturally sensitive	582	0=No
Format	Num	Type	Source
Valid N	1137	Mean	555 8=Is culturally sensitive
Minimum		Maximum	1223 -1/.N=Not Applicable
			14 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A15_09	Frequency	Code and Description
Label	T3: Developmentally appropriate	338	0=No
Format	Num	Type	Source
Valid N	1137	Mean	799 9=Is developmentally-appropriate
Minimum		Maximum	1223 -1/.N=Not Applicable
			14 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A15_10	Frequency	Code and Description
Label	T3: Individual child reports for parents	549	0=No
Format	Num	Type	Source
Valid N	1137	Mean	588 10=Provides individual rpts on child assessment for parents
Minimum		Maximum	1223 -1/.N=Not Applicable
			14 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A15_11	Frequency	Code and Description
Label	T3: Guidance from child assessment	533	0=No
Format	Num	Type	Source
Valid N	1137	Mean	604 11=Guidance from child assmnt to plan learning activities
Minimum		Maximum	1223 -1/.N=Not Applicable
			14 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A15_12	Frequency	Code and Description
Label	T3: Other (specify)	1067	0=No
Format	Num	Type	Source
Valid N	1129	Mean	62 12=Other
Minimum		Maximum	1223 -1/.N=Not Applicable
			14 -8/.D=Don't know
			8 -9/.M=Missing
			975 SYSMIS/.
Name	T3A15_13	Frequency	Code and Description
Label	T3: Child directed or child-initiated activities	517	0=No
Format	Num	Type	Source
Valid N	1137	Mean	620 13=Is child-directed or has child-initiated activities
Minimum		Maximum	1223 -1/.N=Not Applicable
			14 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A15_14	Frequency	Code and Description
Label	T3: Guidance support language dev DLL	595	0=No
Format	Num	Type	Source
Valid N	1137	Mean	542 14=Guidance for supporting lang. development of DLL children
Minimum		Maximum	1223 -1/.N=Not Applicable 14 -8/.D=Don't know 975 SYSMIS/.

Name	T3A16_01	Frequency	Code and Description
Label	T3: No clear guidance on how to plan lessons	1049	0=No
Format	Num	Type	Source
Valid N	1145	Mean	96 1=Does not provide clear guidance on how to plan lessons/units
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.

Name	T3A16_02	Frequency	Code and Description
Label	T3: Doesn't have adequate learning materials	981	0=No
Format	Num	Type	Source
Valid N	1145	Mean	164 2=Inadequate learning materials/resources/examples of activities
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.

Name	T3A16_03	Frequency	Code and Description
Label	T3: Not easy to use & adapt	1090	0=No
Format	Num	Type	Source
Valid N	1145	Mean	55 3=Not easy to use and adapt
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.

Name	T3A16_04	Frequency	Code and Description
Label	T3: Doesn't address multiple domains of learning	1113	0=No
Format	Num	Type	Source
Valid N	1145	Mean	32 4=Does not address multiple domains of learning
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.

Name	T3A16_05	Frequency	Code and Description
Label	T3: Not enough info on early literacy/numeracy	1087	0=No
Format	Num	Type	Source
Valid N	1145	Mean	58 5=Not enough information on early literacy and/or numeracy
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A16_06	Frequency	Code and Description
Label	T3: Doesn't involve parents as partners	1086	0=No
Format	Num	Type	Source
Valid N	1145	Mean	59 6=Does not involve parents as partners in children's learning
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.
Name	T3A16_07	Frequency	Code and Description
Label	T3: No room for teacher creativity	1115	0=No
Format	Num	Type	Source
Valid N	1145	Mean	30 7=Does not provide room for teacher creativity
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.
Name	T3A16_08	Frequency	Code and Description
Label	T3: Not culturally sensitive	1069	0=No
Format	Num	Type	Source
Valid N	1145	Mean	76 8=Not culturally sensitive
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.
Name	T3A16_09	Frequency	Code and Description
Label	T3: Not developmentally appropriate	1118	0=No
Format	Num	Type	Source
Valid N	1145	Mean	27 9=Not developmentally-appropriate
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.
Name	T3A16_10	Frequency	Code and Description
Label	T3: No individual child reports for parents	1081	0=No
Format	Num	Type	Source
Valid N	1145	Mean	64 10=No individual reports on child assessment for parents
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.
Name	T3A16_11	Frequency	Code and Description
Label	T3: No guidance from child assessment	1120	0=No
Format	Num	Type	Source
Valid N	1145	Mean	25 11=No guidance from child assmnt to plan learning activities
Minimum		Maximum	1223 -1/.N=Not Applicable 6 -8/.D=Don't know 975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A16_12			Frequency	Code and Description
Label	T3: Other (specify)			965	0=No
Format	Num	Type	Source	178	12=Other
Valid N	1143	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		6	-8/.D=Don't know
				2	-9/.M=Missing
				975	SYSMIS/.
<hr/>					
Name	T3A16_13			Frequency	Code and Description
Label	T3: No weaknesses			573	0=No
Format	Num	Type	Source	570	13=No guidance for supporting lang. development of DLL children
Valid N	1143	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		6	-8/.D=Don't know
				2	-9/.M=Missing
				975	SYSMIS/.
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Name	T3A16_14			Frequency	Code and Description
Label	T3: No guidance support lang dev DLL			1052	0=No
Format	Num	Type	Source	93	14=No weakness identified
Valid N	1145	Mean		1223	-1/.N=Not Applicable
Minimum		Maximum		6	-8/.D=Don't know
				975	SYSMIS/.
<hr/>					
Name	T3A18			Frequency	Code and Description
Label	T3: Who makes most decisions?			52	1=Head Start program administrators
Format	Num	Type	Source	89	2=Individual center directors/managers
Valid N	1154	Mean		52	3=Content area specialists/coordinators
Minimum		Maximum		955	4=Individual teachers
				6	6=Someone else
				1220	-1/.N=Not Applicable
				975	SYSMIS/.
<hr/>					
Name	T3A19			Frequency	Code and Description
Label	T3: Daily written plan?			3	0=No
Format	Num	Type	Source	1151	1=Yes
Valid N	1154	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A20			Frequency	Code and Description
Label	T3: How much do you use main curriculum?			945	1=A great deal
Format	Num	Type	Source	144	2=somewhat
Valid N	1148	Mean		26	3=a little bit
Minimum		Maximum		20	4=hardly at all
				13	5=not at all
				1226	-1/.N=Not Applic
				975	SYSMIS/.
Name	T3A21			Frequency	Code and Description
Label	T3: What is main assessment tool			429	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
Format	Num	Type	Source	79	2=High/Scope Child Observation Record (COR)
Valid N	1150	Mean		89	3=Galileo
Minimum		Maximum		21	4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
				86	5=Desired Results Developmental Profile (DRDP)
				49	6=Work Sampling System for Head Start
				101	7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
				37	9=Brigance Preschool Screen for three and four year old children
				68	10=Assessment designed for this program
				100	12=Other
				91	14=Teaching Strategies Gold
				1220	-1/.N=Not Applicable
				4	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A22			Frequency	Code and Description
Label	T3: What methods do you use for these assessments?			248	1=Ratings based on classroom observation or work sampling
Format	Num	Type	Source	116	2=Testing with standardized tests or assessment instruments
Valid N	1150	Mean		786	3=Both observation-based ratings and direct assessment
Minimum		Maximum		1220	-1/.N=Not Applicable
				4	-8/.D=Don't know
				975	SYSMIS/.
Name	T3A23_1			Frequency	Code and Description
Label	T3: Identify developmental level			186	0=No
Format	Num	Type	Source	964	1=To identify child's developmental level
Valid N	1150	Mean		1220	-1/.N=Not Applicable
Minimum		Maximum		4	-8/.D=Don't know
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A23_2	Frequency	Code and Description
Label	T3: Individualize activities for child	127	0=No
Format	Num	Type	Source
Valid N	1150	Mean	1220 -1/.N=Not Applicable
Minimum		Maximum	4 -8/.D=Don't know 975 SYSMIS/.
Name	T3A23_3	Frequency	Code and Description
Label	T3: Determine if child needs special services	340	0=No
Format	Num	Type	Source
Valid N	1150	Mean	810 3=To determine if child needs referral for special services
Minimum		Maximum	1220 -1/.N=Not Applicable 4 -8/.D=Don't know 975 SYSMIS/.
Name	T3A23_4	Frequency	Code and Description
Label	T3: Determine strenghts/weaknesses	155	0=No
Format	Num	Type	Source
Valid N	1150	Mean	995 4=To determine child's strengths and weaknesses
Minimum		Maximum	1220 -1/.N=Not Applicable 4 -8/.D=Don't know 975 SYSMIS/.
Name	T3A23_5	Frequency	Code and Description
Label	T3: Identify activities to do at home	442	0=No
Format	Num	Type	Source
Valid N	1150	Mean	708 5=To identify activities for parents to do with the child at home
Minimum		Maximum	1220 -1/.N=Not Applicable 4 -8/.D=Don't know 975 SYSMIS/.
Name	T3A23_6	Frequency	Code and Description
Label	T3: Other-specify	1142	0=No
Format	Num	Type	Source
Valid N	1150	Mean	8 6=Other
Minimum		Maximum	1220 -1/.N=Not Applicable 4 -8/.D=Don't know 975 SYSMIS/.
Name	T3A26	Frequency	Code and Description
Label	T3: Mentor in classroom	276	0=No
Format	Num	Type	Source
Valid N	1154	Mean	878 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic 975 SYSMIS/.
Name	T3A26a	Frequency	Code and Description
Label	T3: Mentor relationship formal or informal	726	1=Formal
Format	Num	Type	Source
Valid N	878	Mean	152 2=Informal
Minimum		Maximum	1496 -1/.N=Not Applicable 975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A27	Frequency	Code and Description
Label	T3: Who is the mentor	33	1=Another teacher
Format	Num	Type	Source
Valid N	878	Mean	486 2=Education coordinator, specialist
Minimum		Maximum	213 3=Center/program director
			22 4=Someone from outside the program
			124 5=Other
			1496 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A28	Frequency	Code and Description
Label	T3: Concentrated visit length	361	0=No concentrated visit-less than a day
Format	Num	Type	Source
Valid N	877	Mean	18 1=lasted an entire week
Minimum		Maximum	43 2=lasted an entire month
			455 3=visit was for a day or two at a time
			1496 -1/.N=Not Applicable
			1 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A29	Frequency	Code and Description
Label	T3: How often mentor comes to class	339	1=Once a week
Format	Num	Type	Source
Valid N	878	Mean	161 2=Once every two weeks
Minimum		Maximum	247 3=Once a month
			131 4=Less than once a month
			1496 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A30	Frequency	Code and Description
Label	T3: Observed your mentor	674	0=No
Format	Num	Type	Source
Valid N	878	Mean	204 1=Yes
Minimum		Maximum	1496 -1/.N=Not Applic
			975 SYSMIS/.

Name	T3A31	Frequency	Code and Description
Label	T3: Acted mentor for other teachers	651	0=No
Format	Num	Type	Source
Valid N	1154	Mean	503 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			975 SYSMIS/.

Name	T3A32	Frequency	Code and Description
Label	T3: Participated in training/TA sessions	762	0=No
Format	Num	Type	Source
Valid N	1136	Mean	374 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			18 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A32a	Frequency	Code and Description
Label	T3: Number trainings less than one day	1151	valid numeric value
Format	Num	Type	Source
Valid N	1151	Mean	3.94
Minimum	0	Maximum	60
		1220	-1/.N=Not Applicable
		3	-8/.D=Don't know
		975	SYSMIS/.

Name	T3A32b	Frequency	Code and Description
Label	T3: Number trainings one day	1154	valid numeric value
Format	Num	Type	Source
Valid N	1154	Mean	3.58
Minimum	0	Maximum	45
		1220	-1/.N=Not Applicable
		975	SYSMIS/.

Name	T3A32c	Frequency	Code and Description
Label	T3: Number trainings more than one day	1154	valid numeric value
Format	Num	Type	Source
Valid N	1154	Mean	1.42
Minimum	0	Maximum	40
		1220	-1/.N=Not Applicable
		975	SYSMIS/.

Name	T3A33	Frequency	Code and Description
Label	T3: How many children are absent	100	1=None
Format	Num	Type	Source
Valid N	1151	Mean	787
Minimum		Maximum	238
			3=Three or four
			23
			4=Five or six
			3
			5=Seven or more
		1220	-1/.N=Not Applic
		3	-9/.M=Missing
		975	SYSMIS/.

Name	T3A34	Frequency	Code and Description
Label	T3: Number children consistently absent	454	1=None
Format	Num	Type	Source
Valid N	1147	Mean	607
Minimum		Maximum	64
			3=Three or four
			22
			4=Five or more
		1220	-1/.N=Not Applic
		4	-8/.D=Don't know
		3	-9/.M=Missing
		975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A35	Frequency	Code and Description
Label	T3: How would you rate behavior	14	1=Grp misbehaves very frequently/almost always difficult to handle
Format	Num	Type	Source
Valid N	1151	Mean	87
Minimum		Maximum	538
			425
			87
			5=The group behaves exceptionally well
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Name	T3A35a	Frequency	Code and Description
Label	T3: How well program support teacher manage behavior	35	0=No challenges experienced
Format	Num	Type	Source
Valid N	1150	Mean	73
Minimum		Maximum	186
			583
			273
			4=Very well
			1220 -1/.N=Not Applicable
			4 -7/.R=Refused
			975 SYSMIS/.

Name	T3A35b	Frequency	Code and Description
Label	T3: How many children seek advice to address behavior	1154	valid numeric value
Format	Num	Type	Source
Valid N	1154	Mean	1.90
Minimum	0	Maximum	17
			1220 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3A35c1	Frequency	Code and Description
Label	T3: Advice available from-Other teachers	866	0=No
Format	Num	Type	Source
Valid N	1150	Mean	284
Minimum		Maximum	1220
			-1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A35c2	Frequency	Code and Description
Label	T3: Advice available from-Ed Coord/Specialist	603	0=No
Format	Num	Type	Source
Valid N	1150	Mean	547
Minimum		Maximum	1220
			-1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A35c3	Frequency	Code and Description
Label	T3: Advice available from-Center/Program Director	696	0=No
Format	Num	Type	Source
Valid N	1150	Mean	454 3=Center/program director
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A35c4	Frequency	Code and Description
Label	T3: Advice available from-Mental health prof	428	0=No
Format	Num	Type	Source
Valid N	1150	Mean	722 4=Mental health professional
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A35c5	Frequency	Code and Description
Label	T3: Advice available from-Other (specify)	1015	0=No
Format	Num	Type	Source
Valid N	1118	Mean	103 5=Other
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			32 -9/.M=Missing
			975 SYSMIS/.

Name	T3A35d	Frequency	Code and Description
Label	T3: Program use social skills curriculum	245	0=No
Format	Num	Type	Source
Valid N	1137	Mean	892 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			17 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A35e	Frequency	Code and Description
Label	T3: Program use consultation mental health prof	85	0=No
Format	Num	Type	Source
Valid N	1149	Mean	1064 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			5 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A35f	Frequency	Code and Description
Label	T3: Program use CSEFEL materials	419	0=No
Format	Num	Type	Source
Valid N	1108	Mean	689 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			5 -7/.R=Refused
			41 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A35g	Frequency	Code and Description
Label	T3: Program use meetings for guidance	79	0=No
Format	Num	Type	Source
Valid N	1150	Mean	1071 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A36a	Frequency	Code and Description
Label	T3: Equipment available-television	113	1=In class
Format	Num	Type	Source
Valid N	521	Mean	311 2=In center
Minimum		Maximum	97 3=Not available
			1220 -1/.N=Not Applic
			633 -9/.M=Missing
			975 SYSMIS/.

Name	T3A36b	Frequency	Code and Description
Label	T3: Equipment available-computer for children	450	1=In class
Format	Num	Type	Source
Valid N	517	Mean	25 2=In center
Minimum		Maximum	42 3=Not available
			1220 -1/.N=Not Applic
			4 -8/.D=Don't know
			633 -9/.M=Missing
			975 SYSMIS/.

Name	T3A36c	Frequency	Code and Description
Label	T3: Equipment available-computer for you	307	1=In class
Format	Num	Type	Source
Valid N	521	Mean	168 2=In center
Minimum		Maximum	46 3=Not available
			1220 -1/.N=Not Applic
			633 -9/.M=Missing
			975 SYSMIS/.

Name	T3A36d	Frequency	Code and Description
Label	T3: Equipment available-DVD or VCR	147	1=In class
Format	Num	Type	Source
Valid N	515	Mean	251 2=In center
Minimum		Maximum	117 3=Not available
			1220 -1/.N=Not Applic
			6 -8/.D=Don't know
			633 -9/.M=Missing
			975 SYSMIS/.

Name	T3A38a	Frequency	Code and Description
Label	T3: Minutes/day spent outside	1151	valid numeric value
Format	Num	Type	Source
Valid N	1151	Mean	42.17
Minimum	0	Maximum	180
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A40	Frequency	Code and Description
Label	T3: How many times drank 100% fruit juice	19	1=four or more times a day
Format	Num	Type	Source
Valid N	1149	Mean	65 2=two to three times a day
Minimum		Maximum	201 3=once a day
			157 4=almost every day
			512 5=1 to 3 times during the past 7 days
			195 6=they did not drink these beverages
			1220 -1/.N=Not Applicable
			2 -8/.D=Don't know
			3 -9/.M=Missing
			975 SYSMIS/.
Name	T3A42_1	Frequency	Code and Description
Label	T3: Document concern on special form	337	0=No
Format	Num	Type	Source
Valid N	1150	Mean	813 1=Document concern on a special report form
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A42_2	Frequency	Code and Description
Label	T3: Notify your program director	385	0=No
Format	Num	Type	Source
Valid N	1150	Mean	765 2=Notify your program director/disabilities coordinator/education coordinator
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A42_3	Frequency	Code and Description
Label	T3: Local specialist to observe	487	0=No
Format	Num	Type	Source
Valid N	1150	Mean	663 3=Arrange for a local specialist to observe and evaluate
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A42_4	Frequency	Code and Description
Label	T3: Conference with parents	440	0=No
Format	Num	Type	Source
Valid N	1150	Mean	710 4=Arrange a conference with parents to share the information and concerns
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A42_5	Frequency	Code and Description
Label	T3: Help develop an IEP or similar plan	630	0=No
Format	Num	Type	Source
Valid N	1150	Mean	520 5=Participate in developing an individual education plan (IEP) or similar plan
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A42_6	Frequency	Code and Description
Label	T3: Monitor/record the child's progress/activities	554	0=No
Format	Num	Type	Source
Valid N	1150	Mean	596 6=Monitor and record the child's progress and activities
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A42_7	Frequency	Code and Description
Label	T3: Other (specify)	1126	0=No
Format	Num	Type	Source
Valid N	1150	Mean	24 7=Other
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A42_8	Frequency	Code and Description
Label	T3: No children with special needs	1033	0=No
Format	Num	Type	Source
Valid N	1150	Mean	117 8=No children with special needs in class
Minimum		Maximum	1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.
Name	T3A43	Frequency	Code and Description
Label	T3: Spec ed. Specialist feedback	98	1=Written report describing child's specific needs
Format	Num	Type	Source
Valid N	1150	Mean	116 2=Oral advice only
Minimum		Maximum	816 3=Both written reports and oral advice
			2 4=Other (Specify)
			6 5=Never received feedback
			112 6=No children with special needs in class
			1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A44	Frequency	Code and Description
Label	T3: How often meet with parents child special needs	25	0=Never
Format	Num	185	1=No children with special needs in class
Valid N	1150	73	2=Once every 6 months or more
Minimum		304	3=Once every 2 to 6 months
		211	4=Once a month
		352	5=More than once a month
		1220	-1/.N=Not Applicable
		4	-8/.D=Don't know
		975	SYSMIS/.

Name	T3A44a	Frequency	Code and Description
Label	T3: How often meet with parents child no special needs	22	0=Never
Format	Num	46	1=Once every 6 months or more
Valid N	1150	528	2=Once every 2 to 6 months
Minimum		187	3=Once a month
		367	4=More than once a month
		1220	-1/.N=Not Applicable
		4	-8/.D=Don't know
		975	SYSMIS/.

Name	T3A46b	Frequency	Code and Description
Label	T3: Family other lang- interpreter	403	0=No
Format	Num	747	1=Yes
Valid N	1150	1220	-1/.N=Not Applic
Minimum		4	-8/.D=Don't know
		975	SYSMIS/.

Name	T3A46c	Frequency	Code and Description
Label	T3: Family other lang-gestures	494	0=No
Format	Num	656	1=Yes
Valid N	1150	1220	-1/.N=Not Applic
Minimum		4	-8/.D=Don't know
		975	SYSMIS/.

Name	T3A46d	Frequency	Code and Description
Label	T3: Family other lang-translated materials	392	0=No
Format	Num	748	1=Yes
Valid N	1140	1220	-1/.N=Not Applic
Minimum		14	-8/.D=Don't know
		975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3A46a	Frequency	Code and Description
Label	T3: Family other lang-communicate English	737	0=No
Format	Num	Type	Source
Valid N	1150	Mean	413 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3A46e	Frequency	Code and Description
Label	T3: Family other lang-other (specify)	1062	0=No
Format	Num	Type	Source
Valid N	1140	Mean	78 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			4 -8/.D=Don't know
			10 -9/.M=Missing
			975 SYSMIS/.

Name	T3B02	Frequency	Code and Description
Label	T3: Number of home visits	1148	valid numeric value
Format	Num	Type	Source
Valid N	1148	Mean	2.25
Minimum	0	Maximum	12
			1220 -1/.N=Not Applicable
			6 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B03a	Frequency	Code and Description
Label	T3: I enjoy my present teaching job	14	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1154	Mean	33 2=Disagree
Minimum		Maximum	25 3=Neither Agree nor Disagree
			393 4=Agree
			689 5=Strongly Agree
			1220 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3B03b	Frequency	Code and Description
Label	T3: Make a difference to children	5	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1154	Mean	2 2=Disagree
Minimum		Maximum	16 3=Neither Agree nor Disagree
			313 4=Agree
			818 5=Strongly Agree
			1220 -1/.N=Not Applicable
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B03c			Frequency	Code and Description
Label	T3: Start over, choose teaching			37	1=Strongly Disagree
Format	Num	Type	Source	15	2=Disagree
Valid N	1154	Mean		74	3=Neither Agree nor Disagree
Minimum		Maximum		308	4=Agree
				720	5=Strongly Agree
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3B04a			Frequency	Code and Description
Label	T3: Teachers feel good about jobs			70	1=Strongly Disagree
Format	Num	Type	Source	143	2=Disagree
Valid N	1153	Mean		203	3=Neither Agree nor Disagree
Minimum		Maximum		525	4=Agree
				212	5=Strongly Agree
				1220	-1/.N=Not Applicable
				1	-7/.R=Refused
				975	SYSMIS/.

Name	T3B04b			Frequency	Code and Description
Label	T3: Promotes teamwork among teachers			31	1=Strongly Disagree
Format	Num	Type	Source	112	2=Disagree
Valid N	1154	Mean		163	3=Neither Agree nor Disagree
Minimum		Maximum		531	4=Agree
				317	5=Strongly Agree
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3B04c			Frequency	Code and Description
Label	T3: Teachers feel part of team			37	1=Strongly Disagree
Format	Num	Type	Source	130	2=Disagree
Valid N	1154	Mean		193	3=Neither Agree nor Disagree
Minimum		Maximum		510	4=Agree
				284	5=Strongly Agree
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3B04d			Frequency	Code and Description
Label	T3: Teachers don't feel isolated			35	1=Strongly Disagree
Format	Num	Type	Source	179	2=Disagree
Valid N	1154	Mean		187	3=Neither Agree nor Disagree
Minimum		Maximum		486	4=Agree
				267	5=Strongly Agree
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B04e	Frequency	Code and Description
Label	T3: Assistance to teachers	44	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1150	Mean	224 2=Disagree
Minimum		Maximum	174 3=Neither Agree nor Disagree
			480 4=Agree
			228 5=Strongly Agree
			1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04f	Frequency	Code and Description
Label	T3: Orientation to new teachers	76	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1151	Mean	154 2=Disagree
Minimum		Maximum	123 3=Neither Agree nor Disagree
			444 4=Agree
			354 5=Strongly Agree
			1220 -1/.N=Not Applicable
			3 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04g	Frequency	Code and Description
Label	T3: Helps new teachers adjust	79	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1152	Mean	194 2=Disagree
Minimum		Maximum	177 3=Neither Agree nor Disagree
			454 4=Agree
			248 5=Strongly Agree
			1220 -1/.N=Not Applicable
			2 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04h	Frequency	Code and Description
Label	T3: Knows what teachers deal with	65	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1154	Mean	217 2=Disagree
Minimum		Maximum	250 3=Neither Agree nor Disagree
			451 4=Agree
			171 5=Strongly Agree
			1220 -1/.N=Not Applicable
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B04i	Frequency	Code and Description
Label	T3: Timely delivery of materials	58	1=Strongly Disagree
Format	Num	178	2=Disagree
Valid N	1150	139	3=Neither Agree nor Disagree
Minimum		568	4=Agree
		207	5=Strongly Agree
		1220	-1/.N=Not Applicable
		4	-8/.D=Don't know
		975	SYSMIS/.

Name	T3B04j	Frequency	Code and Description
Label	T3: Teachers identify strengths/weaknesses	35	1=Strongly Disagree
Format	Num	112	2=Disagree
Valid N	1150	132	3=Neither Agree nor Disagree
Minimum		621	4=Agree
		250	5=Strongly Agree
		1220	-1/.N=Not Applicable
		4	-8/.D=Don't know
		975	SYSMIS/.

Name	T3B04k	Frequency	Code and Description
Label	T3: Atmosphere free from gossip	98	1=Strongly Disagree
Format	Num	189	2=Disagree
Valid N	1151	234	3=Neither Agree nor Disagree
Minimum		423	4=Agree
		207	5=Strongly Agree
		1220	-1/.N=Not Applicable
		3	-7/.R=Refused
		975	SYSMIS/.

Name	T3B04l	Frequency	Code and Description
Label	T3: Freedom for teachers	33	1=Strongly Disagree
Format	Num	105	2=Disagree
Valid N	1154	128	3=Neither Agree nor Disagree
Minimum		499	4=Agree
		389	5=Strongly Agree
		1220	-1/.N=Not Applicable
		975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B04m	Frequency	Code and Description
Label	T3: Clear guidelines for ordering materials	47	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1150	Mean	108 2=Disagree
Minimum		Maximum	163 3=Neither Agree nor Disagree
			549 4=Agree
			283 5=Strongly Agree
			1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04n	Frequency	Code and Description
Label	T3: Promote cooperation btw staff and parents	16	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1150	Mean	18 2=Disagree
Minimum		Maximum	59 3=Neither Agree nor Disagree
			530 4=Agree
			527 5=Strongly Agree
			1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04o	Frequency	Code and Description
Label	T3: Ensures parents don't feel isolated	13	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1150	Mean	22 2=Disagree
Minimum		Maximum	66 3=Neither Agree nor Disagree
			538 4=Agree
			511 5=Strongly Agree
			1220 -1/.N=Not Applicable
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04p	Frequency	Code and Description
Label	T3: Encourage parent supplement learning	20	1=Strongly Disagree
Format	Num	Type	Source
Valid N	1154	Mean	6 2=Disagree
Minimum		Maximum	63 3=Neither Agree nor Disagree
			497 4=Agree
			568 5=Strongly Agree
			1220 -1/.N=Not Applicable
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B04q			Frequency	Code and Description
Label	T3: Supports staff in engaging parents			15	1=Strongly Disagree
Format	Num	Type	Source	42	2=Disagree
Valid N	1150	Mean		63	3=Neither Agree nor Disagree
Minimum		Maximum		547	4=Agree
				483	5=Strongly Agree
				1220	-1/.N=Not Applicable
				4	-8/.D=Don't know
				975	SYSMIS/.
Name	T3B04r01			Frequency	Code and Description
Label	T3: Parent's need for child care interferes			370	0=No
Format	Num	Type	Source	761	1=Yes
Valid N	1131	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		23	-8/.D=Don't know
				975	SYSMIS/.
Name	T3B04r02			Frequency	Code and Description
Label	T3: Parent's work schedule interferes			114	0=No
Format	Num	Type	Source	1036	1=Yes
Valid N	1150	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		4	-8/.D=Don't know
				975	SYSMIS/.
Name	T3B04r03			Frequency	Code and Description
Label	T3: Parent's school/ training interferes			244	0=No
Format	Num	Type	Source	902	1=Yes
Valid N	1146	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		8	-8/.D=Don't know
				975	SYSMIS/.
Name	T3B04r04			Frequency	Code and Description
Label	T3: Parent needs transportation			372	0=No
Format	Num	Type	Source	766	1=Yes
Valid N	1138	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		16	-8/.D=Don't know
				975	SYSMIS/.
Name	T3B04r05			Frequency	Code and Description
Label	T3: Parent doesn't know others at HS			818	0=No
Format	Num	Type	Source	301	1=Yes
Valid N	1119	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		35	-8/.D=Don't know
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B04r06	Frequency	Code and Description
Label	T3: Parent feels uncomfortable at HS	946	0=No
Format	Num	Type	Source
Valid N	1145	Mean	1220 -1/.N=Not Applic
Minimum		Maximum	9 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04r07	Frequency	Code and Description
Label	T3: Parent has health prob that interferes	775	0=No
Format	Num	Type	Source
Valid N	1130	Mean	1220 -1/.N=Not Applic
Minimum		Maximum	24 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04r08	Frequency	Code and Description
Label	T3: Teachers uncomfortable w/parents	949	0=No
Format	Num	Type	Source
Valid N	1147	Mean	1220 -1/.N=Not Applic
Minimum		Maximum	7 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04r09	Frequency	Code and Description
Label	T3: No opportunity to participate	1085	0=No
Format	Num	Type	Source
Valid N	1146	Mean	1220 -1/.N=Not Applic
Minimum		Maximum	8 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04r10	Frequency	Code and Description
Label	T3: Parent had bad exp w/ HS in the past	971	0=No
Format	Num	Type	Source
Valid N	1124	Mean	1220 -1/.N=Not Applic
Minimum		Maximum	30 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04r11	Frequency	Code and Description
Label	T3: Uncomfortable w/language differences	685	0=No
Format	Num	Type	Source
Valid N	1149	Mean	1220 -1/.N=Not Applic
Minimum		Maximum	5 -8/.D=Don't know
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B04r12	Frequency	Code and Description
Label	T3: Parent concerned for safety getting to HS	1098	0=No
Format	Num	Type	Source
Valid N	1150	Mean	52 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			4 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04r13	Frequency	Code and Description
Label	T3: Parent need more support from spouse	573	0=No
Format	Num	Type	Source
Valid N	1096	Mean	523 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			58 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04r14	Frequency	Code and Description
Label	T3: Opportunities HS provides are not of interest	734	0=No
Format	Num	Type	Source
Valid N	1138	Mean	404 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			16 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B04r15	Frequency	Code and Description
Label	T3: Other interference w/participating	978	0=No
Format	Num	Type	Source
Valid N	1139	Mean	161 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			15 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B05	Frequency	Code and Description
Label	T3: Continue working for HS next year	878	1=Very likely
Format	Num	Type	Source
Valid N	1151	Mean	173 2=Somewhat likely
Minimum		Maximum	37 3=Somewhat unlikely
			63 4=Very unlikely
			1220 -1/.N=Not Applic
			3 -8/.D=Don't know
			975 SYSMIS/.

Name	T3B06a	Frequency	Code and Description
Label	T3: Responsive to individual differences	2	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	27 3=Neither Agree nor Disagree
Minimum		Maximum	186 4=Agree
			226 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B06b			Frequency	Code and Description
Label	T3: Area taught as separate subject			42	1=Strongly Disagree
Format	Num	Type	Source	154	2=Disagree
Valid N	441	Mean		30	3=Neither Agree nor Disagree
Minimum		Maximum		146	4=Agree
				69	5=Strongly Agree
				1933	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3B06c			Frequency	Code and Description
Label	T3: Child select own activities			5	1=Strongly Disagree
Format	Num	Type	Source	3	2=Disagree
Valid N	441	Mean		46	3=Neither Agree nor Disagree
Minimum		Maximum		204	4=Agree
				183	5=Strongly Agree
				1933	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3B06d			Frequency	Code and Description
Label	T3: Child allowed to cut own shapes			29	2=Disagree
Format	Num	Type	Source	22	3=Neither Agree nor Disagree
Valid N	441	Mean		197	4=Agree
Minimum		Maximum		193	5=Strongly Agree
				1933	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3B06e			Frequency	Code and Description
Label	T3: Child work silently and alone			152	1=Strongly Disagree
Format	Num	Type	Source	174	2=Disagree
Valid N	441	Mean		56	3=Neither Agree nor Disagree
Minimum		Maximum		51	4=Agree
				8	5=Strongly Agree
				1933	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3B06f			Frequency	Code and Description
Label	T3: Learn through active explorations			8	2=Disagree
Format	Num	Type	Source	33	3=Neither Agree nor Disagree
Valid N	441	Mean		174	4=Agree
Minimum		Maximum		226	5=Strongly Agree
				1933	-1/.N=Not Applicable
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B06g	Frequency	Code and Description
Label	T3: Treats for appropriate behavior	37	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	118 2=Disagree
Minimum		Maximum	71 3=Neither Agree nor Disagree
			161 4=Agree
			54 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3B06h	Frequency	Code and Description
Label	T3: Punishment encourages behavior	195	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	185 2=Disagree
Minimum		Maximum	33 3=Neither Agree nor Disagree
			26 4=Agree
			2 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3B06i	Frequency	Code and Description
Label	T3: Child involved in rules for group	7	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	24 2=Disagree
Minimum		Maximum	2 3=Neither Agree nor Disagree
			248 4=Agree
			160 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3B06j	Frequency	Code and Description
Label	T3: Child recognize single letters	32	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	103 2=Disagree
Minimum		Maximum	37 3=Neither Agree nor Disagree
			163 4=Agree
			106 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3B06k	Frequency	Code and Description
Label	T3: Child to color within lines	59	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	168 2=Disagree
Minimum		Maximum	47 3=Neither Agree nor Disagree
			103 4=Agree
			64 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B06l	Frequency	Code and Description
Label	T3: Child learn to form letters	39	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	122 2=Disagree
Minimum		Maximum	107 3=Neither Agree nor Disagree
			117 4=Agree
			56 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3B06m	Frequency	Code and Description
Label	T3: Child dictate story to teacher	1	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	30 2=Disagree
Minimum		Maximum	11 3=Neither Agree nor Disagree
			261 4=Agree
			138 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3B06n	Frequency	Code and Description
Label	T3: Know letter sounds before read	4	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	40 2=Disagree
Minimum		Maximum	49 3=Neither Agree nor Disagree
			227 4=Agree
			121 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3B06o	Frequency	Code and Description
Label	T3: Form letters before story	101	1=Strongly Disagree
Format	Num	Type	Source
Valid N	441	Mean	193 2=Disagree
Minimum		Maximum	76 3=Neither Agree nor Disagree
			49 4=Agree
			22 5=Strongly Agree
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3B07	Frequency	Code and Description
Label	T3: Received degree since last interview	538	0=No
Format	Num	Type	Source
Valid N	713	Mean	175 1=Yes
Minimum		Maximum	1660 -1/.N=Not Applic
			1 -9/.M=Missing
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3B08			Frequency	Code and Description
Label	T3: What type of degree			21	1=Child Development Associate (CDA) degree program
Format	Num	Type	Source	29	2=Teaching certificate
Valid N	175	Mean		3	3=Special education teaching degree
Minimum		Maximum		38	4=Bachelor's degree
				18	5=Graduate degree (Master's or Ph.D or Ed.D.)
				47	6=Other
				19	7=Associate's degree
				2198	-1/.N=Not Applicable
				1	-9/.M=Missing
				975	SYSMIS/.
Name	T3C01a			Frequency	Code and Description
Label	T3: Bothered by things that don't usually bother you			691	1=Rarely or never
Format	Num	Type	Source	286	2=Some or a little
Valid N	1154	Mean		148	3=Occasionally or moderately
Minimum		Maximum		29	4=Most or all of the time
				1220	-1/.N=Not Applicable
				975	SYSMIS/.
Name	T3C01b			Frequency	Code and Description
Label	T3: Poor appetite			1006	1=Rarely or never
Format	Num	Type	Source	86	2=Some or a little
Valid N	1154	Mean		44	3=Occasionally or moderately
Minimum		Maximum		18	4=Most or all of the time
				1220	-1/.N=Not Applicable
				975	SYSMIS/.
Name	T3C01c			Frequency	Code and Description
Label	T3: Couldn't shake off blues			992	1=Rarely or never
Format	Num	Type	Source	72	2=Some or a little
Valid N	1152	Mean		70	3=Occasionally or moderately
Minimum		Maximum		18	4=Most or all of the time
				1220	-1/.N=Not Applicable
				2	-8/.D=Don't know
				975	SYSMIS/.
Name	T3C01d			Frequency	Code and Description
Label	T3: Trouble keeping mind on task			813	1=Rarely or never
Format	Num	Type	Source	217	2=Some or a little
Valid N	1154	Mean		98	3=Occasionally or moderately
Minimum		Maximum		26	4=Most or all of the time
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3C01e			Frequency	Code and Description
Label	T3: Depressed			1031	1=Rarely or never
Format	Num	Type	Source	73	2=Some or a little
Valid N	1154	Mean		43	3=Occasionally or moderately
Minimum		Maximum		7	4=Most or all of the time
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3C01f			Frequency	Code and Description
Label	T3: Everything you did was an effort			714	1=Rarely or never
Format	Num	Type	Source	250	2=Some or a little
Valid N	1154	Mean		33	3=Occasionally or moderately
Minimum		Maximum		157	4=Most or all of the time
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3C01g			Frequency	Code and Description
Label	T3: Fearful			1039	1=Rarely or never
Format	Num	Type	Source	83	2=Some or a little
Valid N	1154	Mean		20	3=Occasionally or moderately
Minimum		Maximum		12	4=Most or all of the time
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3C01h			Frequency	Code and Description
Label	T3: Restless sleep			687	1=Rarely or never
Format	Num	Type	Source	328	2=Some or a little
Valid N	1154	Mean		88	3=Occasionally or moderately
Minimum		Maximum		51	4=Most or all of the time
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Name	T3C01i			Frequency	Code and Description
Label	T3: Talked less than usual			955	1=Rarely or never
Format	Num	Type	Source	145	2=Some or a little
Valid N	1154	Mean		31	3=Occasionally or moderately
Minimum		Maximum		23	4=Most or all of the time
				1220	-1/.N=Not Applicable
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3C01j	Frequency	Code and Description
Label	T3: Lonely	1032	1=Rarely or never
Format	Num	Type	Source
Valid N	1154	Mean	83 2=Some or a little
Minimum		Maximum	33 3=Occasionally or moderately
			6 4=Most or all of the time
			1220 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3C01k	Frequency	Code and Description
Label	T3: Sad	979	1=Rarely or never
Format	Num	Type	Source
Valid N	1154	Mean	107 2=Some or a little
Minimum		Maximum	45 3=Occasionally or moderately
			23 4=Most or all of the time
			1220 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3C01l	Frequency	Code and Description
Label	T3: Couldn't get going	852	1=Rarely or never
Format	Num	Type	Source
Valid N	1154	Mean	227 2=Some or a little
Minimum		Maximum	49 3=Occasionally or moderately
			26 4=Most or all of the time
			1220 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3D01	Frequency	Code and Description
Label	T3: How many yrs teaching	441	valid numeric value
Format	Num	Type	Source
Valid N	441	Mean	11.57
Minimum	0	Maximum	30
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3D02	Frequency	Code and Description
Label	T3: Number those yrs teaching HS	441	valid numeric value
Format	Num	Type	Source
Valid N	441	Mean	7.78
Minimum	0	Maximum	30
			1933 -1/.N=Not Applicable
			975 SYSMIS/.

Name	T3D02a	Frequency	Code and Description
Label	T3: Year started at this HS	437	valid numeric value
Format	Num	Type	Source
Valid N	437	Mean	2004.28
Minimum	1985	Maximum	2011
			1933 -1/.N=Not Applicable
			4 -9/.M=Missing
			975 SYSMIS/.

Name	T3D03	Frequency	Code and Description
Label	T3: Any children who attend HS now	426	0=No
Format	Num	Type	Source
Valid N	441	Mean	15 1=Yes
Minimum		Maximum	1933 -1/.N=Not Applic
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3D04			Frequency	Code and Description
Label	T3: Any child in past attend HS			271	0=No
Format	Num	Type	Source	155	1=Yes
Valid N	426	Mean		1948	-1/.N=Not Applic
Minimum		Maximum		975	SYSMIS/.
Name	T3D05			Frequency	Code and Description
Label	T3: Highest grade of school completed			19	4=High school diploma/equivalent
Format	Num	Type	Source	6	5=Voc/tech post-HS, no voc/tech diploma
Valid N	441	Mean		4	6=Voc/tech diploma after high school
Minimum		Maximum		40	7=Some college but no degree
				140	8=Associate's degree
				185	9=Bachelor's degree
				8	10=Graduate/professional schl, no degree
				32	11=Master's degree (MA, MS)
				2	12=Doctorate degree (PhD, EDD)
				5	13=Professional degree(MD,DDS,JD,LLB,etc)
				1933	-1/.N=Not Applicable
				975	SYSMIS/.
Name	T3D06			Frequency	Code and Description
Label	T3: What field is your highest degree			58	1=Child development or developmental psychology
Format	Num	Type	Source	169	2=Early childhood education
Valid N	372	Mean		40	3=Elementary education
Minimum		Maximum		9	4=Special education
				69	5=Other field
				5	7=Administration
				22	10=Psychology, Counseling, or Social Work
				2002	-1/.N=Not Applicable
				975	SYSMIS/.
Name	T3D07			Frequency	Code and Description
Label	T3: Field include early childhood education			23	0=No
Format	Num	Type	Source	389	1=Yes
Valid N	412	Mean		1962	-1/.N=Not Applic
Minimum		Maximum		975	SYSMIS/.
Name	T3D08			Frequency	Code and Description
Label	T3: Completed courses in ECE since degree			16	0=No
Format	Num	Type	Source	7	1=Yes
Valid N	23	Mean		2351	-1/.N=Not Applic
Minimum		Maximum		975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3D08a	Frequency	Code and Description
Label	T3: Completed course on DLL	246	0=No
Format	Num	Type	Source
Valid N	412	Mean	166 1=Yes
Minimum		Maximum	1962 -1/.N=Not Applic
			975 SYSMIS/.
Name	T3D11	Frequency	Code and Description
Label	T3: Do you have a CDA credential	223	0=No
Format	Num	Type	Source
Valid N	441	Mean	218 1=Yes
Minimum		Maximum	1933 -1/.N=Not Applic
			975 SYSMIS/.
Name	T3D12	Frequency	Code and Description
Label	T3: Have state-awarded preschool certificate	288	0=No
Format	Num	Type	Source
Valid N	436	Mean	148 1=Yes
Minimum		Maximum	1933 -1/.N=Not Applic
			5 -8/.D=Don't know
			975 SYSMIS/.
Name	T3D13	Frequency	Code and Description
Label	T3: Have teaching certificate or license	241	0=No
Format	Num	Type	Source
Valid N	434	Mean	193 1=Yes
Minimum		Maximum	1933 -1/.N=Not Applic
			3 -7/.R=Refused
			4 -8/.D=Don't know
			975 SYSMIS/.
Name	T3D14	Frequency	Code and Description
Label	T3: Enrolled in teacher-related training	302	0=No
Format	Num	Type	Source
Valid N	441	Mean	139 1=Yes
Minimum		Maximum	1933 -1/.N=Not Applic
			975 SYSMIS/.
Name	T3D15	Frequency	Code and Description
Label	T3: What kind of training enrolled in	6	1=Child Development Associate (CDA) degree program
Format	Num	Type	Source
Valid N	139	Mean	11 2=Teaching certificate
Minimum		Maximum	63 4=Bachelor's degree
			14 5=Graduate degree (Master's or Ph.D or Ed.D.)
			29 6=Other
			16 7=Associate's degree
			2235 -1/.N=Not Applicable
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3D16a			Frequency	Code and Description
Label	T3: Paid vacation time			140	0=No
Format	Num	Type	Source	287	1=Yes
Valid N	427	Mean		1933	-1/.N=Not Applic
Minimum		Maximum		14	-8/.D=Don't know
				975	SYSMIS/.

Name	T3D16b			Frequency	Code and Description
Label	T3: Paid sick leave			25	0=No
Format	Num	Type	Source	412	1=Yes
Valid N	437	Mean		1933	-1/.N=Not Applic
Minimum		Maximum		4	-8/.D=Don't know
				975	SYSMIS/.

Name	T3D16c			Frequency	Code and Description
Label	T3: Paid maternity/paternity leave			113	0=No
Format	Num	Type	Source	240	1=Yes
Valid N	353	Mean		1933	-1/.N=Not Applic
Minimum		Maximum		88	-8/.D=Don't know
				975	SYSMIS/.

Name	T3D16d			Frequency	Code and Description
Label	T3: Unpaid maternity/paternity leave			143	0=No
Format	Num	Type	Source	189	1=Yes
Valid N	332	Mean		1933	-1/.N=Not Applic
Minimum		Maximum		109	-8/.D=Don't know
				975	SYSMIS/.

Name	T3D16e			Frequency	Code and Description
Label	T3: Paid family leave			111	0=No
Format	Num	Type	Source	247	1=Yes
Valid N	358	Mean		1933	-1/.N=Not Applic
Minimum		Maximum		83	-8/.D=Don't know
				975	SYSMIS/.

Name	T3D16f			Frequency	Code and Description
Label	T3: Paid health insurance			37	0=No
Format	Num	Type	Source	401	1=Yes
Valid N	438	Mean		1933	-1/.N=Not Applic
Minimum		Maximum		3	-8/.D=Don't know
				975	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3D16g	Frequency	Code and Description
Label	T3: Paid dental insurance	106	0=No
Format	Num	Type	Source
Valid N	426	Mean	320 1=Yes
Minimum		Maximum	1933 -1/.N=Not Applic
			15 -8/.D=Don't know
			975 SYSMIS/.

Name	T3D16h	Frequency	Code and Description
Label	T3: Tuition reimbursement	108	0=No
Format	Num	Type	Source
Valid N	403	Mean	295 1=Yes
Minimum		Maximum	1933 -1/.N=Not Applic
			38 -8/.D=Don't know
			975 SYSMIS/.

Name	T3D16i	Frequency	Code and Description
Label	T3: Retirement plan	47	0=No
Format	Num	Type	Source
Valid N	432	Mean	385 1=Yes
Minimum		Maximum	1933 -1/.N=Not Applic
			9 -8/.D=Don't know
			975 SYSMIS/.

Name	T3D17	Frequency	Code and Description
Label	T3: Annual salary	407	valid numeric value
Format	Num	Type	Source
Valid N	407	Mean	25960.80
Minimum	15	Maximum	50000
			1933 -1/.N=Not Applicable
			3 -7/.R=Refused
			31 -8/.D=Don't know
			975 SYSMIS/.

Name	T3D18hrs	Frequency	Code and Description
Label	T3: Hours/week does salary cover	440	valid numeric value
Format	Num	Type	Source
Valid N	440	Mean	38.57
Minimum	1	Maximum	40
			1933 -1/.N=Not Applicable
			1 -8/.D=Don't know
			975 SYSMIS/.

Name	T3D18min	Frequency	Code and Description
Label	T3: Minutes/week does salary cover	440	valid numeric value
Format	Num	Type	Source
Valid N	440	Mean	2.28
Minimum	0	Maximum	30
			1933 -1/.N=Not Applicable
			1 -8/.D=Don't know
			975 SYSMIS/.

Name	T3D19	Frequency	Code and Description
Label	T3: What is your gender	4	1=Male
Format	Num	Type	Source
Valid N	441	Mean	437 2=Female
Minimum		Maximum	1933 -1/.N=Not Applicable
			975 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	T3D20	Frequency	Code and Description
Label	T3: In what year were you born	433	valid numeric value
Format	Num	Type	Source
Valid N	433	Mean	1969.86
Minimum	1950	Maximum	1986
			1933 -1/.N=Not Applicable
			8 -7/.R=Refused
			975 SYSMIS/.
Name	T3D21	Frequency	Code and Description
Label	T3: Spanish, Hispanic, or Latino origin	327	0=No
Format	Num	Type	Source
Valid N	441	Mean	1933 -1/.N=Not Applic
Minimum		Maximum	975 SYSMIS/.
			114 1=Yes
Name	T3D22	Frequency	Code and Description
Label	T3: Which Latino group	72	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	114	Mean	26
Minimum		Maximum	2260 -1/.N=Not Applicable
			975 SYSMIS/.
			16 2=Puerto Rican
			4=Some other Spanish/Hispanic/Latino group
Name	T3D23_11	Frequency	Code and Description
Label	T3: White	227	0=No
Format	Num	Type	Source
Valid N	441	Mean	1933 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
			214 11=White
Name	T3D23_12	Frequency	Code and Description
Label	T3: Black, African American	247	0=No
Format	Num	Type	Source
Valid N	441	Mean	1933 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
			194 12=Black or African American
Name	T3D23_13	Frequency	Code and Description
Label	T3: American Indian, Alaska Native	441	0=No
Format	Num	Type	Source
Valid N	441	Mean	1933 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
Name	T3D23_20	Frequency	Code and Description
Label	T3: Teacher Asian or Pacific Islander	426	0=No
Format	Num	Type	Source
Valid N	441	Mean	1933 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
			15 20=Asian or Pacific Islander
Name	T3D23_25	Frequency	Code and Description
Label	T3: Teacher Another race	414	0=No
Format	Num	Type	Source
Valid N	441	Mean	1933 -1/.N=Not Applicable
Minimum		Maximum	975 SYSMIS/.
			27 25=Another race

Codebook for Child-Level PUF, continued

Name	O3_Direct	Frequency	Code and Description
Label	O3: Class observed directly (vs teacher's other class)	100	0=Teacher's other class observed
Format	Num	Type	Source
Valid N	1066	Mean	966 1=Class observed directly
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3_Date	Frequency	Code and Description
Label	O3: Observation completed date	371	March 2011
Format	Num	Type	Source
Valid N	1066	Mean	552 April 2011
Minimum		Maximum	143 May 2011
			2283 SYSMIS/.

Name	O3A_a	Frequency	Code and Description
Label	O3: a. Reading area with books?	6	0=No
Format	Num	Type	Source
Valid N	1066	Mean	1060 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3A_b	Frequency	Code and Description
Label	O3: b. Listening center?	383	0=No
Format	Num	Type	Source
Valid N	1066	Mean	683 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3A_c	Frequency	Code and Description
Label	O3: c. Writing center or area?	39	0=No
Format	Num	Type	Source
Valid N	1066	Mean	1027 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3A_d	Frequency	Code and Description
Label	O3: d. Math area with manipulatives?	137	0=No
Format	Num	Type	Source
Valid N	1066	Mean	929 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3A_e	Frequency	Code and Description
Label	O3: e. Computer area?	157	0=No
Format	Num	Type	Source
Valid N	1066	Mean	909 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3A_f	Frequency	Code and Description
Label	O3: f. Science or nature area with manipulatives?	71	0=No
Format	Num	Type	Source
Valid N	1066	Mean	995 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.
Name	O3A_g	Frequency	Code and Description
Label	O3: g. Dramatic play area or corner?	3	0=No
Format	Num	Type	Source
Valid N	1066	Mean	1063 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.
Name	O3A_h	Frequency	Code and Description
Label	O3: h. Art area?	1066	1=Yes
Format	Num	Type	Source
Valid N	1066	Mean	1220 -1/.N=Not Applic
Minimum		Maximum	1063 SYSMIS/.
Name	O3A_i	Frequency	Code and Description
Label	O3: i. Private area for 1 or 1 children to be alone?	116	0=No
Format	Num	Type	Source
Valid N	1063	Mean	947 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			3 -8/.D=Don't know
			1063 SYSMIS/.
Name	O3B1_Per	Frequency	Code and Description
Label	O3: CLASS #1: Observation Period	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	1.00
Minimum	1	Maximum	1
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B1_Dur	Frequency	Code and Description
Label	O3: CLASS #1: Duration (minutes)	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	19.48
Minimum	10	Maximum	20
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B1_C_1	Frequency	Code and Description
Label	O3: CLASS #1: Content: Literature/Language Arts	485	0=No
Format	Num	Type	Source
Valid N	1066	Mean	581 1=Literature/Language Arts
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B1_C_2	Frequency	Code and Description
Label	O3: CLASS #1: Content: Math	812	0=No
Format	Num	Type	Source
Valid N	1066	Mean	254 2=Math
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3B1_C_3	Frequency	Code and Description
Label	O3: CLASS #1: Content: Social studies	1002	0=No
Format	Num	Type	Source
Valid N	1066	Mean	64 3=Social studies
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B1_C_4	Frequency	Code and Description
Label	O3: CLASS #1: Content: Art	958	0=No
Format	Num	Type	Source
Valid N	1066	Mean	108 4=Art
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B1_C_5	Frequency	Code and Description
Label	O3: CLASS #1: Content: Other	481	0=No
Format	Num	Type	Source
Valid N	1066	Mean	585 5=Other
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B1_S_1	Frequency	Code and Description
Label	O3: CLASS #1: Structure: Whole group	381	0=No
Format	Num	Type	Source
Valid N	1066	Mean	685 1=Whole group
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B1_S_2	Frequency	Code and Description
Label	O3: CLASS #1: Structure: Small group	775	0=No
Format	Num	Type	Source
Valid N	1066	Mean	291 2=Small group
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B1_S_3	Frequency	Code and Description
Label	O3: CLASS #1: Structure: Individual time	958	0=No
Format	Num	Type	Source
Valid N	1066	Mean	108 3=Individual time
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B1_S_4	Frequency	Code and Description
Label	O3: CLASS #1: Structure: Routine	713	0=No
Format	Num	Type	Source
Valid N	1066	Mean	353 4=Routine
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B1_S_5	Frequency	Code and Description
Label	O3: CLASS #1: Structure: Meals/snacks	605	0=No
Format	Num	Type	Source
Valid N	1066	Mean	461 5=Meals / Snacks
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3B1_S_6	Frequency	Code and Description
Label	O3: CLASS #1: Structure: Free/center	858	0=No
Format	Num	Type	Source
Valid N	1066	Mean	208 6=Free / Centers
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.
Name	O3B1_B1	Frequency	Code and Description
Label	O3: CLASS #1: Number of paid staff	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	2.14
Minimum	1	Maximum	5
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B1_B2	Frequency	Code and Description
Label	O3: CLASS #1: Number of adult volunteers	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	0.24
Minimum	0	Maximum	9
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B1_B3	Frequency	Code and Description
Label	O3: CLASS #1: Number of children	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	13.34
Minimum	3	Maximum	20
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B2_Per	Frequency	Code and Description
Label	O3: CLASS #2: Observation Period	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	2.00
Minimum	2	Maximum	2
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B2_Dur	Frequency	Code and Description
Label	O3: CLASS #2: Duration (minutes)	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	19.35
Minimum	10	Maximum	20
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B2_C_1	Frequency	Code and Description
Label	O3: CLASS #2: Content: Literature/Language Arts	402	0=No
Format	Num	Type	Source
Valid N	1066	Mean	664 1=Literature/Language Arts
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B2_C_2	Frequency	Code and Description
Label	O3: CLASS #2: Content: Math	811	0=No
Format	Num	Type	Source
Valid N	1066	Mean	255 2=Math
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3B2_C_3	Frequency	Code and Description
Label	O3: CLASS #2: Content: Social studies	984	0=No
Format	Num	Type	Source
Valid N	1066	Mean	82 3=Social studies
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B2_C_4	Frequency	Code and Description
Label	O3: CLASS #2: Content: Art	785	0=No
Format	Num	Type	Source
Valid N	1066	Mean	281 4=Art
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B2_C_5	Frequency	Code and Description
Label	O3: CLASS #2: Content: Other	517	0=No
Format	Num	Type	Source
Valid N	1066	Mean	549 5=Other
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B2_S_1	Frequency	Code and Description
Label	O3: CLASS #2: Structure: Whole group	392	0=No
Format	Num	Type	Source
Valid N	1066	Mean	674 1=Whole group
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B2_S_2	Frequency	Code and Description
Label	O3: CLASS #2: Structure: Small group	642	0=No
Format	Num	Type	Source
Valid N	1066	Mean	424 2=Small group
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B2_S_3	Frequency	Code and Description
Label	O3: CLASS #2: Structure: Individual time	932	0=No
Format	Num	Type	Source
Valid N	1066	Mean	134 3=Individual time
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B2_S_4	Frequency	Code and Description
Label	O3: CLASS #2: Structure: Routine	820	0=No
Format	Num	Type	Source
Valid N	1066	Mean	246 4=Routine
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B2_S_5	Frequency	Code and Description
Label	O3: CLASS #2: Structure: Meals/snacks	942	0=No
Format	Num	Type	Source
Valid N	1066	Mean	124 5=Meals / Snacks
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3B2_S_6	Frequency	Code and Description
Label	O3: CLASS #2: Structure: Free/center	622	0=No
Format	Num	Type	Source
Valid N	1066	Mean	444 6=Free / Centers
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.
Name	O3B2_B1	Frequency	Code and Description
Label	O3: CLASS #2: Number of paid staff	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	2.24
Minimum	1	Maximum	7
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B2_B2	Frequency	Code and Description
Label	O3: CLASS #2: Number of adult volunteers	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	0.23
Minimum	0	Maximum	5
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B2_B3	Frequency	Code and Description
Label	O3: CLASS #2: Number of children	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	14.55
Minimum	5	Maximum	20
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B3_Per	Frequency	Code and Description
Label	O3: CLASS #3: Observation Period	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	3.00
Minimum	3	Maximum	3
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B3_Dur	Frequency	Code and Description
Label	O3: CLASS #3: Duration (minutes)	1063	valid numeric value
Format	Num	Type	Source
Valid N	1063	Mean	19.24
Minimum	10	Maximum	20
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			1063 SYSMIS/.
Name	O3B3_C_1	Frequency	Code and Description
Label	O3: CLASS #3: Content: Literature/Language Arts	477	0=No
Format	Num	Type	Source
Valid N	1066	Mean	589 1=Literature/Language Arts
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B3_C_2	Frequency	Code and Description
Label	O3: CLASS #3: Content: Math	765	0=No
Format	Num	Type	Source
Valid N	1066	Mean	301 2=Math
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3B3_C_3	Frequency	Code and Description
Label	O3: CLASS #3: Content: Social studies	980	0=No
Format	Num	Type	Source
Valid N	1066	Mean	86 3=Social studies
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B3_C_4	Frequency	Code and Description
Label	O3: CLASS #3: Content: Art	688	0=No
Format	Num	Type	Source
Valid N	1066	Mean	378 4=Art
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B3_C_5	Frequency	Code and Description
Label	O3: CLASS #3: Content: Other	593	0=No
Format	Num	Type	Source
Valid N	1066	Mean	473 5=Other
Minimum		Maximum	1220 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B3_S_1	Frequency	Code and Description
Label	O3: CLASS #3: Structure: Whole group	517	0=No
Format	Num	Type	Source
Valid N	1066	Mean	549 1=Whole group
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B3_S_2	Frequency	Code and Description
Label	O3: CLASS #3: Structure: Small group	619	0=No
Format	Num	Type	Source
Valid N	1066	Mean	447 2=Small group
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B3_S_3	Frequency	Code and Description
Label	O3: CLASS #3: Structure: Individual time	848	0=No
Format	Num	Type	Source
Valid N	1066	Mean	218 3=Individual time
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B3_S_4	Frequency	Code and Description
Label	O3: CLASS #3: Structure: Routine	822	0=No
Format	Num	Type	Source
Valid N	1066	Mean	244 4=Routine
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B3_S_5	Frequency	Code and Description
Label	O3: CLASS #3: Structure: Meals/snacks	953	0=No
Format	Num	Type	Source
Valid N	1066	Mean	113 5=Meals / Snacks
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3B3_S_6	Frequency	Code and Description
Label	O3: CLASS #3: Structure: Free/center	515	0=No
Format	Num	Type	Source
Valid N	1066	Mean	551 6=Free / Centers
Minimum		Maximum	1220 -1/.N=Not Applic
			1063 SYSMIS/.
Name	O3B3_B1	Frequency	Code and Description
Label	O3: CLASS #3: Number of paid staff	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	2.24
Minimum	1	Maximum	5
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B3_B2	Frequency	Code and Description
Label	O3: CLASS #3: Number of adult volunteers	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	0.27
Minimum	0	Maximum	4
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B3_B3	Frequency	Code and Description
Label	O3: CLASS #3: Number of children	1066	valid numeric value
Format	Num	Type	Source
Valid N	1066	Mean	14.78
Minimum	2	Maximum	20
			1220 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B4_Per	Frequency	Code and Description
Label	O3: CLASS #4: Observation Period	672	valid numeric value
Format	Num	Type	Source
Valid N	672	Mean	4.00
Minimum	4	Maximum	4
			1614 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B4_Dur	Frequency	Code and Description
Label	O3: CLASS #4: Duration (minutes)	672	valid numeric value
Format	Num	Type	Source
Valid N	672	Mean	18.92
Minimum	10	Maximum	20
			1220 -1/.N=Not Applicable
			1457 SYSMIS/.
Name	O3B4_C_1	Frequency	Code and Description
Label	O3: CLASS #4: Content: Literature/Language Arts	279	0=No
Format	Num	Type	Source
Valid N	672	Mean	393 1=Literature/Language Arts
Minimum		Maximum	1614 -1/.N=Not Applicable
			1063 SYSMIS/.
Name	O3B4_C_2	Frequency	Code and Description
Label	O3: CLASS #4: Content: Math	530	0=No
Format	Num	Type	Source
Valid N	672	Mean	142 2=Math
Minimum		Maximum	1614 -1/.N=Not Applicable
			1063 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3B4_C_3	Frequency	Code and Description
Label	O3: CLASS #4: Content: Social studies	623	0=No
Format	Num	Type	Source 49 3=Social studies
Valid N	672	Mean	1614 -1/.N=Not Applicable
Minimum		Maximum	1063 SYSMIS/.

Name	O3B4_C_4	Frequency	Code and Description
Label	O3: CLASS #4: Content: Art	515	0=No
Format	Num	Type	Source 157 4=Art
Valid N	672	Mean	1614 -1/.N=Not Applicable
Minimum		Maximum	1063 SYSMIS/.

Name	O3B4_C_5	Frequency	Code and Description
Label	O3: CLASS #4: Content: Other	293	0=No
Format	Num	Type	Source 379 5=Other
Valid N	672	Mean	1614 -1/.N=Not Applicable
Minimum		Maximum	1063 SYSMIS/.

Name	O3B4_S_1	Frequency	Code and Description
Label	O3: CLASS #4: Structure: Whole group	294	0=No
Format	Num	Type	Source 378 1=Whole group
Valid N	672	Mean	1614 -1/.N=Not Applic
Minimum		Maximum	1063 SYSMIS/.

Name	O3B4_S_2	Frequency	Code and Description
Label	O3: CLASS #4: Structure: Small group	488	0=No
Format	Num	Type	Source 184 2=Small group
Valid N	672	Mean	1614 -1/.N=Not Applic
Minimum		Maximum	1063 SYSMIS/.

Name	O3B4_S_3	Frequency	Code and Description
Label	O3: CLASS #4: Structure: Individual time	635	0=No
Format	Num	Type	Source 37 3=Individual time
Valid N	672	Mean	1614 -1/.N=Not Applic
Minimum		Maximum	1063 SYSMIS/.

Name	O3B4_S_4	Frequency	Code and Description
Label	O3: CLASS #4: Structure: Routine	424	0=No
Format	Num	Type	Source 248 4=Routine
Valid N	672	Mean	1614 -1/.N=Not Applic
Minimum		Maximum	1063 SYSMIS/.

Name	O3B4_S_5	Frequency	Code and Description
Label	O3: CLASS #4: Structure: Meals/snacks	411	0=No
Format	Num	Type	Source 261 5=Meals / Snacks
Valid N	672	Mean	1614 -1/.N=Not Applic
Minimum		Maximum	1063 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	O3B4_S_6	Frequency	Code and Description
Label	O3: CLASS #4: Structure: Free/center	485	0=No
Format	Num	Type	Source
Valid N	672	Mean	187 6=Free / Centers
Minimum		Maximum	1614 -1/.N=Not Applic
			1063 SYSMIS/.

Name	O3B4_B1	Frequency	Code and Description
Label	O3: CLASS #4: Number of paid staff	672	valid numeric value
Format	Num	Type	Source
Valid N	672	Mean	2.36
Minimum	1	Maximum	6
			1614 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B4_B2	Frequency	Code and Description
Label	O3: CLASS #4: Number of adult volunteers	672	valid numeric value
Format	Num	Type	Source
Valid N	672	Mean	0.31
Minimum	0	Maximum	4
			1614 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	O3B4_B3	Frequency	Code and Description
Label	O3: CLASS #4: Number of children	672	valid numeric value
Format	Num	Type	Source
Valid N	672	Mean	14.83
Minimum	3	Maximum	20
			1614 -1/.N=Not Applicable
			1063 SYSMIS/.

Name	K3_date	Frequency	Code and Description
Label	K3: Date questionnaire completed	164	March 2011
Format	Num	Type	Source
Valid N	840	Mean	311 May 2011
Minimum		Maximum	153 June 2011
			2509 SYSMIS/.

Name	K3_2class	Frequency	Code and Description
Label	K3: 2-classroom Interview status	834	0=one class
Format	Num	Type	Source
Valid N	840	Mean	4 1=class #1 (of 2)
Minimum		Maximum	2 2=class #2 (of 2)
			1181 -1/.N=Not Applicable
			1328 SYSMIS/.

Name	K3A01	Frequency	Code and Description
Label	K3: Public or private school	832	1=Public
Format	Num	Type	Source
Valid N	840	Mean	8 2=Private
Minimum		Maximum	1181 -1/.N=Not Applic
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3A02a	Frequency	Code and Description
Label	K3: Regular public school	32	0=No
Format	Num	Type	Source
Valid N	812	Mean	780 1=Yes
Minimum		Maximum	1189 -1/.N=Not Applic
			20 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A02b	Frequency	Code and Description
Label	K3: Public school with a magnet program	544	0=No
Format	Num	Type	Source
Valid N	577	Mean	33 1=Yes
Minimum		Maximum	1189 -1/.N=Not Applic
			255 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A02c	Frequency	Code and Description
Label	K3: Public School of choice (charter school, etc.)	499	0=No
Format	Num	Type	Source
Valid N	572	Mean	73 1=Yes
Minimum		Maximum	1189 -1/.N=Not Applic
			260 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A02d	Frequency	Code and Description
Label	K3: Bureau of Indian Affairs (BIA) or tribal school	561	0=No
Format	Num	Type	Source
Valid N	561	Mean	1189 -1/.N=Not Applic
Minimum		Maximum	271 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A02e	Frequency	Code and Description
Label	K3: Special Education school	560	0=No
Format	Num	Type	Source
Valid N	564	Mean	4 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			276 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A03a	Frequency	Code and Description
Label	K3: Catholic school	2	0=No
Format	Num	Type	Source
Valid N	8	Mean	6 1=Yes
Minimum		Maximum	2013 -1/.N=Not Applic
			1328 SYSMIS/.

Name	K3A03b	Frequency	Code and Description
Label	K3: Private school not accredited by NAIS	7	0=No
Format	Num	Type	Source
Valid N	8	Mean	1 1=Yes
Minimum		Maximum	2013 -1/.N=Not Applic
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3A03c			Frequency	Code and Description
Label	K3: Private school accredited by NAIS			4	0=No
Format	Num	Type	Source	4	1=Yes
Valid N	8	Mean		2013	-1/.N=Not Applic
Minimum		Maximum		1328	SYSMIS/.
Name	K3A03d			Frequency	Code and Description
Label	K3: Special Education school			8	0=No
Format	Num	Type	Source	2013	-1/.N=Not Applic
Valid N	8	Mean		1328	SYSMIS/.
Minimum		Maximum			
Name	K3A04			Frequency	Code and Description
Label	K3: What is the highest grade taught at this school?			55	2=Kindergarten
Format	Num	Type	Source	1	3=Pre-first grade (after kindergarten)
Valid N	837	Mean		59	4=1st grade
Minimum		Maximum		12	5=2nd grade
				26	6=3rd grade
				64	7=4th grade
				413	8=5th grade
				90	9=6th grade
				1	10=7th grade
				92	11=8th grade
				24	15=12th grade
				1181	-1/.N=Not Applicable
				3	-9/.M=Missing
				1328	SYSMIS/.
Name	K3A05			Frequency	Code and Description
Label	K3: # students currently enrolled in this school			829	valid numeric value
Format	Num	Type	Source	1181	-1/.N=Not Applicable
Valid N	829	Mean	588.76	11	-9/.M=Missing
Minimum	47	Maximum	3000	1328	SYSMIS/.
Name	K3A06			Frequency	Code and Description
Label	K3: # students currently enrolled in kindergarten			836	valid numeric value
Format	Num	Type	Source	1181	-1/.N=Not Applicable
Valid N	836	Mean	115.64	4	-9/.M=Missing
Minimum	11	Maximum	1000	1328	SYSMIS/.
Name	K3A07a			Frequency	Code and Description
Label	K3: a. phone/send home info about kindergarten programs			101	0=No
Format	Num	Type	Source	693	1=Yes
Valid N	794	Mean		1181	-1/.N=Not Applic
Minimum		Maximum		46	-9/.M=Missing
				1328	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3A07b		Frequency	Code and Description
Label	K3: b. Preschoolers spend some time in the K classroom		484	0=No
Format	Num	Type	275	1=Yes
Valid N	759	Mean	1181	-1/.N=Not Applic
Minimum		Maximum	81	-9/.M=Missing
			1328	SYSMIS/.

Name	K3A07c		Frequency	Code and Description
Label	K3: c. School days shortened at beginning of school year		600	0=No
Format	Num	Type	154	1=Yes
Valid N	754	Mean	1181	-1/.N=Not Applic
Minimum		Maximum	86	-9/.M=Missing
			1328	SYSMIS/.

Name	K3A07d		Frequency	Code and Description
Label	K3: d. Parents/children visit K before/start of school yr		188	0=No
Format	Num	Type	609	1=Yes
Valid N	797	Mean	1181	-1/.N=Not Applic
Minimum		Maximum	43	-9/.M=Missing
			1328	SYSMIS/.

Name	K3A07e		Frequency	Code and Description
Label	K3: e. Teacher visits homes at beginning of school year		702	0=No
Format	Num	Type	37	1=Yes
Valid N	739	Mean	1181	-1/.N=Not Applic
Minimum		Maximum	101	-9/.M=Missing
			1328	SYSMIS/.

Name	K3A07f		Frequency	Code and Description
Label	K3: f. Parent orientation at school before school year		159	0=No
Format	Num	Type	636	1=Yes
Valid N	795	Mean	1181	-1/.N=Not Applic
Minimum		Maximum	45	-9/.M=Missing
			1328	SYSMIS/.

Name	K3A07m		Frequency	Code and Description
Label	K3: m. Children attend K readiness program/camp		641	0=No
Format	Num	Type	108	1=Yes
Valid N	749	Mean	1181	-1/.N=Not Applic
Minimum		Maximum	91	-9/.M=Missing
			1328	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3A07g	Frequency	Code and Description
Label	K3: g. Other transition activities (Please describe)	656	0=No
Format	Num	Type	Source
Valid N	684	Mean	28 1=Yes
Minimum		Maximum	1182 -1/.N=Not Applic
			155 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A07h	Frequency	Code and Description
Label	K3: (backcode) Orientation / bridge program for children	770	0=No
Format	Num	Type	Source
Valid N	790	Mean	20 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			50 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A07i	Frequency	Code and Description
Label	K3: (backcode) Screening to assess skills/needs before K	781	0=No
Format	Num	Type	Source
Valid N	790	Mean	9 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			50 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A07j	Frequency	Code and Description
Label	K3: (backcode) Kindergarten teacher meets with children	785	0=No
Format	Num	Type	Source
Valid N	790	Mean	5 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			50 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A07k	Frequency	Code and Description
Label	K3: (backcode) Transition svcs for children w/spcl needs	789	0=No
Format	Num	Type	Source
Valid N	790	Mean	1 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			50 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A07l	Frequency	Code and Description
Label	K3: (backcode) Offers staggered or gradual start to K	778	0=No
Format	Num	Type	Source
Valid N	790	Mean	12 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			50 -9/.M=Missing
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3A08a	Frequency	Code and Description
Label	K3: Children can be retained at any grade	100	0=False
Format	Num	Type	Source
Valid N	815	Mean	715 1=True
Minimum		Maximum	1181 -1/.N=Not Applic
			25 -9/.M=Missing
			1328 SYSMIS/.

Name	K3A08b	Frequency	Code and Description
Label	K3: Children can be retained in kindergarten	109	0=False
Format	Num	Type	Source
Valid N	816	Mean	707 1=True
Minimum		Maximum	1181 -1/.N=Not Applic
			24 -9/.M=Missing
			1328 SYSMIS/.

Name	K3B01	Frequency	Code and Description
Label	K3: # students are currently enrolled in this class	792	valid numeric value
Format	Num	Type	Source
Valid N	792	Mean	20.40
Minimum	1	Maximum	35
			1181 -1/.N=Not Applicable
			48 -9/.M=Missing
			1328 SYSMIS/.

Name	K3B02a	Frequency	Code and Description
Label	K3: How many days a week does this class meet?	789	valid numeric value
Format	Num	Type	Source
Valid N	789	Mean	5.03
Minimum	1	Maximum	7
			1181 -1/.N=Not Applicable
			51 -9/.M=Missing
			1328 SYSMIS/.

Name	K3B02b	Frequency	Code and Description
Label	K3: How many hours a week does this class meet?	783	valid numeric value
Format	Num	Type	Source
Valid N	783	Mean	27.73
Minimum	1	Maximum	65
			1181 -1/.N=Not Applicable
			57 -9/.M=Missing
			1328 SYSMIS/.

Name	K3B03a	Frequency	Code and Description
Label	K3: # children American Indian or Alaskan Native	777	valid numeric value
Format	Num	Type	Source
Valid N	777	Mean	0.42
Minimum	0	Maximum	21
			1181 -1/.N=Not Applicable
			63 -9/.M=Missing
			1328 SYSMIS/.

Name	K3B03b	Frequency	Code and Description
Label	K3: # children Asian or Pacific Islander	778	valid numeric value
Format	Num	Type	Source
Valid N	778	Mean	0.74
Minimum	0	Maximum	22
			1181 -1/.N=Not Applicable
			62 -9/.M=Missing
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3B03c			Frequency	Code and Description
Label	K3: # children Black, non-Hispanic			778	valid numeric value
Format	Num	Type	Source	1181	-1/.N=Not Applicable
Valid N	778	Mean	4.65	62	-9/.M=Missing
Minimum	0	Maximum	35	1328	SYSMIS/.
Name	K3B03d			Frequency	Code and Description
Label	K3: # children Hispanic			789	valid numeric value
Format	Num	Type	Source	1181	-1/.N=Not Applicable
Valid N	789	Mean	8.04	51	-9/.M=Missing
Minimum	0	Maximum	30	1328	SYSMIS/.
Name	K3B03e			Frequency	Code and Description
Label	K3: # children White, non-Hispanic			779	valid numeric value
Format	Num	Type	Source	1181	-1/.N=Not Applicable
Valid N	779	Mean	7.19	61	-9/.M=Missing
Minimum	0	Maximum	24	1328	SYSMIS/.
Name	K3B04			Frequency	Code and Description
Label	K3: B4. # children with limited English proficiency (LEP)			794	valid numeric value
Format	Num	Type	Source	1181	-1/.N=Not Applicable
Valid N	794	Mean	5.96	46	-9/.M=Missing
Minimum	0	Maximum	30	1328	SYSMIS/.
Name	K3B05			Frequency	Code and Description
Label	K3: B5. # children eligible for free/reduced-price meals			752	valid numeric value
Format	Num	Type	Source	1181	-1/.N=Not Applicable
Valid N	752	Mean	16.24	88	-9/.M=Missing
Minimum	0	Maximum	35	1328	SYSMIS/.
Name	K3B06			Frequency	Code and Description
Label	K3: B6. # paid assistants/co-/team teachers in class			794	valid numeric value
Format	Num	Type	Source	1181	-1/.N=Not Applicable
Valid N	794	Mean	0.79	46	-9/.M=Missing
Minimum	0	Maximum	12	1328	SYSMIS/.
Name	K3B07			Frequency	Code and Description
Label	K3: B7. Average hours/week paid assistants/co-teacher			494	valid numeric value
Format	Num	Type	Source	1480	-1/.N=Not Applicable
Valid N	494	Mean	12.79	47	-9/.M=Missing
Minimum	0	Maximum	75	1328	SYSMIS/.
Name	K3B08			Frequency	Code and Description
Label	K3: B8. # adult volunteer assistants in this class			792	valid numeric value
Format	Num	Type	Source	1181	-1/.N=Not Applicable
Valid N	792	Mean	0.68	48	-9/.M=Missing
Minimum	0	Maximum	7	1328	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3B09	Frequency	Code and Description
Label	K3: B9. Average hours per week adult volunteers	280	valid numeric value
Format	Num	Type	Source
Valid N	280	Mean	7.14
Minimum	0	Maximum	34
		1693	-1/.N=Not Applicable
		48	-9/.M=Missing
		1328	SYSMIS/.
Name	K3B10_01	Frequency	Code and Description
Label	K3: B10. English used for instruction	14	0=No
Format	Num	Type	Source
Valid N	794	Mean	780
Minimum		Maximum	1=English
		1181	-1/.N=Not Applicable
		46	-9/.M=Missing
		1328	SYSMIS/.
Name	K3B10_02	Frequency	Code and Description
Label	K3: B10. Spanish used for instruction	632	0=No
Format	Num	Type	Source
Valid N	794	Mean	162
Minimum		Maximum	2=Spanish
		1181	-1/.N=Not Applicable
		46	-9/.M=Missing
		1328	SYSMIS/.
Name	K3B10_11	Frequency	Code and Description
Label	K3: B10. Other language used for instruction	765	0=No
Format	Num	Type	Source
Valid N	794	Mean	29
Minimum		Maximum	11=Other
		1181	-1/.N=Not Applicable
		46	-9/.M=Missing
		1328	SYSMIS/.
Name	K3B11	Frequency	Code and Description
Label	K3: B11. How would you rate the behavior of this class	13	1=Grp misbehaves very frequently/almost always difficult to handle
Format	Num	Type	Source
Valid N	795	Mean	71
Minimum		Maximum	2=The group misbehaves frequently and is often difficult to handle
		364	3=The group misbehaves occasionally
		279	4=The group behaves well
		68	5=The group behaves exceptionally well
		1181	-1/.N=Not Applicable
		45	-9/.M=Missing
		1328	SYSMIS/.
Name	K3C01a	Frequency	Code and Description
Label	K3: a. Reading and language arts - frequency	6	2=Less Than Once a Week
Format	Num	Type	Source
Valid N	837	Mean	5
Minimum		Maximum	3=1-2 Times a Week
		22	4=3-4 Times a Week
		804	5=Daily
		1181	-1/.N=Not Applicable
		3	-9/.M=Missing
		1328	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3C01b			Frequency	Code and Description
Label	K3: b. Mathematics - frequency			1	1=Never
Format	Num	Type	Source	1	2=Less Than Once a Week
Valid N	838	Mean		10	3=1-2 Times a Week
Minimum		Maximum		44	4=3-4 Times a Week
				782	5=Daily
				1181	-1/.N=Not Applicable
				2	-9/.M=Missing
				1328	SYSMIS/.
Name	K3C01c			Frequency	Code and Description
Label	K3: c. Social studies - frequency			11	1=Never
Format	Num	Type	Source	51	2=Less Than Once a Week
Valid N	838	Mean		315	3=1-2 Times a Week
Minimum		Maximum		274	4=3-4 Times a Week
				187	5=Daily
				1181	-1/.N=Not Applicable
				2	-9/.M=Missing
				1328	SYSMIS/.
Name	K3C01d			Frequency	Code and Description
Label	K3: d. Science - frequency			7	1=Never
Format	Num	Type	Source	61	2=Less Than Once a Week
Valid N	836	Mean		323	3=1-2 Times a Week
Minimum		Maximum		283	4=3-4 Times a Week
				162	5=Daily
				1181	-1/.N=Not Applicable
				4	-9/.M=Missing
				1328	SYSMIS/.
Name	K3C02a			Frequency	Code and Description
Label	K3: a. Reading and language arts - minutes/day			22	1=1-30 Minutes a Day
Format	Num	Type	Source	95	2=31-60 Minutes a Day
Valid N	832	Mean		288	3=61-90 Minutes a Day
Minimum		Maximum		427	4=More Than 90 Minutes a Day
				1181	-1/.N=Not Applicable
				8	-9/.M=Missing
				1328	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3C02b			Frequency	Code and Description
Label	K3: b. Mathematics - minutes/day			78	1=1-30 Minutes a Day
Format	Num	Type	Source	472	2=31-60 Minutes a Day
Valid N	830	Mean		239	3=61-90 Minutes a Day
Minimum		Maximum		41	4=More Than 90 Minutes a Day
				1182	-1/.N=Not Applicable
				9	-9/.M=Missing
				1328	SYSMIS/.

Name	K3C02c			Frequency	Code and Description
Label	K3: c. Social studies - minutes/day			585	1=1-30 Minutes a Day
Format	Num	Type	Source	216	2=31-60 Minutes a Day
Valid N	822	Mean		18	3=61-90 Minutes a Day
Minimum		Maximum		3	4=More Than 90 Minutes a Day
				1192	-1/.N=Not Applicable
				7	-9/.M=Missing
				1328	SYSMIS/.

Name	K3C02d			Frequency	Code and Description
Label	K3: d. Science - minutes/day			577	1=1-30 Minutes a Day
Format	Num	Type	Source	220	2=31-60 Minutes a Day
Valid N	824	Mean		26	3=61-90 Minutes a Day
Minimum		Maximum		1	4=More Than 90 Minutes a Day
				1188	-1/.N=Not Applicable
				9	-9/.M=Missing
				1328	SYSMIS/.

Name	K3C03a			Frequency	Code and Description
Label	K3: a. Work on learning the names of the letters			1	1=Never
Format	Num	Type	Source	20	2=Once a Month or Less
Valid N	832	Mean		9	3=Two or Three Times a Month
Minimum		Maximum		15	4=Once or Twice a Week
				85	5=Three or Four Times a Week
				702	6=Every Day
				1181	-1/.N=Not Applicable
				8	-9/.M=Missing
				1328	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3C03b	Frequency	Code and Description
Label	K3: b. Practice writing the letters of the alphabet	11	2=Once a Month or Less
Format	Num	Type	Source
Valid N	836	Mean	9 3=Two or Three Times a Month
Minimum		Maximum	55 4=Once or Twice a Week
			147 5=Three or Four Times a Week
			614 6=Every Day
			1181 -1/.N=Not Applicable
			4 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C03c	Frequency	Code and Description
Label	K3: c. Discuss new words - frequency	1	3=Two or Three Times a Month
Format	Num	Type	Source
Valid N	834	Mean	40 4=Once or Twice a Week
Minimum		Maximum	152 5=Three or Four Times a Week
			641 6=Every Day
			1181 -1/.N=Not Applicable
			6 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C03d	Frequency	Code and Description
Label	K3: d. Work on phonics - frequency	2	4=Once or Twice a Week
Format	Num	Type	Source
Valid N	836	Mean	52 5=Three or Four Times a Week
Minimum		Maximum	782 6=Every Day
			1181 -1/.N=Not Applicable
			4 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C03e	Frequency	Code and Description
Label	K3: e. Listen to stories where they see the print	2	1=Never
Format	Num	Type	Source
Valid N	835	Mean	3 2=Once a Month or Less
Minimum		Maximum	7 3=Two or Three Times a Month
			44 4=Once or Twice a Week
			117 5=Three or Four Times a Week
			662 6=Every Day
			1181 -1/.N=Not Applicable
			5 -9/.M=Missing
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3C03f	Frequency	Code and Description
Label	K3: f. Listen to stories but they don't see the print	85	1=Never
Format	Num	Type	Source
Valid N	831	Mean	59 2=Once a Month or Less
Minimum		Maximum	42 3=Two or Three Times a Month
			168 4=Once or Twice a Week
			114 5=Three or Four Times a Week
			363 6=Every Day
			1181 -1/.N=Not Applicable
			9 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C03g	Frequency	Code and Description
Label	K3: g. Retell stories - frequency	7	2=Once a Month or Less
Format	Num	Type	Source
Valid N	835	Mean	25 3=Two or Three Times a Month
Minimum		Maximum	207 4=Once or Twice a Week
			323 5=Three or Four Times a Week
			273 6=Every Day
			1181 -1/.N=Not Applicable
			5 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C03h	Frequency	Code and Description
Label	K3: h. Learn about conventions of print - frequency	1	2=Once a Month or Less
Format	Num	Type	Source
Valid N	836	Mean	10 3=Two or Three Times a Month
Minimum		Maximum	56 4=Once or Twice a Week
			104 5=Three or Four Times a Week
			665 6=Every Day
			1181 -1/.N=Not Applicable
			4 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C03i	Frequency	Code and Description
Label	K3: i. Write own name - frequency	2	2=Once a Month or Less
Format	Num	Type	Source
Valid N	836	Mean	1 3=Two or Three Times a Month
Minimum		Maximum	11 4=Once or Twice a Week
			16 5=Three or Four Times a Week
			806 6=Every Day
			1181 -1/.N=Not Applicable
			4 -9/.M=Missing
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3C03j	Frequency	Code and Description
Label	K3: j. Learn about rhyming words and word families	2	2=Once a Month or Less
Format	Num	18	3=Two or Three Times a Month
Valid N	831	89	4=Once or Twice a Week
Minimum		309	5=Three or Four Times a Week
		413	6=Every Day
		1181	-1/.N=Not Applicable
		9	-9/.M=Missing
		1328	SYSMIS/.

Name	K3C03k	Frequency	Code and Description
Label	K3: k. Learn about common prepositions - frequency	4	1=Never
Format	Num	22	2=Once a Month or Less
Valid N	834	86	3=Two or Three Times a Month
Minimum		247	4=Once or Twice a Week
		239	5=Three or Four Times a Week
		236	6=Every Day
		1181	-1/.N=Not Applicable
		6	-9/.M=Missing
		1328	SYSMIS/.

Name	K3C04a	Frequency	Code and Description
Label	K3: a. Count out loud - frequency	2	3=Two or Three Times a Month
Format	Num	23	4=Once or Twice a Week
Valid N	836	99	5=Three or Four Times a Week
Minimum		712	6=Every Day
		1181	-1/.N=Not Applicable
		4	-9/.M=Missing
		1328	SYSMIS/.

Name	K3C04b	Frequency	Code and Description
Label	K3: b. Work with geometric manipulatives - frequency	3	1=Never
Format	Num	22	2=Once a Month or Less
Valid N	834	120	3=Two or Three Times a Month
Minimum		271	4=Once or Twice a Week
		260	5=Three or Four Times a Week
		158	6=Every Day
		1181	-1/.N=Not Applicable
		6	-9/.M=Missing
		1328	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3C04c	Frequency	Code and Description
Label	K3: c. Work with counting manipulatives - frequency	1	1=Never
Format	Num	6	2=Once a Month or Less
Valid N	835	26	3=Two or Three Times a Month
Minimum		164	4=Once or Twice a Week
		330	5=Three or Four Times a Week
		308	6=Every Day
		1181	-1/.N=Not Applicable
		5	-9/.M=Missing
		1328	SYSMIS/.

Name	K3C04d	Frequency	Code and Description
Label	K3: d. Play math-related games - frequency	1	1=Never
Format	Num	6	2=Once a Month or Less
Valid N	834	65	3=Two or Three Times a Month
Minimum		233	4=Once or Twice a Week
		267	5=Three or Four Times a Week
		262	6=Every Day
		1181	-1/.N=Not Applicable
		6	-9/.M=Missing
		1328	SYSMIS/.

Name	K3C04e	Frequency	Code and Description
Label	K3: e. Work with rulers, measuring cups, spoons, etc	26	1=Never
Format	Num	186	2=Once a Month or Less
Valid N	834	296	3=Two or Three Times a Month
Minimum		212	4=Once or Twice a Week
		63	5=Three or Four Times a Week
		51	6=Every Day
		1181	-1/.N=Not Applicable
		6	-9/.M=Missing
		1328	SYSMIS/.

Name	K3C04f	Frequency	Code and Description
Label	K3: f. Calendar-related activities - frequency	4	2=Once a Month or Less
Format	Num	14	4=Once or Twice a Week
Valid N	836	22	5=Three or Four Times a Week
Minimum		796	6=Every Day
		1181	-1/.N=Not Applicable
		4	-9/.M=Missing
		1328	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3C05a	Frequency	Code and Description
Label	K3: a. Reading area with books	3	0=No
Format	Num	Type	Source
Valid N	837	Mean	834 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			3 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C05b	Frequency	Code and Description
Label	K3: b. Listening center	136	0=No
Format	Num	Type	Source
Valid N	837	Mean	701 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			3 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C05c	Frequency	Code and Description
Label	K3: c. Writing center or area	41	0=No
Format	Num	Type	Source
Valid N	837	Mean	796 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			3 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C05d	Frequency	Code and Description
Label	K3: d. Pocket chart or flannel board	102	0=No
Format	Num	Type	Source
Valid N	837	Mean	735 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			3 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C05e	Frequency	Code and Description
Label	K3: e. Math area with manipulatives	26	0=No
Format	Num	Type	Source
Valid N	837	Mean	811 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			3 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C05f	Frequency	Code and Description
Label	K3: f. Area for playing with puzzles and blocks	55	0=No
Format	Num	Type	Source
Valid N	837	Mean	782 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			3 -9/.M=Missing
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3C05g	Frequency	Code and Description
Label	K3: g. Water or sand table	623	0=No
Format	Num	Type	Source
Valid N	833	Mean	210 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			7 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C05h	Frequency	Code and Description
Label	K3: h. Computer area	131	0=No
Format	Num	Type	Source
Valid N	837	Mean	706 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			3 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C05i	Frequency	Code and Description
Label	K3: i. Science or nature area with manipulatives	425	0=No
Format	Num	Type	Source
Valid N	834	Mean	409 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			6 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C05j	Frequency	Code and Description
Label	K3: j. Dramatic play area or corner	399	0=No
Format	Num	Type	Source
Valid N	834	Mean	435 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			6 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C05k	Frequency	Code and Description
Label	K3: k. Art area	246	0=No
Format	Num	Type	Source
Valid N	835	Mean	589 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			5 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C06	Frequency	Code and Description
Label	K3: # times/week class has physical education	28	1=Never
Format	Num	Type	Source
Valid N	837	Mean	48 2=Less Than Once a Week
Minimum		Maximum	457 3=1-2 Times a Week
			115 4=3-4 Times a Week
			189 5=Daily
			1181 -1/.N=Not Applicable
			3 -9/.M=Missing
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3C07	Frequency	Code and Description
Label	K3: Physical education - minutes per day	82	1=1-15 minutes per day
Format	Num	Type	Source
Valid N	800	Mean	395 2=16-30 minutes per day
Minimum		Maximum	317 3=31-60 minutes per day
			6 4=More than 60 minutes per day
			1209 -1/.N=Not Applicable
			12 -9/.M=Missing
			1328 SYSMIS/.

Name	K3C08	Frequency	Code and Description
Label	K3: Typically, time class spends in recess	88	1=Do not have recess
Format	Num	Type	Source
Valid N	816	Mean	209 2=1-15 minutes per day
Minimum		Maximum	388 3=16-30 minutes per day
			110 4=31-45 minutes per day
			21 5=More than 45 minutes per day
			1181 -1/.N=Not Applicable
			24 -9/.M=Missing
			1328 SYSMIS/.

Name	K3D01	Frequency	Code and Description
Label	K3: What is your gender	20	1=Male
Format	Num	Type	Source
Valid N	833	Mean	813 2=Female
Minimum		Maximum	1181 -1/.N=Not Applic
			7 -9/.M=Missing
			1328 SYSMIS/.

Name	K3D02	Frequency	Code and Description
Label	K3: In what year were you born?	816	valid numeric value
Format	Num	Type	Source
Valid N	816	Mean	1967.42
Minimum	1950	Maximum	1986
			1181 -1/.N=Not Applicable
			24 -9/.M=Missing
			1328 SYSMIS/.

Name	K3D03	Frequency	Code and Description
Label	K3: Are you of Spanish, Hispanic, or Latino origin?	663	0=No
Format	Num	Type	Source
Valid N	830	Mean	167 1=Yes
Minimum		Maximum	1181 -1/.N=Not Applic
			10 -9/.M=Missing
			1328 SYSMIS/.

Name	K3D04	Frequency	Code and Description
Label	K3: Which Hispanic group	88	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	166	Mean	17 2=Puerto Rican
Minimum		Maximum	61 4=Another Spanish/Hispanic/Latino group
			1844 -1/.N=Not Applicable
			11 -9/.M=Missing
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3D05_01	Frequency	Code and Description
Label	K3: D5. White	102	0=No
Format	Num	Type	Source
Valid N	776	Mean	674 1=White
Minimum		Maximum	1181 -1/.N=Not Applicable
			64 -9/.M=Missing
			1328 SYSMIS/.
Name	K3D05_02	Frequency	Code and Description
Label	K3: D5. Black or African American	697	0=No
Format	Num	Type	Source
Valid N	776	Mean	79 2=Black or African American
Minimum		Maximum	1181 -1/.N=Not Applicable
			64 -9/.M=Missing
			1328 SYSMIS/.
Name	K3D05_03	Frequency	Code and Description
Label	K3: D5. American Indian or Alaskan Native	767	0=No
Format	Num	Type	Source
Valid N	776	Mean	9 3=American Indian or Alaskan Native
Minimum		Maximum	1181 -1/.N=Not Applicable
			64 -9/.M=Missing
			1328 SYSMIS/.
Name	K3D05_10	Frequency	Code and Description
Label	K3: D5. Asian or Pacific Islander	764	0=No
Format	Num	Type	Source
Valid N	776	Mean	12 10=Asian or Pacific Islander
Minimum		Maximum	1181 -1/.N=Not Applicable
			64 -9/.M=Missing
			1328 SYSMIS/.
Name	K3D06	Frequency	Code and Description
Label	K3: D6. How many years have you been a school teacher	834	valid numeric value
Format	Num	Type	Source
Valid N	834	Mean	14.72
Minimum	0.5	Maximum	30
			1181 -1/.N=Not Applicable
			6 -9/.M=Missing
			1328 SYSMIS/.
Name	K3D07	Frequency	Code and Description
Label	K3: D7. How many years have you taught this grade	834	valid numeric value
Format	Num	Type	Source
Valid N	834	Mean	9.25
Minimum	0	Maximum	30
			1181 -1/.N=Not Applicable
			6 -9/.M=Missing
			1328 SYSMIS/.
Name	K3D08	Frequency	Code and Description
Label	K3: D8. Years taught in your current school	834	valid numeric value
Format	Num	Type	Source
Valid N	834	Mean	9.41
Minimum	0	Maximum	30
			1181 -1/.N=Not Applicable
			6 -9/.M=Missing
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3D09	Frequency	Code and Description
Label	K3: Highest level of education you have completed	229	3=Bachelor's
Format	Num	Type	Source
Valid N	834	Mean	166 4=1+ year past a Bachelor's
Minimum		Maximum	376 5=Master's
			47 6=diploma 1+ year past a Master's
			13 7=Doctorate
			3 8=Other
			1181 -1/.N=Not Applicable
			6 -9/.M=Missing
			1328 SYSMIS/.

Name	K3D10a	Frequency	Code and Description
Label	K3: College courses in Early childhood education	55	0
Format	Num	Type	Source
Valid N	801	Mean	4.32
Minimum	0	Maximum	6
			70 3
			57 4
			32 5
			439 6=6 or more
			1181 -1/.N=Not Applic
			39 -9/.M=Missing
			1328 SYSMIS/.

Name	K3D10b	Frequency	Code and Description
Label	K3: College courses in Elementary education	18	0
Format	Num	Type	Source
Valid N	800	Mean	5.34
Minimum	0	Maximum	6
			33 3
			41 4
			28 5
			633 6=6 or more
			1181 -1/.N=Not Applic
			40 -9/.M=Missing
			1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3D10c		Frequency	Code and Description
Label	K3: College courses in Special education		192	0
Format	Num	Type	Source	231 1
Valid N	777	Mean	1.90	138 2
Minimum	0	Maximum	6	79 3
				38 4
				17 5
				82 6=6 or more
				1181 -1/.N=Not Applic
				63 -9/.M=Missing
				1328 SYSMIS/.

Name	K3D10d		Frequency	Code and Description
Label	K3: College courses in English as 2nd Language (ESL)		342	0
Format	Num	Type	Source	111 1
Valid N	774	Mean	1.75	90 2
Minimum	0	Maximum	6	57 3
				58 4
				33 5
				83 6=6 or more
				1181 -1/.N=Not Applic
				66 -9/.M=Missing
				1328 SYSMIS/.

Name	K3D10e		Frequency	Code and Description
Label	K3: College courses in Child development		28	0
Format	Num	Type	Source	75 1
Valid N	796	Mean	3.74	142 2
Minimum	0	Maximum	6	143 3
				102 4
				56 5
				250 6=6 or more
				1181 -1/.N=Not Applic
				44 -9/.M=Missing
				1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3D10f		Frequency	Code and Description
Label	K3: College courses in Methods of teaching reading		14	0
Format	Num	Type	Source	91 1
Valid N	800	Mean	3.78	134 2
Minimum	0	Maximum	6	123 3
				138 4
				53 5
				247 6=6 or more
				1181 -1/.N=Not Applic
				40 -9/.M=Missing
				1328 SYSMIS/.

Name	K3D10g		Frequency	Code and Description
Label	K3: College courses in Methods of teaching mathematics		24	0
Format	Num	Type	Source	163 1
Valid N	800	Mean	3.10	184 2
Minimum	0	Maximum	6	119 3
				110 4
				51 5
				149 6=6 or more
				1181 -1/.N=Not Applic
				40 -9/.M=Missing
				1328 SYSMIS/.

Name	K3D10h		Frequency	Code and Description
Label	K3: College courses in Methods of teaching science		61	0
Format	Num	Type	Source	287 1
Valid N	801	Mean	2.35	168 2
Minimum	0	Maximum	6	100 3
				57 4
				33 5
				95 6=6 or more
				1181 -1/.N=Not Applic
				39 -9/.M=Missing
				1328 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K3D11	Frequency	Code and Description
Label	K3: What type of teaching certificate do you have?	4	1=None
Format	Num	Type	Source
Valid N	830	Mean	20 2=Temporary, probational, provisional, or emergency certification
Minimum		Maximum	30 3=Certificate for completion of an alternative certification program
			664 4=Regular or standard state certificate
			112 5=Advanced professional certificate
			1181 -1/.N=Not Applicable
			10 -9/.M=Missing
			1328 SYSMIS/.

Name	K3D12	Frequency	Code and Description
Label	K3: In what field did you obtain your highest degree?	30	1=Child development or developmental psychology
Format	Num	Type	Source
Valid N	832	Mean	197 2=Early childhood education
Minimum		Maximum	462 3=Elementary education
			35 4=Special education
			30 5=Other field
			12 6=Curriculum Development
			14 7=Administration
			5 8=Bilingual Education (including ESL)
			30 9=Reading/literacy
			17 10=Psychology, Counseling, or Social Work
			1181 -1/.N=Not Applicable
			8 -9/.M=Missing
			1328 SYSMIS/.

Name	K4_date	Frequency	Code and Description
Label	K4: Date questionnaire completed	163	February 2012
Format	Num	Type	Source
Valid N	910	Mean	374 March 2012
Minimum		Maximum	233 April 2012
			140 May 2012
			2439 SYSMIS/.

Name	K4_2class	Frequency	Code and Description
Label	K4: 2-classroom Interview status	875	0=one class
Format	Num	Type	Source
Valid N	910	Mean	19 1=class #1 (of 2)
Minimum		Maximum	16 2=class #2 (of 2)
			1220 -1/.N=Not Applicable
			1219 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4A01	Frequency	Code and Description
Label	K4: Public or private school	888	1=Public
Format	Num	Type	Source
Valid N	910	Mean	22 2=Private
Minimum		Maximum	1220 -1/.N=Not Applic
			1219 SYSMIS/.

Name	K4A02a	Frequency	Code and Description
Label	K4: Regular public school	70	0=No
Format	Num	Type	Source
Valid N	861	Mean	791 1=Yes
Minimum		Maximum	1242 -1/.N=Not Applic
			27 -9/.M=Missing
			1219 SYSMIS/.

Name	K4A02b	Frequency	Code and Description
Label	K4: Public school with a magnet program	607	0=No
Format	Num	Type	Source
Valid N	657	Mean	50 1=Yes
Minimum		Maximum	1242 -1/.N=Not Applic
			229 -9/.M=Missing
			1221 SYSMIS/.

Name	K4A02c	Frequency	Code and Description
Label	K4: Public School of choice (charter school, etc.)	546	0=No
Format	Num	Type	Source
Valid N	655	Mean	109 1=Yes
Minimum		Maximum	1242 -1/.N=Not Applic
			231 -9/.M=Missing
			1221 SYSMIS/.

Name	K4A02d	Frequency	Code and Description
Label	K4: Bureau of Indian Affairs (BIA) or tribal school	636	0=No
Format	Num	Type	Source
Valid N	642	Mean	6 1=Yes
Minimum		Maximum	1242 -1/.N=Not Applic
			244 -9/.M=Missing
			1221 SYSMIS/.

Name	K4A02e	Frequency	Code and Description
Label	K4: Special Education school	638	0=No
Format	Num	Type	Source
Valid N	644	Mean	6 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			264 -9/.M=Missing
			1221 SYSMIS/.

Name	K4A03a	Frequency	Code and Description
Label	K4: Catholic school	5	0=No
Format	Num	Type	Source
Valid N	16	Mean	11 1=Yes
Minimum		Maximum	2108 -1/.N=Not Applic
			6 -9/.M=Missing
			1219 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4A03b	Frequency	Code and Description
Label	K4: Private school not accredited by NAIS	9	0=No
Format	Num	Type	Source
Valid N	14	Mean	5 1=Yes
Minimum		Maximum	2108 -1/.N=Not Applic
			8 -9/.M=Missing
			1219 SYSMIS/.

Name	K4A03c	Frequency	Code and Description
Label	K4: Private school accredited by NAIS	9	0=No
Format	Num	Type	Source
Valid N	14	Mean	5 1=Yes
Minimum		Maximum	2108 -1/.N=Not Applic
			8 -9/.M=Missing
			1219 SYSMIS/.

Name	K4A03d	Frequency	Code and Description
Label	K4: Special Education school	11	0=No
Format	Num	Type	Source
Valid N	11	Mean	2108 -1/.N=Not Applic
Minimum		Maximum	11 -9/.M=Missing
			1219 SYSMIS/.

Name	K4A04	Frequency	Code and Description
Label	K4: What is the highest grade taught at this school?	59	2=Kindergarten
Format	Num	Type	Source
Valid N	908	Mean	25 4=1st grade
Minimum		Maximum	26 5=2nd grade
			37 6=3rd grade
			101 7=4th grade
			374 8=5th grade
			133 9=6th grade
			6 10=7th grade
			103 11=8th grade
			1 12=9th grade
			1 14=11th grade
			42 15=12th grade
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1219 SYSMIS/.

Name	K4A05	Frequency	Code and Description
Label	K4: # students currently enrolled in this school	898	valid numeric value
Format	Num	Type	Source
Valid N	898	Mean	545.77
Minimum	24	Maximum	1800
			1220 -1/.N=Not Applicable
			11 -9/.M=Missing
			1220 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4A06	Frequency	Code and Description
Label	K4: # students currently enrolled in kindergarten	905	valid numeric value
Format	Num	Type	Source
Valid N	905	Mean	102.84
Minimum	3	Maximum	400
		1220	-1/.N=Not Applicable
		5	-9/.M=Missing
		1219	SYSMIS/.
Name	K4A07a	Frequency	Code and Description
Label	K4: a. phone/send home info about kindergarten programs	138	0=No
Format	Num	Type	Source
Valid N	863	Mean	725
Minimum		Maximum	1=Yes
		1220	-1/.N=Not Applic
		46	-9/.M=Missing
		1220	SYSMIS/.
Name	K4A07b	Frequency	Code and Description
Label	K4: b. Preschoolers spend some time in the K classroom	518	0=No
Format	Num	Type	Source
Valid N	834	Mean	316
Minimum		Maximum	1=Yes
		1220	-1/.N=Not Applic
		76	-9/.M=Missing
		1219	SYSMIS/.
Name	K4A07c	Frequency	Code and Description
Label	K4: c. School days shortened at beginning of school year	720	0=No
Format	Num	Type	Source
Valid N	817	Mean	97
Minimum		Maximum	1=Yes
		1220	-1/.N=Not Applic
		91	-9/.M=Missing
		1221	SYSMIS/.
Name	K4A07d	Frequency	Code and Description
Label	K4: d. Parents/children visit K before/start of school yr	216	0=No
Format	Num	Type	Source
Valid N	869	Mean	653
Minimum		Maximum	1=Yes
		1220	-1/.N=Not Applic
		40	-9/.M=Missing
		1220	SYSMIS/.
Name	K4A07e	Frequency	Code and Description
Label	K4: e. Teacher visits homes at beginning of school year	751	0=No
Format	Num	Type	Source
Valid N	802	Mean	51
Minimum		Maximum	1=Yes
		1220	-1/.N=Not Applic
		106	-9/.M=Missing
		1221	SYSMIS/.
Name	K4A07f	Frequency	Code and Description
Label	K4: f. Parent orientation at school before school year	177	0=No
Format	Num	Type	Source
Valid N	861	Mean	684
Minimum		Maximum	1=Yes
		1220	-1/.N=Not Applic
		49	-9/.M=Missing
		1219	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4A07m	Frequency	Code and Description
Label	K4: m. Children attend K readiness program/camp	803	valid numeric value
Format	Num	Type	Source
Valid N	803	Mean	0.15
Minimum	0	Maximum	1
		1220	-1/.N=Not Applicable
		105	-9/.M=Missing
		1221	SYSMIS/.
Name	K4A07g	Frequency	Code and Description
Label	K4: g. Other transition activities (Please describe)	700	0=No
Format	Num	Type	Source
Valid N	736	Mean	0.15
Minimum		Maximum	
		36	1=Yes
		1220	-1/.N=Not Applic
		169	-9/.M=Missing
		1224	SYSMIS/.
Name	K4A07h	Frequency	Code and Description
Label	K4: (backcode) Orientation / bridge program for children	6	1=Yes
Format	Num	Type	Source
Valid N	6	Mean	0.17
Minimum		Maximum	
		1220	-1/.N=Not Applic
		893	-9/.M=Missing
		1230	SYSMIS/.
Name	K4A07i	Frequency	Code and Description
Label	K4: (backcode) Screening to assess skills/needs before K	3	1=Yes
Format	Num	Type	Source
Valid N	3	Mean	0.33
Minimum		Maximum	
		1220	-1/.N=Not Applic
		896	-9/.M=Missing
		1230	SYSMIS/.
Name	K4A07j	Frequency	Code and Description
Label	K4: (backcode) Kindergarten teacher meets with children	11	1=Yes
Format	Num	Type	Source
Valid N	11	Mean	0.09
Minimum		Maximum	
		1220	-1/.N=Not Applic
		888	-9/.M=Missing
		1230	SYSMIS/.
Name	K4A07k	Frequency	Code and Description
Label	K4: (backcode) Transition svcs for children w/spcl needs	2	1=Yes
Format	Num	Type	Source
Valid N	2	Mean	0.50
Minimum		Maximum	
		1220	-1/.N=Not Applic
		897	-9/.M=Missing
		1230	SYSMIS/.
Name	K4A07l	Frequency	Code and Description
Label	K4: (backcode) Offers staggered or gradual start to K	15	1=Yes
Format	Num	Type	Source
Valid N	15	Mean	0.07
Minimum		Maximum	
		1220	-1/.N=Not Applic
		884	-9/.M=Missing
		1230	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4A08a			Frequency	Code and Description
Label	K4: Children can be retained at any grade			118	0=False
Format	Num	Type	Source	785	1=True
Valid N	903	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		6	-9/.M=Missing
				1220	SYSMIS/.

Name	K4A08b			Frequency	Code and Description
Label	K4: Children can be retained in kindergarten			123	0=False
Format	Num	Type	Source	762	1=True
Valid N	885	Mean		1220	-1/.N=Not Applic
Minimum		Maximum		25	-9/.M=Missing
				1219	SYSMIS/.

Name	K4B01			Frequency	Code and Description
Label	K4: # students are currently enrolled in this class			902	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	902	Mean	20.61	7	-9/.M=Missing
Minimum	1	Maximum	36	1220	SYSMIS/.

Name	K4B02a			Frequency	Code and Description
Label	K4: How many days a week does this class meet?			900	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	900	Mean	5.02	9	-9/.M=Missing
Minimum	1	Maximum	7	1220	SYSMIS/.

Name	K4B02b			Frequency	Code and Description
Label	K4: How many hours a week does this class meet?			883	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	883	Mean	27.32	21	-9/.M=Missing
Minimum	4	Maximum	65	1225	SYSMIS/.

Name	K4B03a			Frequency	Code and Description
Label	K4: # children American Indian or Alaskan Native			864	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	864	Mean	0.16	45	-9/.M=Missing
Minimum	0	Maximum	7	1220	SYSMIS/.

Name	K4B03b			Frequency	Code and Description
Label	K4: # children Asian or Pacific Islander			868	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	868	Mean	0.61	41	-9/.M=Missing
Minimum	0	Maximum	30	1220	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4B03c			Frequency	Code and Description
Label	K4: # children Black, non-Hispanic			876	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	876	Mean	6.51	33	-9/.M=Missing
Minimum	0	Maximum	30	1220	SYSMIS/.
Name	K4B03d			Frequency	Code and Description
Label	K4: # children Hispanic			875	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	875	Mean	6.52	34	-9/.M=Missing
Minimum	0	Maximum	35	1220	SYSMIS/.
Name	K4B03e			Frequency	Code and Description
Label	K4: # children White, non-Hispanic			876	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	876	Mean	7.11	33	-9/.M=Missing
Minimum	0	Maximum	29	1220	SYSMIS/.
Name	K4B04			Frequency	Code and Description
Label	K4: B4. # children with limited English proficiency (LEP)			891	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	891	Mean	4.78	18	-9/.M=Missing
Minimum	0	Maximum	34	1220	SYSMIS/.
Name	K4B05			Frequency	Code and Description
Label	K4: B5. # children eligible for free/reduced-price meals			855	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	855	Mean	15.78	54	-9/.M=Missing
Minimum	0	Maximum	32	1220	SYSMIS/.
Name	K4B06			Frequency	Code and Description
Label	K4: B6. # paid assistants/co-/team teachers in class			901	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	901	Mean	0.86	8	-9/.M=Missing
Minimum	0	Maximum	6	1220	SYSMIS/.
Name	K4B07			Frequency	Code and Description
Label	K4: B7. Average hours/week paid assistants/co-teacher			610	valid numeric value
Format	Num	Type	Source	1508	-1/.N=Not Applicable
Valid N	610	Mean	17.41	11	-9/.M=Missing
Minimum	0	Maximum	64	1220	SYSMIS/.
Name	K4B08			Frequency	Code and Description
Label	K4: B8. # adult volunteer assistants in this class			899	valid numeric value
Format	Num	Type	Source	1220	-1/.N=Not Applicable
Valid N	899	Mean	0.58	9	-9/.M=Missing
Minimum	0	Maximum	10	1221	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4B09	Frequency	Code and Description
Label	K4: B9. Average hours per week adult volunteers	314	valid numeric value
Format	Num	Type	Source
Valid N	314	Mean	5.79
Minimum	0	Maximum	40
		1805	-1/.N=Not Applicable
		9	-9/.M=Missing
		1221	SYSMIS/.
Name	K4B10_01	Frequency	Code and Description
Label	K4: B10. English used for instruction	11	0=No
Format	Num	Type	Source
Valid N	894	Mean	5.79
Minimum		Maximum	40
		883	1=English
		1220	-1/.N=Not Applicable
		13	-9/.M=Missing
		1222	SYSMIS/.
Name	K4B10_02	Frequency	Code and Description
Label	K4: B10. Spanish used for instruction	724	0=No
Format	Num	Type	Source
Valid N	894	Mean	5.79
Minimum		Maximum	40
		170	2=Spanish
		1220	-1/.N=Not Applicable
		13	-9/.M=Missing
		1222	SYSMIS/.
Name	K4B10_11	Frequency	Code and Description
Label	K4: B10. Other language used for instruction	851	0=No
Format	Num	Type	Source
Valid N	893	Mean	5.79
Minimum		Maximum	40
		42	11=Other
		1221	-1/.N=Not Applicable
		13	-9/.M=Missing
		1222	SYSMIS/.
Name	K4B11	Frequency	Code and Description
Label	K4: B11. How would you rate the behavior of this class	7	1=Grp misbehaves very frequently/almost always difficult to handle
Format	Num	Type	Source
Valid N	902	Mean	5.79
Minimum		Maximum	40
		106	2=The group misbehaves frequently and is often difficult to handle
		420	3=The group misbehaves occasionally
		316	4=The group behaves well
		53	5=The group behaves exceptionally well
		1220	-1/.N=Not Applicable
		7	-9/.M=Missing
		1220	SYSMIS/.
Name	K4C01a	Frequency	Code and Description
Label	K4: a. Reading and language arts - frequency	1	1=Never
Format	Num	Type	Source
Valid N	908	Mean	5.79
Minimum		Maximum	40
		7	3=1-2 Times a Week
		9	4=3-4 Times a Week
		891	5=Daily
		1220	-1/.N=Not Applicable
		2	-9/.M=Missing
		1219	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4C01b			Frequency	Code and Description
Label	K4: b. Mathematics - frequency			2	1=Never
Format	Num	Type	Source	1	2=Less Than Once a Week
Valid N	907	Mean		8	3=1-2 Times a Week
Minimum		Maximum		39	4=3-4 Times a Week
				857	5=Daily
				1220	-1/.N=Not Applicable
				3	-9/.M=Missing
				1219	SYSMIS/.
Name	K4C01c			Frequency	Code and Description
Label	K4: c. Social studies - frequency			8	1=Never
Format	Num	Type	Source	63	2=Less Than Once a Week
Valid N	908	Mean		334	3=1-2 Times a Week
Minimum		Maximum		253	4=3-4 Times a Week
				250	5=Daily
				1220	-1/.N=Not Applicable
				2	-9/.M=Missing
				1219	SYSMIS/.
Name	K4C01d			Frequency	Code and Description
Label	K4: d. Science - frequency			5	1=Never
Format	Num	Type	Source	78	2=Less Than Once a Week
Valid N	908	Mean		309	3=1-2 Times a Week
Minimum		Maximum		299	4=3-4 Times a Week
				217	5=Daily
				1220	-1/.N=Not Applicable
				2	-9/.M=Missing
				1219	SYSMIS/.
Name	K4C02a			Frequency	Code and Description
Label	K4: a. Reading and language arts - minutes/day			12	1=1-30 Minutes a Day
Format	Num	Type	Source	104	2=31-60 Minutes a Day
Valid N	904	Mean		313	3=61-90 Minutes a Day
Minimum		Maximum		475	4=More Than 90 Minutes a Day
				1221	-1/.N=Not Applicable
				5	-9/.M=Missing
				1219	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4C02b			Frequency	Code and Description
Label	K4: b. Mathematics - minutes/day			53	1=1-30 Minutes a Day
Format	Num	Type	Source	477	2=31-60 Minutes a Day
Valid N	902	Mean		321	3=61-90 Minutes a Day
Minimum		Maximum		51	4=More Than 90 Minutes a Day
				1222	-1/.N=Not Applicable
				6	-9/.M=Missing
				1219	SYSMIS/.

Name	K4C02c			Frequency	Code and Description
Label	K4: c. Social studies - minutes/day			634	1=1-30 Minutes a Day
Format	Num	Type	Source	232	2=31-60 Minutes a Day
Valid N	891	Mean		22	3=61-90 Minutes a Day
Minimum		Maximum		3	4=More Than 90 Minutes a Day
				1228	-1/.N=Not Applicable
				11	-9/.M=Missing
				1219	SYSMIS/.

Name	K4C02d			Frequency	Code and Description
Label	K4: d. Science - minutes/day			610	1=1-30 Minutes a Day
Format	Num	Type	Source	267	2=31-60 Minutes a Day
Valid N	895	Mean		16	3=61-90 Minutes a Day
Minimum		Maximum		2	4=More Than 90 Minutes a Day
				1225	-1/.N=Not Applicable
				10	-9/.M=Missing
				1219	SYSMIS/.

Name	K4C03a			Frequency	Code and Description
Label	K4: a. Work on learning the names of the letters			2	1=Never
Format	Num	Type	Source	9	2=Once a Month or Less
Valid N	900	Mean		6	3=Two or Three Times a Month
Minimum		Maximum		23	4=Once or Twice a Week
				80	5=Three or Four Times a Week
				780	6=Every Day
				1220	-1/.N=Not Applicable
				9	-9/.M=Missing
				1220	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4C03b	Frequency	Code and Description
Label	K4: b. Practice writing the letters of the alphabet	2	1=Never
Format	Num	Type	Source
Valid N	906	Mean	5 2=Once a Month or Less
Minimum		Maximum	9 3=Two or Three Times a Month
			37 4=Once or Twice a Week
			148 5=Three or Four Times a Week
			705 6=Every Day
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C03c	Frequency	Code and Description
Label	K4: c. Discuss new words - frequency	4	3=Two or Three Times a Month
Format	Num	Type	Source
Valid N	903	Mean	48 4=Once or Twice a Week
Minimum		Maximum	169 5=Three or Four Times a Week
			682 6=Every Day
			1220 -1/.N=Not Applicable
			6 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C03d	Frequency	Code and Description
Label	K4: d. Work on phonics - frequency	3	1=Never
Format	Num	Type	Source
Valid N	904	Mean	1 3=Two or Three Times a Month
Minimum		Maximum	8 4=Once or Twice a Week
			51 5=Three or Four Times a Week
			841 6=Every Day
			1220 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -9/.M=Missing
			1221 SYSMIS/.

Name	K4C03e	Frequency	Code and Description
Label	K4: e. Listen to stories where they see the print	8	1=Never
Format	Num	Type	Source
Valid N	900	Mean	5 2=Once a Month or Less
Minimum		Maximum	19 3=Two or Three Times a Month
			53 4=Once or Twice a Week
			131 5=Three or Four Times a Week
			684 6=Every Day
			1220 -1/.N=Not Applicable
			9 -9/.M=Missing
			1220 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4C03f	Frequency	Code and Description
Label	K4: f. Listen to stories but they don't see the print	97	1=Never
Format	Num	Type	Source
Valid N	903	Mean	62 2=Once a Month or Less
Minimum		Maximum	52 3=Two or Three Times a Month
			174 4=Once or Twice a Week
			113 5=Three or Four Times a Week
			405 6=Every Day
			1220 -1/.N=Not Applicable
			6 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C03g	Frequency	Code and Description
Label	K4: g. Retell stories - frequency	1	1=Never
Format	Num	Type	Source
Valid N	903	Mean	16 2=Once a Month or Less
Minimum		Maximum	69 3=Two or Three Times a Month
			236 4=Once or Twice a Week
			304 5=Three or Four Times a Week
			277 6=Every Day
			1220 -1/.N=Not Applicable
			5 -9/.M=Missing
			1221 SYSMIS/.

Name	K4C03h	Frequency	Code and Description
Label	K4: h. Learn about conventions of print - frequency	2	1=Never
Format	Num	Type	Source
Valid N	904	Mean	7 2=Once a Month or Less
Minimum		Maximum	12 3=Two or Three Times a Month
			39 4=Once or Twice a Week
			136 5=Three or Four Times a Week
			708 6=Every Day
			1220 -1/.N=Not Applicable
			5 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C03i	Frequency	Code and Description
Label	K4: i. Write own name - frequency	10	4=Once or Twice a Week
Format	Num	Type	Source
Valid N	904	Mean	12 5=Three or Four Times a Week
Minimum		Maximum	882 6=Every Day
			1220 -1/.N=Not Applicable
			4 -9/.M=Missing
			1221 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4C03j		Frequency	Code and Description
Label	K4: j. Learn about rhyming words and word families		1	1=Never
Format	Num	Type	3	2=Once a Month or Less
Valid N	902	Mean	27	3=Two or Three Times a Month
Minimum		Maximum	133	4=Once or Twice a Week
			308	5=Three or Four Times a Week
			430	6=Every Day
			1220	-1/.N=Not Applicable
			7	-9/.M=Missing
			1220	SYSMIS/.

Name	K4C03k		Frequency	Code and Description
Label	K4: k. Learn about common prepositions - frequency		2	1=Never
Format	Num	Type	40	2=Once a Month or Less
Valid N	904	Mean	126	3=Two or Three Times a Month
Minimum		Maximum	266	4=Once or Twice a Week
			238	5=Three or Four Times a Week
			232	6=Every Day
			1220	-1/.N=Not Applicable
			4	-9/.M=Missing
			1221	SYSMIS/.

Name	K4C04a		Frequency	Code and Description
Label	K4: a. Count out loud - frequency		2	3=Two or Three Times a Month
Format	Num	Type	25	4=Once or Twice a Week
Valid N	907	Mean	86	5=Three or Four Times a Week
Minimum		Maximum	794	6=Every Day
			1220	-1/.N=Not Applicable
			2	-9/.M=Missing
			1220	SYSMIS/.

Name	K4C04b		Frequency	Code and Description
Label	K4: b. Work with geometric manipulatives - frequency		21	2=Once a Month or Less
Format	Num	Type	118	3=Two or Three Times a Month
Valid N	905	Mean	324	4=Once or Twice a Week
Minimum		Maximum	265	5=Three or Four Times a Week
			177	6=Every Day
			1220	-1/.N=Not Applicable
			4	-9/.M=Missing
			1220	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4C04c	Frequency	Code and Description
Label	K4: c. Work with counting manipulatives - frequency	3	2=Once a Month or Less
Format	Num	30	3=Two or Three Times a Month
Valid N	905	169	4=Once or Twice a Week
Minimum		365	5=Three or Four Times a Week
		338	6=Every Day
		1220	-1/.N=Not Applicable
		4	-9/.M=Missing
		1220	SYSMIS/.

Name	K4C04d	Frequency	Code and Description
Label	K4: d. Play math-related games - frequency	20	2=Once a Month or Less
Format	Num	54	3=Two or Three Times a Month
Valid N	898	241	4=Once or Twice a Week
Minimum		319	5=Three or Four Times a Week
		264	6=Every Day
		1220	-1/.N=Not Applicable
		10	-9/.M=Missing
		1221	SYSMIS/.

Name	K4C04e	Frequency	Code and Description
Label	K4: e. Work with rulers, measuring cups, spoons, etc	41	1=Never
Format	Num	238	2=Once a Month or Less
Valid N	906	315	3=Two or Three Times a Month
Minimum		206	4=Once or Twice a Week
		60	5=Three or Four Times a Week
		46	6=Every Day
		1220	-1/.N=Not Applicable
		3	-9/.M=Missing
		1220	SYSMIS/.

Name	K4C04f	Frequency	Code and Description
Label	K4: f. Calendar-related activities - frequency	1	2=Once a Month or Less
Format	Num	2	3=Two or Three Times a Month
Valid N	905	16	4=Once or Twice a Week
Minimum		37	5=Three or Four Times a Week
		849	6=Every Day
		1220	-1/.N=Not Applicable
		4	-9/.M=Missing
		1220	SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4C05a	Frequency	Code and Description
Label	K4: a. Reading area with books	15	0=No
Format	Num	Type	Source
Valid N	908	Mean	893 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C05b	Frequency	Code and Description
Label	K4: b. Listening center	201	0=No
Format	Num	Type	Source
Valid N	904	Mean	703 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			5 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C05c	Frequency	Code and Description
Label	K4: c. Writing center or area	70	0=No
Format	Num	Type	Source
Valid N	908	Mean	838 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C05d	Frequency	Code and Description
Label	K4: d. Pocket chart or flannel board	161	0=No
Format	Num	Type	Source
Valid N	900	Mean	739 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			9 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C05e	Frequency	Code and Description
Label	K4: e. Math area with manipulatives	47	0=No
Format	Num	Type	Source
Valid N	908	Mean	861 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C05f	Frequency	Code and Description
Label	K4: f. Area for playing with puzzles and blocks	115	0=No
Format	Num	Type	Source
Valid N	908	Mean	793 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -9/.M=Missing
			1220 SYSMIS/.

Name	K4C05g	Frequency	Code and Description
Label	K4: g. Water or sand table	903	valid numeric value
Format	Num	Type	Source
Valid N	903	Mean	0.22
Minimum	0	Maximum	1
			1220 -1/.N=Not Applicable
			6 -9/.M=Missing
			1220 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4C05h	Frequency	Code and Description
Label	K4: h. Computer area	151	0=No
Format	Num	Type	Source
Valid N	908	Mean	757 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			1 -9/.M=Missing
			1220 SYSMIS/.
Name	K4C05i	Frequency	Code and Description
Label	K4: i. Science or nature area with manipulatives	521	0=No
Format	Num	Type	Source
Valid N	905	Mean	384 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			4 -9/.M=Missing
			1220 SYSMIS/.
Name	K4C05j	Frequency	Code and Description
Label	K4: j. Dramatic play area or corner	472	0=No
Format	Num	Type	Source
Valid N	903	Mean	431 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			6 -9/.M=Missing
			1220 SYSMIS/.
Name	K4C05k	Frequency	Code and Description
Label	K4: k. Art area	341	0=No
Format	Num	Type	Source
Valid N	907	Mean	566 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -9/.M=Missing
			1220 SYSMIS/.
Name	K4C06	Frequency	Code and Description
Label	K4: # times/week class has physical education	31	1=Never
Format	Num	Type	Source
Valid N	902	Mean	31 2=Less Than Once a Week
Minimum		Maximum	557 3=1-2 Times a Week
			114 4=3-4 Times a Week
			169 5=Daily
			1220 -1/.N=Not Applicable
			6 -9/.M=Missing
			1221 SYSMIS/.
Name	K4C07	Frequency	Code and Description
Label	K4: Physical education - minutes per day	64	1=1-15 minutes per day
Format	Num	Type	Source
Valid N	870	Mean	372 2=16-30 minutes per day
Minimum		Maximum	431 3=31-60 minutes per day
			3 4=More than 60 minutes per day
			1251 -1/.N=Not Applicable
			7 -9/.M=Missing
			1221 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4C08	Frequency	Code and Description
Label	K4: Typically, time class spends in recess	94	1=Do not have recess
Format	Num	Type	Source
Valid N	888	Mean	240 2=1-15 minutes per day
Minimum		Maximum	422 3=16-30 minutes per day
			112 4=31-45 minutes per day
			20 5=More than 45 minutes per day
			1220 -1/.N=Not Applicable
			19 -9/.M=Missing
			1222 SYSMIS/.

Name	K4D01	Frequency	Code and Description
Label	K4: What is your gender	25	1=Male
Format	Num	Type	Source
Valid N	904	Mean	879 2=Female
Minimum		Maximum	1220 -1/.N=Not Applic
			2 -9/.M=Missing
			1223 SYSMIS/.

Name	K4D02	Frequency	Code and Description
Label	K4: In what year were you born?	881	valid numeric value
Format	Num	Type	Source
Valid N	881	Mean	1969.95
Minimum	1950	Maximum	1986
			1220 -1/.N=Not Applicable
			1 -7/.R=Refused
			23 -9/.M=Missing
			1224 SYSMIS/.

Name	K4D03	Frequency	Code and Description
Label	K4: Are you of Spanish, Hispanic, or Latino origin?	753	0=No
Format	Num	Type	Source
Valid N	901	Mean	148 1=Yes
Minimum		Maximum	1220 -1/.N=Not Applic
			4 -9/.M=Missing
			1224 SYSMIS/.

Name	K4D04	Frequency	Code and Description
Label	K4: Which Hispanic group	93	1=Mexican, Mexican American, Chicano
Format	Num	Type	Source
Valid N	147	Mean	8 2=Puerto Rican
Minimum		Maximum	46 4=Another Spanish/Hispanic/Latino group
			1973 -1/.N=Not Applicable
			5 -9/.M=Missing
			1224 SYSMIS/.

Name	K4D05_01	Frequency	Code and Description
Label	K4: D5. White	138	0=No
Format	Num	Type	Source
Valid N	860	Mean	722 1=White
Minimum		Maximum	1220 -1/.N=Not Applicable
			43 -9/.M=Missing
			1226 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4D05_02	Frequency	Code and Description
Label	K4: D5. Black or African American	751	0=No
Format	Num	Type	Source
Valid N	860	Mean	109 2=Black or African American
Minimum		Maximum	1220 -1/.N=Not Applicable
			43 -9/.M=Missing
			1226 SYSMIS/.
Name	K4D05_03	Frequency	Code and Description
Label	K4: D5. American Indian or Alaskan Native	835	0=No
Format	Num	Type	Source
Valid N	860	Mean	25 3=American Indian or Alaskan Native
Minimum		Maximum	1220 -1/.N=Not Applicable
			43 -9/.M=Missing
			1226 SYSMIS/.
Name	K4D05_10	Frequency	Code and Description
Label	K4: D5. Asian or Pacific Islander	829	0=No
Format	Num	Type	Source
Valid N	860	Mean	31 10=Asian or Pacific Islander
Minimum		Maximum	1220 -1/.N=Not Applicable
			43 -9/.M=Missing
			1226 SYSMIS/.
Name	K4D05_15	Frequency	Code and Description
Label	K4: D5. (backcode) Another Race	857	0=No
Format	Num	Type	Source
Valid N	860	Mean	3 15= (backcode) Another race
Minimum		Maximum	1220 -1/.N=Not Applicable
			43 -9/.M=Missing
			1226 SYSMIS/.
Name	K4D06	Frequency	Code and Description
Label	K4: D6. How many years have you been a school teacher	902	valid numeric value
Format	Num	Type	Source
Valid N	902	Mean	14.03
Minimum	0.5	Maximum	30
			1220 -1/.N=Not Applicable
			2 -9/.M=Missing
			1225 SYSMIS/.
Name	K4D07	Frequency	Code and Description
Label	K4: D7. How many years have you taught this grade	900	valid numeric value
Format	Num	Type	Source
Valid N	900	Mean	8.70
Minimum	0	Maximum	30
			1220 -1/.N=Not Applicable
			4 -9/.M=Missing
			1225 SYSMIS/.
Name	K4D08	Frequency	Code and Description
Label	K4: D8. Years taught in your current school	901	valid numeric value
Format	Num	Type	Source
Valid N	901	Mean	9.07
Minimum	0	Maximum	30
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			1225 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4D09	Frequency	Code and Description
Label	K4: Highest level of education you have completed	2	1=High school diploma or GED
Format	Num	Type	Source
Valid N	903	Mean	241 3=Bachelor's
Minimum		Maximum	189 4=1+ year past a Bachelor's
			408 5=Master's
			54 6=diploma 1+ year past a Master's
			2 7=Doctorate
			7 8=Other
			1220 -1/.N=Not Applicable
			1 -9/.M=Missing
			1225 SYSMIS/.

Name	K4D10a	Frequency	Code and Description
Label	K4: College courses in Early childhood education	72	0
Format	Num	Type	Source
Valid N	871	Mean	4.26
Minimum	0	Maximum	6
			61 1
			93 2
			69 3
			75 4
			47 5
			454 6=6 or more
			1220 -1/.N=Not Applic
			30 -9/.M=Missing
			1228 SYSMIS/.

Name	K4D10b	Frequency	Code and Description
Label	K4: College courses in Elementary education	25	0
Format	Num	Type	Source
Valid N	877	Mean	5.32
Minimum	0	Maximum	6
			18 1
			26 2
			42 3
			42 4
			42 5
			682 6=6 or more
			1220 -1/.N=Not Applic
			24 -9/.M=Missing
			1228 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4D10c		Frequency	Code and Description
Label	K4: College courses in Special education		190	0
Format	Num	Type	Source	208 1
Valid N	848	Mean	2.17	164 2
Minimum	0	Maximum	6	96 3
				52 4
				22 5
				116 6=6 or more
				1220 -1/.N=Not Applic
				53 -9/.M=Missing
				1228 SYSMIS/.

Name	K4D10d		Frequency	Code and Description
Label	K4: College courses in English as 2nd Language (ESL)		428	0
Format	Num	Type	Source	123 1
Valid N	860	Mean	1.64	64 2
Minimum	0	Maximum	6	61 3
				54 4
				21 5
				109 6=6 or more
				1220 -1/.N=Not Applic
				41 -9/.M=Missing
				1228 SYSMIS/.

Name	K4D10e		Frequency	Code and Description
Label	K4: College courses in Child development		41	0
Format	Num	Type	Source	99 1
Valid N	865	Mean	3.46	153 2
Minimum	0	Maximum	6	181 3
				125 4
				53 5
				213 6=6 or more
				1220 -1/.N=Not Applic
				36 -9/.M=Missing
				1228 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4D10f	Frequency	Code and Description
Label	K4: College courses in Methods of teaching reading	23	0
Format	Num	Type	Source
Valid N	877	Mean	3.74
Minimum	0	Maximum	6
			103 1
			142 2
			147 3
			137 4
			46 5
			279 6=6 or more
			1220 -1/.N=Not Applic
			24 -9/.M=Missing
			1228 SYSMIS/.

Name	K4D10g	Frequency	Code and Description
Label	K4: College courses in Methods of teaching mathematics	39	0
Format	Num	Type	Source
Valid N	872	Mean	2.99
Minimum	0	Maximum	6
			167 1
			186 2
			172 3
			126 4
			44 5
			138 6=6 or more
			1220 -1/.N=Not Applic
			29 -9/.M=Missing
			1228 SYSMIS/.

Name	K4D10h	Frequency	Code and Description
Label	K4: College courses in Methods of teaching science	98	0
Format	Num	Type	Source
Valid N	868	Mean	2.23
Minimum	0	Maximum	6
			269 1
			203 2
			112 3
			85 4
			20 5
			81 6=6 or more
			1220 -1/.N=Not Applic
			33 -9/.M=Missing
			1228 SYSMIS/.

Codebook for Child-Level PUF, continued

Name	K4D11	Frequency	Code and Description
Label	K4: What type of teaching certificate do you have?	2	1=None
Format	Num	Type	Source
Valid N	896	Mean	29 2=Temporary, probational, provisional, or emergency certification
Minimum		Maximum	22 3=Certificate for completion of an alternative certification program
			734 4=Regular or standard state certificate
			109 5=Advanced professional certificate
			1220 -1/.N=Not Applicable
			3 -9/.M=Missing
			1230 SYSMIS/.

Name	K4D12	Frequency	Code and Description
Label	K4: In what field did you obtain your highest degree?	19	1=Child development or developmental psychology
Format	Num	Type	Source
Valid N	899	Mean	225 2=Early childhood education
Minimum		Maximum	497 3=Elementary education
			32 4=Special education
			41 5=Other field
			12 6=Curriculum Development
			15 7=Administration
			7 8=Bilingual Education (including ESL)
			42 9=Reading/literacy
			9 10=Psychology, Counseling, or Social Work
			1220 -1/.N=Not Applicable
			1230 SYSMIS/.

APPENDIX G
DESCRIPTIONS OF CONSTRUCTED VARIABLES

Appendix G

Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Background and weighting information		
CHGENDER	Child Gender, Composite	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite identifies child gender. It is derived from the parent interview and uses SMS data if parent interview data are not available in the fall. It is coded 0=Female, 1=Male. It is based on fall 2009 data, and in some instances spring 2010 data (due to missing data or nonresponse). It is accompanied by a flag that identifies cases whose spring 2010 data were used for the composite, CHGNDR_F.	
Specification:	If PnA01 = 1 (Girl), then CHGENDER = 0 (Female). If PnA01 = 2 (Boy), then CHGENDER = 1 (Male). If PnA01 = R, D, or M, then use SMS data to identify CHGENDER. If both PnA01 and SMS data = R, D, or M, then CHGENDER = M. If PnA01 = ".", then use SMS data to identify CHGENDER. If both PnA01 and SMS data = "." then CHGENDER = "." Where the CHGENDER composite could not be constructed in fall 2009 due to missing data (including no parent interview in the fall), the composite is constructed using spring 2010 data. Otherwise, fall 2009 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, CHGNDR_F.	
CHGNDR_F	Revised Child Gender Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the child gender composite, CHGENDER.	
Specification:	Where the CHGENDER composite could not be constructed in fall 2009 due to missing or inconsistent data in the fall, this composite is constructed using spring 2010 data. CHGNDR_F is the data flag that identifies cases whose spring data were used for the composite (= 1).	
CRACE	Child Race/Ethnicity	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This race/ethnicity composite uses the 15 race dichotomous variables (White, Black or African American, American Indian or Alaskan Native, etc.) and the Hispanic ethnicity variable. Children can be identified by the parent as belonging to one or more of these categories, forming 8 racial/ethnic groups: White, non-Hispanic; African-American, non-Hispanic; Hispanic/Latino; American Indian or Alaska Native; Asian or Pacific Islander, non-Hispanic; multi racial/biracial, non-Hispanic, and Other Race, non-Hispanic. It is based on fall 2009 data, and in some instances spring 2010 data (due to missing data or nonresponse). It is accompanied by a flag that identifies cases whose spring 2010 data were used for the composite, CRACE_F.	
Specification:	If PnA03 = 1 (Yes), then CRACE = 3 (Hispanic/Latino). If PnA03 = 0 (No), then use PnA05. If more than one P1A05_XX ≠ 0 (No), then CRACE = 6 (Multiracial/Biracial, non-Hispanic). If PnA05_11 = 11, then CRACE = 1 (White, non-Hispanic). If PnA05_12 = 12, then CRACE = 2 (African-American, non-Hispanic). If PnA05_13 = 13, then CRACE = 4 (American Indian or Alaska Native, non-Hispanic). If PnA05_14 = 14, PnA05_15 = 15, PnA05_16 = 16, PnA05_17 = 17, PnA05_18 = 18, PnA05_19 = 19, PnA05_20 = 20, PnA05_21 = 21, PnA05_22 = 22, PnA05_23 = 23, or PnA05_24 = 24, then CRACE = 5 (Asian or Pacific Islander, non-Hispanic). If PnA05_25 = 25, then CRACE = 7 (Other Race, non-Hispanic). If PnA03 = "." and P1A05 = ".", then CRACE = "." If PnA03 = R, D, or M and PnA05 = 0, R, D, or M, then CRACE = M. If PnA03 = 0 (No) and PnA05_XX = R, D, or M, then CRACE = M.	
	NOTE: We would like to identify child race even if parents do not respond to PnA03. In these instances, we'll use PnA05_XX to identify their race, if possible. Thus, if PnA03 = R, D, or M and PnA05_XX = 1, use PnA05_XX for CRACE. As noted above, if responses on both PnA03 and PnA05_XX are missing (R or D), then CRACE = M.	
	Where the CRACE composite could not be constructed in fall 2009 due to missing data (including no parent interview in the fall), the composite is constructed using spring 2010 data. Otherwise, fall 2009 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, CRACE_F.	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Background and weighting information		
CRACE_F	Revised Child Race Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the child race composite, CRACE.	
Specification:	Where the CRACE composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. CRACE_F is the data flag that identifies cases whose spring data were used for the composite (= 1).	
FRACE	Father's Race/Ethnicity	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite uses the 15 race dichotomous variables (White, Black or African American, American Indian or Alaskan Native, etc.) and the Hispanic ethnicity variable to identify the race/ethnicity of fathers, whether or not they reside in the household with the child. Fathers can be identified as belonging to one or more of these categories, forming 7 racial/ethnic groups: White, non-Hispanic, African-American, non-Hispanic, Hispanic/Latino, American Indian or Alaska Native, non-Hispanic, Asian or Pacific Islander, non-Hispanic, Multiracial/Biracial, non-Hispanic, and Other Race, non-Hispanic. It is based on fall 2009 data, and in some instances spring 2010 data (due to missing data or nonresponse). It is accompanied by a flag that identifies cases whose spring data were used for the composite, FRACE_F.	
Specification:	<p>If PnK10 = 1 (Yes), then FRACE = 3 (Hispanic/Latino). If PnK10 = 0 (No), then use PnK12.</p> <p>If more than one PnK10_XX does not = 0 (No), then FRACE = 6 (Multiracial/Biracial, non-Hispanic). If PnK12_11 = 11, then FRACE = 1 (White, non-Hispanic). If PnK12_12 = 12, then FRACE = 2 (African-American, non-Hispanic). If PnK12_13 = 13, then FRACE = 4 (American Indian or Alaska Native). If PnK12_14 = 14, PnK12_15 = 15, PnK12_16 = 16, PnK12_17 = 17, PnK12_18 = 18, PnK12_19 = 19, or PnK12_20 = 20, PnK12_21 = 21, PnK12_22 = 22, PnK12_23 = 23, or PnK12_24 = 24, then FRACE = 5 (Asian or Pacific Islander). If PnK12_25 = 25, then FRACE = 7 (Other).</p> <p>If PnK10 = "." and PnK12_XX = ".", then FRACE = "." If PnK10 = R, D, or M and PnK12_XX = 0, R, D, or M, then FRACE = M. If PnK10 = 0 (No) and PnK12_XX = R, D, or M, then FRACE = M. If PnK10 = R, D, or M and PnK12_XX = 1, use PnK12 for FRACE.</p> <p>NOTE: We would like to identify father's race even if they do not respond to PnK10. In these instances, we'll use PnK12_XX to identify their race, if possible. Thus, if PnK10 = R, D, or M and PnK12_XX = 1, use PnK12 for FRACE. As noted above, if responses on both PnK10 and PnK12_XX are missing (R or D), then FRACE = M.</p> <p>Where the FRACE composite could not be constructed in fall 2009 due to missing data (including no parent interview in the fall), the composite was constructed using spring 2010 data. Otherwise, fall 2009 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, FRACE_F.</p>	
FRACE_F	Revised Fall 2009 P1FRACE Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the father race composite, FRACE.	
Specification:	Where the FRACE composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. FRACE_F is the data flag that identifies cases whose spring data were used for the composite (= 1).	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Background and weighting information		
MRACE	Mother's Race/Ethnicity	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite uses the 15 race dichotomous variables (White, Black or African American, American Indian or Alaskan Native, etc.) and the Hispanic ethnicity variable to identify the race/ethnicity of mothers, whether or not they reside in the household with the child. Mothers can be identified as belonging to one or more of these categories, forming 7 racial/ethnic groups: White, non-Hispanic, African-American non-Hispanic, Hispanic/Latino, American Indian or Alaska Native, non-Hispanic, Asian or Pacific Islander, non-Hispanic, and Other, non-Hispanic. It is based on fall 2009 data, and in some instances spring 2010 data (due to missing data or nonresponse). It is accompanied by a flag that identifies cases whose spring data were used for the composite, MRACE_F.	
Specification:	<p>If PnJ10 = 1 (Yes), then MRACE = 3 (Hispanic/Latino). If PnJ10 = 0 (No), then use PnJ12.</p> <p>If more than one PnJ10_XX ≠ 0 (No), then MRACE = 6 (Multiracial/Biracial, non-Hispanic).</p> <p>If PnJ12_11 = 11, then MRACE = 1 (White, non-Hispanic).</p> <p>If PnJ12_12 = 12, then MRACE = 2 (African-American, non-Hispanic).</p> <p>If PnJ12_13 = 13, then MRACE = 4 (American Indian or Alaska Native non-Hispanic).</p> <p>If PnJ12_14 = 14, PnJ12_15 = 15, PnJ12_16 = 16, PnJ12_17 = 17, PnJ12_18 = 18, PnJ12_19 = 19, PnJ12_20 = 20, PnJ12_21 = 21, PnJ12_22 = 22, PnJ12_23 = 23, or PnJ12_24 = 24, then MRACE = 5 (Asian or Pacific Islander non-Hispanic).</p> <p>If PnJ12_25 = 25, then MRACE = 7 (Other non-Hispanic).</p> <p>If PnJ10 = R, D, or M and PnJ12_XX = 0, R, D, or M, then MRACE = M.</p> <p>If PnJ10 = 0 (No) and PnJ12_XX = R, D, or M, then MRACE = M.</p> <p>If PnJ10 = "." and PnJ12_XX = ".", then MRACE = "."</p> <p>NOTE: We would like to identify mother's race even if they do not respond to PnJ10. In these instances, we'll use PnJ12_XX to identify their race, if possible. Thus, if PnJ10 = R, D, or M and PnJ12_XX = 1, use PnJ12 for MRACE. As noted above, if responses on both PnJ10 and PnJ12_XX are missing (R or D), then MRACE = M.</p> <p>Where the MRACE composite could not be constructed in the fall due to missing data (including no parent interview in the fall), the composite was constructed using spring 2010 data. Otherwise, fall 2009 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, MRACE_F.</p>	
MRACE_F	Revised Fall 2009 P1MRACE Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the mother's racecomposite, MRACE.	
Specification:	Where the MRACE composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. MRACE_F is the data flag that identifies cases whose spring data were used for the composite (= 1).	
P1FCAGE	Revised Child Age Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the child age composite, P1RCAGE.	
Specification:	Where the P1RCAGE composite could not be constructed in fall 2009 due to missing or inconsistent data in the fall, this composite is constructed using spring 2010 data. P1FCAGE is the data flag that identifies cases whose spring data were used for the composite (= 1).	
P1RCAGE	Child Age in Months	Continuous
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	P1RCAGE reflects child age in months as of September 1, 2009, which is designated as the start of the program year. The composite is derived from the parent interview and uses SMS data when parent interview data are missing. It is based on fall 2009 data, and in some instances spring 2010 data (due to missing or inconsistent data or nonresponse). It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FCAGE.	
Specification:	P1RCAGE = September 1, 2009 - PnA02	
	If PnA02 is missing, use SMS data (DATEOFBIRTH)	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Direct child assessments		
AnCAGE	Child Assessment Age in Months	Continuous
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	AnCAGE reflects the child's age in months at the time of the direct child assessment. This composite allows for adjustment of differences in when children were assessed, which is useful in estimates of cross-year growth.	
Specification:	AnCAGE = Date of assessment - DATEOFBIRTH (reported in the SMS)	
AnBMI	Child BMI Composite	Continuous
	H&W	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	Body Mass Index (BMI) is a measure of body fat based on height and weight. This composite calculates child BMI using the imperial BMI formula.	
Specification:	Follow the sample SAS code at the website: http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm to obtain AnBMI.	
AnBMICAT	Child BMI Categories	Categorical (integer)
	H&W	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	Body Mass Index (BMI) is a measure of body fat based on height and weight. Taking into account the child's age and gender, BMI can be used to identify whether the child is of normal weight, underweight, overweight, or obese. A child is considered to be underweight when his/her BMI score below the 5th percentile for their age and gender; of normal weight when his/her BMI score falls from the 5th percentile to less than the 85th percentile for their age and gender; overweight when his/her BMI score falls at or above the 85th percentile to below the 95th percentile for their age and gender; and obese when his/her BMI score is at or above the 95th percentile for their age and gender.	
Specification:	Follow the sample SAS code at the website to create the percentile for BMI-for-Age, AnBMIPCT: http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/sas.htm to obtain the BMI scores:	
	Then Create the following BMI indicators:	
	Underweight: AnBMUDR, An: Child is Underweight <input type="checkbox"/> If AnBMIPCT<5 then AnBMUDR=1; if AnBMIPCT>=5 then AnBMUDR=0.	
	Normal weight: AnBMINRM, An: Child is Normal weight If <=5 AnBMIPCT<85 then AnBMINRM =1; ELSE AnBMINRM=0.	
	At risk for overweight: AnBMIOV: An: Child is Overweight If <=85 AnBMIPCT<95 then AnBMIOV =1; ELSE AnBMIOV=0.	
	Overweight indicator: AnBMIOBS, An: Child is Obese If AnBMIPCT>=95 then AnBMIOBS =1; if AnBMIPCT<95 then AnBMIOBS=0.	
	Note: These indicators are mutually exclusive. Cases should be =1 on only one of these indicators.	
	Finally, using the binaries created above, create a categorical variable, AnBMICAT, An: Child BMI Categories with categories underweight, normal weight, overweight, and obese.	
	If either AnWEIGHT or AnHEIGHT = M, then AnBMUDR / AnBMINRM / AnBMIOVR / AnBMIOBS / AnBMICAT = M.	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Direct child assessments		
AnHEIGHT	Child Height Composite	Continuous
	H&W	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	Height is measured twice (and in some instances three times) in FACES following a protocol that has been used in the ECLS-K, ECLS-B, and other federal government surveys. This composite reflects child height in inches after adjusting for any error or inaccuracies in the measurements.	
Specification:	<p>First, create temporary variables for the height items by converting the centimeter measurements into inches. Temporary variables for height in inches (TEMPHT1 and TEMPHT2; and TEMPHT3 where necessary) are calculated by multiplying AnF01_1 (and AnF01_2 and AnF02_3) by 0.3937008.</p> <p>If TEMPHT1 = TEMPHT2, then AnHEIGHT = TEMPHT1. If TEMPHT1 = TEMPHT2 and both values = D or R, then AnHEIGHT = M.</p> <p>For cases where the first two height variables are not consistent: If any values on TEMPHT1, TEMPHT2, or TEMPHT3 are the same, use this value for AnHEIGHT. Thus,</p> <p>If TEMPHT1 = TEMPHT3, then AnHEIGHT = TEMPHT1, or if TEMPHT2 = TEMPHT3, then AnHEIGHT = TEMPHT2.</p> <p>If none of the values on TEMPHT1, TEMPHT2, or TEMPHT3 are the same, take the average of the two values that are closest together for AnHEIGHT.</p>	
AnWEIGHT	Child Weight Composite	Continuous
	H&W	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	Weight is measured twice (and in some instances three times) in FACES following a protocol that has been used in the ECLS-K, ECLS-B, and other federal government surveys. This composite reflects child weight in pounds after adjusting for any error or inaccuracies in the measurements.	
Specification:	<p>First, create temporary variables for the weight items by converting the kilogram measurements into pounds. Temporary variables for weight in pounds (TEMPWT1 and TEMPWT2; and TEMPWT3 where necessary) can be calculated by multiplying AnF02_1 (and A1F02_2 and A4F01_3) by 2.20462262.</p> <p>If TEMPWT1 = TEMPWT2, then A1WEIGHT = TEMPWT1. <input type="checkbox"/> If TEMPWT1 = TEMPWT2 and both values = D or R, then AnWEIGHT = M.</p> <p>For cases where the first two weight measurement are not consistent: If any values on TEMPWT1, TEMPWT2, or TEMPWT3 are the same, we will use this value for AnWEIGHT. Thus,</p> <p>If TEMPWT1 = TEMPWT3, then AnWEIGHT = TEMPWT1, or if TEMPWT2 = TEMPWT3, then AnWEIGHT = TEMPWT2.</p> <p>If none of the values on TEMPWT1, TEMPWT2, or TEMPWT3 are the same, take the average of the two values that are closest together for AnWEIGHT.</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnARTSHO	Art Show Score			Continuous
	PRELAS	<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	The "Simon Says" and "Art Show" tasks of the Oral Language Development Scale (OLDS) of the Pre-LAS 2000 (Duncan and DeAvila 1998) are used in FACES 2009 to determine whether a child should receive the English or the Spanish version of the cognitive assessment battery, or whether the child should not receive the cognitive battery at all. In combination, these tasks serve primarily as screening or routing measures. AnARTSHO identifies the number of correct responses the child made on the Art Show items from the language screener.			
Specification:	AnARTSHO = the sum of items AnB01 through AnB10			
	All missings of the type that indicate don't know (D) or refused (R) need to be assigned a score of 0 on the binary (Correct/Incorrect) variable. Also, if a child scored 5 consecutive errors in section A (or B) of the language screener, they should have stopped and proceeded on to the next section. Accordingly, some children may have missing data (". " or "S") within one or both sections of the language screener. Missings of these types, where the child scored 5 consecutive items incorrectly and proceeded on to the next section need to be assigned a score of 0 on the binary (Correct/Incorrect) variable.			
	In spring 2010, spring 2011, and spring 2012, only children from non-English language homes that were not assessed in English in the prior round have scores in the Art Show section of the screener. All other children are assigned a missing code (.N) on AnARTSHO.			
AnLANGERR	Child Assessed in the Wrong Language			Binary (0/1)
	PRELAS	<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable is a data flag identifying children that were assessed in the wrong language due to an error between the preloaded assessment language and the child's true language.			
Specification:	Some children were assessed in the wrong language in fall 2009 and Spring 2010.			
	These cases were flagged (A1LANGERR and A2LANGERR).			
AnLNGSCR	Passed Language Screener			Binary (0/1)
	PRELAS	<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This composite is based on the child's performance on Simon Says and Art Show, two subtests from the Oral Language Development Scale (OLDS) of the Pre-LAS 2000 (Duncan and DeAvila 1998). Performance on the two scales identifies whether or not the child passed the language screener and should receive the direct cognitive assessment in English, Spanish or not at all. This composite identifies whether or not the child passed the language screener.			
Specification:	If in Section A (AnA01 - AnA10) there are 5 consecutive incorrect responses (= 0) AND in Section B (AnB01 - AnB10) there are 5 consecutive incorrect responses (= 0), then AnLNGSCR = 0 (Did Not Pass Language Screener). Otherwise, AnLNGSCR = 1 (Passed Language Screener).			
	If fewer than 5 responses are within range (i.e., 0 or 1) in either section A or section B, AnLNGSCR = M.			
	In spring 2010, spring 2011, and spring 2012, only children from non-English language homes that were not assessed in English in the prior round have scores in the Art Show section of the screener. All other children are assigned a missing code (.N) on AnLNGSCR.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Direct child assessments		
AnSCREEN	Language Screener Score	Continuous
	PRELAS	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	The "Simon Says" and "Art Show" tasks of the Oral Language Development Scale (OLDS) of the Pre-LAS 2000 (Duncan and DeVila 1998) are used in FACES 2009 to determine whether a child should receive the English or the Spanish version of the cognitive assessment battery, or whether the child should not receive the cognitive battery at all. In combination, these tasks serve primarily as screening or routing measures. AnSCREEN identifies the combined number of correct responses the child made on the Simon Says and Art Show items.	
Specification:	AnSCREEN = the sum of items in section A (AnA01 through AnA10) and section B (AnB01 through AnB10) of the language screener	
	All missings of the type that indicate don't know (D) or refused (R) need to be assigned a score of 0 on the binary (Correct/Incorrect) variable. Also, if a child scored 5 consecutive errors in section A (or B) of the language screener, they should have stopped and proceeded on to the next section. Accordingly, some children may have missing data (". " or "S") within one or both sections of the language screener. Missings of these types, where the child scored 5 consecutive items incorrectly and proceeded on to the next section need to be assigned a score of 0 on the binary (Correct/Incorrect) variable.	
	In spring 2010, spring 2011, and spring 2012, only children from non-English language homes that were not assessed in English in the prior round have scores in the Art Show section of the screener. All other children are assigned a missing code (.N) on AnSCREEN.	
AnSIMON	Simon Says Score	Continuous
	PRELAS	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	The "Simon Says" and "Art Show" tasks of the Oral Language Development Scale (OLDS) of the Pre-LAS 2000 (Duncan and DeVila 1998) are used in FACES 2009 to determine whether the child should receive the English or the Spanish version of the cognitive assessment battery, or whether the child should not receive the cognitive battery at all. In combination, these tasks serve primarily as screening or routing measures. AnSIMON identifies the number of correct responses the child made on the Simon Says items from the language screener.	
Specification:	AnSIMON = the sum of items AnA01 through AnA10	
	All missings of the type that indicate don't know (D) or refused (R) need to be assigned a score of 0 on the binary (Correct/Incorrect) variable. Also, if a child scored 5 consecutive errors in section A (or B) of the language screener, they should have stopped and proceeded on to the next section. Accordingly, some children may have missing data (". " or "S") within one or both sections of the language screener. Missings of these types, where the child scored 5 consecutive items incorrectly and proceeded on to the next section need to be assigned a score of 0 on the binary (Correct/Incorrect) variable.	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
A2EOWNC	No Ceiling in EOWPVT			Binary (0/1)
	EOWPVT		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying children who did not achieve a ceiling in the EOWPVT.			
Specification:	In spring 2010, three children reached the top of the EOWPVT but did not achieve a ceiling because there were not enough items. For spring 2011+, items were added to the assessment. These cases were flagged (A2EOWNC).			
AnEOWPTR	EOWPVT Total Raw Score			Continuous
	EOWPVT	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Expressive One-Word Picture Vocabulary Test: English and Spanish-Bilingual Edition (EOWPVT; EOWPVT-SBE; Brownell 2000) measure the expressive vocabulary of children from English- and Spanish-speaking households. EOWPVT raw scores are calculated as ceiling item minus the number of errors (except for those occurring before the basal). Raw scores are an indicator of absolute rather than relative performance and range from 1 to 170 when using the English version of the assessment. They range from 1 to 150 on the Spanish/Bilingual version. This composite reflects child's raw score on the EOWPVT assessment.			
Specification:	AnEOWPTR is the EOWPVT ceiling item (An_T_Ceiling or AnECKCE if the BLAISE ceiling is incorrect) minus the number of errors (except for those occurring before the basal). All responses below the basal are considered to be correct. Note that if more than one ceiling is established, the lowest ceiling is used to compute the raw score. If more than one basal is established, the one closest to the ceiling is used. Remember to leave out test items 49, 50, 54, 59, 60, 62, 66, 77, 82, 87, and 96 for the English and bilingual version if they are below the ceiling when calculating raw score.			
AnEOWPTS	EOWPVT Standard Score (English norms)			Continuous
	EOWPVT	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Expressive One-Word Picture Vocabulary Test: English Edition (EOWPVT; Brownell 2000) measure the expressive vocabulary of children from English-speaking households. The EOWPVT was normed on a nationally representative sample of children so that raw scores can be converted to age-adjusted, standardized scores with a mean of 100 and a standard deviation of 15. Standard scores can range from 55 to 145. EOWPVT standard scores indicate how a child's score compares to the average score of children of the same age. This composite reflects children's standard score on the EOWPVT assessment.			
Specification:	To get the EOWPVT standard scores, use the child's age in months and the raw score to look up the EOWPVT Standard Score, AnEOWPTS, in the tables from the manuals. Use the English test norms for all cases.			
AnEOWSBS	EOWPVT-SBE Standard Score (Bilingual norms)			Continuous
	EOWPVT	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Expressive One-Word Picture Vocabulary Test: Spanish-Bilingual Edition (EOWPVT-SBE; Brownell 2000) measure the expressive vocabulary of children from Spanish-speaking households. The EOWPVT-SBE was normed on a nationally representative sample of Hispanic children so that raw scores can be converted to age-adjusted, standardized scores with a mean of 100 and a standard deviation of 15. Standard scores can range from 55 to 145. EOWPVT-SBE standard scores indicate how a child's score compares to the average score of Hispanic children of the same age. This composite reflects children's standard score on the EOWPVT-SBE assessment.			
Specification:	To get the EOWPVT standard scores, use the child's age in months and the raw score to look up the EOWPVT Standard Score in the tables from the manuals. Note that the English and Bilingual versions have different norms, so be sure to use the corresponding table to convert raw scores to standard scores. We will create separate standard scores for the two versions of the assessment. Use the bilingual test norms for cases where AnEOWLAN = 0. If AnEOWLAN = 1 set AnEOWSBS to .N. The bilingual version is standardized for use with children ages 4 to 12 years. Standard scores are only created for children 4 and older. Otherwise, AnEOWSBS = .M.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnACT	Assessor Reported Activity Level			Continuous
	Leiter-R	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2009. This composite reflects the child's rating on the Activity Level subscale. For the subscale, the assessor is asked to indicate the extent to which 4 items (including "rarely/never" to 3 ("usually/always"). Scores on the composite can range from 0 to 12.			
Specification:	AnACT = the mean of items AnL_C_1, AnL_C_2, AnL_C_3, AnL_C_4 multiplied by 4 to create a sum score. Before computing AnACT, recode AnL_C_1 thru AnL_C_4 so that 1=0 2=1 3=2 4=3. If more than one of the source items is outside range 0-3 (i.e., refused or don't know), then scale is set to missing (M).			
AnATT	Assessor Reported Attention Level			Continuous
	Leiter-R	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2009. This composite reflects the child's rating on the Attention subscale. For the subscale, the assessor is asked to indicate the extent to which 10 items (including "pays attention during instructions and demonstrations," "focuses on task," and "directed to task despite external noises and sights") are characteristic of the child from 0 ("rarely/never") to 3 ("usually/always"). Scores on the composite can range from 0 to 30.			
Specification:	AnATT = the mean of items AnL_A_1 thru AnL_A_10 multiplied by 10 to create a sum score Before computing AnATT, recode AnL_A_1 thru AnL_A_10 so that 1=0 2=1 3=2 4=3. If more than three of the source items are outside range 0-3 (i.e., refused or don't know), then scale is set to missing (M).			
AnCSIS	Interpolated Leiter Examiner Cognit/Soc Standard Score			Binary (0/1)
	Leiter-R		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying children whose raw scores on the Leiter-R were substantially low (more than 4 standard deviations below the mean) and whose standard scores were interpolated as a result.			
Specification:	Some cases on the Leiter-R had raw scores too low to identify a standard score from the look-up table. For these cases, interpolation was used to generate a standard score. These cases were flagged (AnCSIS): 1 = Score Interpolated, 0 = Score not Interpolated.			
AnCSR	Leiter Examiner Cognitive/Social Raw Score			Continuous
	Leiter-R	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales). Four subscales are formed in FACES 2009, making up two scales for analysis, the cognitive/social scale and the emotion/regulation scale. This composite reflects the child's score raw score on the Cognitive/Social scale. The raw scale score is based on the sum of children's ratings on the attention, organization/impulse control, activity level, and sociability subscales. Scores can range from 0 to 81.			
Specification:	AnCSR = the sum of AnORG, AnATT, AnACT, AnSOC			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnCSS	Leiter Examiner Cognitive/Social Standard Score	Leiter-R	Standard Score	Continuous
			<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010
			<input checked="" type="checkbox"/> Spring 2011	<input checked="" type="checkbox"/> Spring 2012
Description:	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2009, making up two scales for analysis, the cognitive/social scale and the emotion/regulation scale. This composite reflects the child's score standard score on the Cognitive/Social scale. The scale standard score is a conversion of the raw score and has a mean of 100 and a standard deviation of 15.			
Specification:	AnCSS is constructed using a look-up table and is based on the child's raw score.			
AnORG	Assessor Reported Organization/Impulse Control	Leiter-R	Scale Score	Continuous
			<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010
			<input checked="" type="checkbox"/> Spring 2011	<input checked="" type="checkbox"/> Spring 2012
Description:	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2009. This composite reflects the child's score on the Organization/Impulse Control subscale. For the subscale, the assessor is asked to indicate the extent to which 8 items (including "thinks and plans before beginning," and "inhibits verbalizations appropriately") are characteristic of the child from 0 ("rarely/never") to 3 ("usually/always"). Scores can range from 0 to 24.			
Specification:	AnORG = the mean of items AnL_B_1 thru AnL_B_8 multiplied by 8 to create a sum score Before computing AnORG, recode AnL_B_1 thru AnL_B_8 so that 1=0 2=1 3=2 4=3. If more than two of the source items are outside range 0-3 (i.e., refused or don't know), then scale is set to missing (M).			
AnSOC	Assessor Reported Sociability	Leiter-R	Scale Score	Continuous
			<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010
			<input checked="" type="checkbox"/> Spring 2011	<input checked="" type="checkbox"/> Spring 2012
Description:	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (The Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2009. This composite reflects the child's score on the Sociability subscale. For the subscale, the assessor is asked to indicate the extent to which 5 items (including "interacts positively" and "cooperates and complies with examiner's requests") are characteristic of the child from 0 ("rarely/never") to 3 ("usually/always"). Scores can range from 0 to 15.			
Specification:	AnSOC = the mean of items AnL_D_1, AnL_D_2, AnL_D_3, AnL_D_4, AnL_D_5 multiplied by 5 to create a sum score Before computing AnSOC, recode AnL_D_1 thru AnL_D_5 so that 1=0 2=1 3=2 4=3. If more than one of the source items is outside range 0-3 (i.e., refused or don't know), then scale is set to missing (M).			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnPPVT4R	PPVT-4 Raw Score			Continuous
	PPVT-4	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Peabody Picture Vocabulary Test (PPVT-4) (Dunn, Dunn, and Dunn 2006) is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. PPVT raw scores are calculated as the last item in the highest set administered minus the number of errors. Raw scores can range from 0 to 228 and are an indicator of absolute rather than relative performance. This composite reflects child's raw score on the PPVT-4 assessment.			
Specification:	The ceiling rule for the PPVT-4 is that a ceiling is established if there are 8 or more errors in the item set, or the sum of correct items in the set is 4 or less. The Ceiling item number is identified as the last item in the highest ceiling item set.			
	AnPPVT4R = the ceiling item (highest item administered) minus the number of errors.			
	For cases that do not establish a basal, AnPPVT4R or the PPVT-4 Raw Score is the sum of the items from the lowest item administered through the last item. These cases were flagged (AnPPVTNB).			
	For cases that were affected by an error in Blaise and did not reach ceiling (children ended assessment too early, should have been administered more items) in fall 2009, the PPVT-4 Raw Score is the sum of the items from the lowest item administered through the last item.			
AnPPVT4S	PPVT-4 Standard Score			Continuous
	PPVT-4	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Peabody Picture Vocabulary Test (PPVT-4) (Dunn, Dunn, and Dunn 2006) is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. The PPVT was normed on a nationally representative sample of children and adults of various ages so that raw scores can be converted to age-adjusted, standardized scores with a mean of 100 and a standard deviation of 15. Standard scores can range from 20 to 160. PPVT standard scores indicate how an individual's score compares to the average score of people of the same age. This composite reflects children's standard score on the PPVT-4 assessment.			
Specification:	AnPPVT4S is constructed using a look-up table and is based on the child's age and raw score.			
AnPPVT4W	PPVT-4 W Score (GSV)			Continuous
	PPVT-4	W Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Peabody Picture Vocabulary Test (PPVT-4) (Dunn, Dunn, and Dunn 2006) is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. The Growth Score Value (GSV) score allows for measurement of an individual's vocabulary growth over time on a single continuous scale. As an individual's vocabulary increases, their GSV increases as well. Like raw scores, GSV scores are an indicator of absolute rather than relative performance. Scores can range from 12 to 271. This composite reflects children's GSV score on the PPVT-4 assessment.			
Specification:	AnPPVT4W is constructed using a look-up table (GSV or growth score value) and is based on the child's age and raw score.			
AnPPVTNB	No Basal in PPVT-4			Binary (0/1)
	PPVT-4		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying children that did not establish a basal in the PPVT-4.			
Specification:	Some children did not establish a basal in the PPVT-4. Raw scores for these cases were constructed by subtracting the number of incorrect responses between the ceiling item and lowest item administered.			
	These cases were flagged (AnPPVTNB).			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Direct child assessments			
AnPPVTNC	No Ceiling in PPVT-4 PPVT-4		Binary (0/1)
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying children that did not reach a ceiling in PPVT-4.		
Specification:	Some cases (5) were affected by an error in Blaise and did not reach ceiling in the spring 2010 assessment. One case did not reach ceiling in the spring 2012 PPVT-4 assessment. Essentially, these children ended the assessment too early, when they should have been administered more items. Raw scores for these cases were constructed by subtracting the number of incorrect responses from the last item administered. These cases were flagged (AnPPVTNC).		
AnPTPCT	Percentage of Time Child Correctly Taps PT		Percent
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	In the Pencil Tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. This score reflects the percentage of times the child tapped correctly. It can take on any value from zero to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.		
Specification:	Construct a variable that identifies the percentage of times the child correctly tapped. This variable will be equal to A1PTTOT divided by 16 (and multiplied by 100). If AnCAGE < 4 or AnLang = 99, then AnPTPCT and AnPTTOT EQ .N.		
AnPTTOT	Number of Correct Taps PT		Continuous
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	In the Pencil Tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. This score reflects the number of times the child tapped correctly, and can take on any value from zero to 16, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.		
Specification:	Construct AnPTTOT, "An: Number of Correct Taps" variable, which will be a count of how many times the child tapped correctly across the trials (AnV01 through AnV16). Code D or R responses as incorrect (=0). If AnCAGE < 4 or AnLang = 99, then AnPTPCT and AnPTTOT EQ .N.		
A1TVIPPE	Programming Error in TVIP (No Basal) TVIP		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying children that did not basal in the TVIP due to a programming error in Blaise.		
Specification:	Some children age 5+ who did not achieve a basal were not allowed to test backward to achieve a basal due to a programming error in Blaise. Raw scores for these cases were constructed in two ways: 1) by taking the sum of the items from the lowest item administered through the last item administered (AnTVIP2), and 2) by imputing missing items by using scored items from prior rounds. Scores were then calculated as the sum of items from the lowest administered item through the last administered item. These cases were flagged (AnTVIPPE).		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
A2TVIPHS	Highest Score for Age Assigned			Binary (0/1)
	TVIP	<input type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable is a data flag identifying a case for whom the raw TVIP score was too high to assign a corresponding standard score.			
Specification:	This flag was created for a case where the raw score was too high to assign a corresponding standard score. We assigned the highest standard score for the child's age.			
	One case was flagged in spring 2010 (A2TVIPHS).			
A2TVIPNC	No Ceiling in TVIP			Binary (0/1)
	TVIP	<input type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable is a data flag identifying children that did not reach a ceiling in the TVIP.			
Specification:	Some cases did not reach ceiling in the assessment. Raw scores for these cases were constructed by taking the sum of the items from the lowest item administered through the last item administered.			
	These cases were flagged (A2TVIPNC).			
AnTVIPNB	No Basal in TVIP			Binary (0/1)
	TVIP	<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable is a data flag identifying children that did not establish a basal in the TVIP.			
Specification:	Some children did not establish a basal in the TVIP. These cases were flagged (AnTVIPNB).			
	Raw scores for these cases were constructed by taking the sum of the items from the lowest item administered through the last item administered.			
AnTVIPR	TVIP Raw Score			Continuous
	TVIP	Raw Score	<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	The Test de Vocabulario en Imagenes Peabody (TVIP, Dunn et al. 1986) is the Spanish-language version of the PPVT. It is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. TVIP raw scores are based on the number of correct responses within the critical range. Scores can range from 0 to 125 and are an indicator of absolute rather than relative performance. This composite reflects children's raw score on the TVIP assessment.			
Specification:	Performance on the TVIP is based on strings of 8 items, which may vary from child to child and become progressively more difficult. The last item in that string of 8 is the ceiling item. If there is no set of 8 with 2 or fewer corrects, then the last item administered is the automatic ceiling. All children begin at item 1.			
	AnTVIPR = either the sum of the cleaned, correct items from 1 to the ceiling item (for children who do NOT have a basal item > 1) or the sum of the correct items from the basal item through the ceiling item PLUS the number of items prior to the basal item (for children with a basal item > 1).			
	For cases that receive the proper administration and do not establish a basal, AnTVIPR or the TVIP Raw Score is the sum of the items from the lowest item administered through the last item. These cases were flagged (AnTVIPNB).			
	Due to a programming error in Blaise, some children age 5+ who did not achieve a basal were not allowed to test backward to achieve a valid basal. Raw scores for these cases were constructed by imputing missing items by using scored items from prior rounds. Raw scores were then calculated as the sum of items from the lowest administered item through the last administered item (AnTVIPR).			
	These cases were flagged (AnTVIPPE).			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnTVIPS	TVIP Standard Score			Continuous
	TVIP	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Test de Vocabulario en Imagenes Peabody (TVIP, Dunn et al. 1986) is the Spanish-language version of the PPVT. It is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. The TVIP was normed on a sample of Mexican and Puerto Rican children of various ages so that raw scores can be converted to age-adjusted, standardized scores with a mean of 100 and a standard deviation of 15. TVIP standard scores can range from 55 to 145. Standard scores indicate how an individual's score compares to the average score of people of the same age. This composite reflects children's standard score on the TVIP assessment.			
Specification:	AnTVIPS is constructed using a look-up table and is based on the child's age and raw TVIP score. Due to a programming error in Blaise, some children age 5+ who did not achieve a basal were not allowed to test backward to achieve a basal. Raw scores for these cases were constructed by imputing missing items by using scored items from prior rounds. Raw scores were then calculated as the sum of items from the lowest administered item through the last administered item (AnTVIPR). Standard scores were calculated using a look-up table and are based on the child's age and raw TVIP score. These cases were flagged (AnTVIPPE).			
AnWJAPR	WJ Applied Problems Raw Score			Continuous
	W-J III, AP	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Applied Problems subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. The Applied Problems raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores can range from 0 to 63 and are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Applied Problems subtest of the assessment.			
Specification:	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more. AnWJAPR is the sum of the items from 1 to the ceiling item or the last item.			
AnWJAPS	WJ Applied Problems Standard Score			Continuous
	W-J III, AP	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Applied Problems subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's raw score on the Applied Problems subtest of the assessment.			
Specification:	AnWJAPS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw applied problems score.			
AnWJAPW	WJ Applied Problems W Score			Continuous
	W-J III, AP	W Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Applied Problems subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Applied Problems subtest of the assessment.			
Specification:	AnWJAPW is based on the child's age and raw applied problems score. It is calculated by the WJ scoring program.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnWJLWR	WJ Letter Word Raw Score			Continuous
	W-J III, LW	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Letter-Word items of the WJ III (Woodcock, McGrew, and Mather 2001) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. The Letter-Word raw score reflects the number of correct responses in the subtest, with each receiving 1 point. Raw scores can range from 0 to 76 and are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Letter-Word subtest of the assessment.			
Specification:	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more. The raw score is the sum of the items from 1 to the ceiling item or the last item.			
	For cases affected by the error in CAPI in fall 2009 (CAPI counted item A1G16b towards the ceiling when it should not have. Accordingly, some cases do not have a ceiling.), the raw letter word score is the sum of the items from 1 to the last item for which we have data. Affected cases are flagged (A1WJLWNC).			
AnWJLWS	WJ Letter Word Standard Score			Continuous
	W-J III, LW	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Letter-Word items of the WJ III (Woodcock, McGrew, and Mather 2001) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Letter-Word subtest of the assessment.			
Specification:	AnWJLWS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Letter Word score.			
AnWJLWW	WJ Letter Word W Ability Score			Continuous
	W-J III, LW	W Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Letter-Word items of the WJ III (Woodcock, McGrew, and Mather 2001) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Letter-Word subtest of the assessment.			
Specification:	AnWJLWS is based on the child's age and raw Letter Word score. It is calculated by the WJ scoring program.			
AnWJSR	WJ Spelling Raw Score			Continuous
	W-J III, SPELL	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The first six items in the Woodcock-Johnson III Spelling subtest (Woodcock, McGrew, and Mather 2001) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. The Spelling raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores can range from 0 to 59 and are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Spelling subtest of the assessment.			
Specification:	Missing 3 items or answering 3 items incorrectly in a row means the child reached a "ceiling" and does not have to be tested any more.			
	AnWJSR is the sum of the items from 1 to the ceiling item or the last item.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnWJSS	WJ Spelling Standard Score			Continuous
	W-J III, SPELL	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The first six items in the Woodcock-Johnson III Spelling subtest (Woodcock, McGrew, and Mather 2001) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Spelling subtest of the assessment.			
Specification:	AnWJSS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Spelling score.			
AnWJSW	WJ Spelling W Score			Continuous
	W-J III, SPELL	W Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The first six items in the Woodcock-Johnson III Spelling subtest (Woodcock, McGrew, and Mather 2001) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Spelling subtest of the assessment.			
Specification:	AnWJSW is based on the child's age and raw Spelling score. It is calculated by the WJ scoring program.			
AnWJWAR	WJ Word Attack Total Raw Score			Continuous
	W-J III, WA	Raw Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Word Attack subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. The Word Attack raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Word Attack subtest of the assessment.			
Specification:	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more. AnWJWAR is the sum of the items from 1 to the ceiling item or the last item.			
AnWJWAS	WJ Word Attack Total Standard Score			Continuous
	W-J III, WA	Standard Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Word Attack subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Word Attack subtest of the assessment.			
Specification:	AnWJWAS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Word Attack score.			
AnWJWAW	WJ Word Attack W Score			Continuous
	W-J III, WA	W Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Word Attack subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Word Attack subtest of the assessment.			
Specification:	AnWJWAW is based on the child's age and raw applied problems score. It is calculated by the WJ scoring program.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnWMAPR	WM Applied Problems Raw Score			Continuous
	BATERIA, AP	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Applied Problems subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. The Applied Problems raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores can range from 0 to 63 and are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Applied Problems subtest of the assessment.			
Specification:	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more. AnWMAPR is the sum of the items from 1 to the ceiling item or the last item.			
AnWMAPS	WM Applied Problems Standard Score			Continuous
	BATERIA, AP	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Applied Problems subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Applied Problems subtest of the assessment.			
Specification:	AnWMAPS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Applied Problems score.			
AnWMAPW	WM Applied Problems W Score			Continuous
	BATERIA, AP	W Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Applied Problems subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Applied Problems subtest of the assessment.			
Specification:	AnWMAPW is based on the child's age and raw Applied Problems score. It is calculated by the WJ scoring program.			
A4WMLWNC	No Ceiling in WM Letter Word			Binary (0/1)
	BATERIA, LW		<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying children that did not reach a ceiling in WM Letter Word Identification.			
Specification:	Some cases (2) did not reach ceiling in the spring 2012 WM letter word assessment because they reached the end of the assessment before providing three consecutive incorrect responses. Raw scores for these cases were constructed by taking the sum of the items from the lowest item administered through the last item administered and when not accepted by the scoring program, these raw scores were set to the highest max acceptable. These cases were flagged (A4WMLWNC).			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnWMLWR	WM Letter Word Raw Score			Continuous
	BATERIA, LW	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Letter-Word items of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. The Letter-Word raw score reflects the number of correct responses in the subtest, with each receiving 1 point. Raw scores can range from 0 to 76 and are an indicator of absolute rather than relative performance. This composite reflects children's raw score on the Letter-Word subtest of the assessment.			
Specification:	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more.			
	AnWMLWR is the sum of the items from 1 to the ceiling item or the last item.			
AnWMLWS	WM Letter Word Standard Score			Continuous
	BATERIA, LW	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Letter-Word items of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. Standard scores on the assessment allow for comparisons of an individual's performance to others of the same age (or grade). These age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Letter-Word subtest of the assessment.			
Specification:	AnWMLWS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Letter-Word score.			
AnWMLWW	WM Letter Word W Score			Continuous
	BATERIA, LW	W Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Letter-Word items of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Letter-Word subtest of the assessment.			
Specification:	AnWMLWW is based on the child's age and raw Letter-Word score. It is calculated by the WJ scoring program.			
AnWMSR	WM Spelling Raw Score			Continuous
	BATERIA, SPELL	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The first six items in the Bateria III Spelling subtest (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. The Spelling raw score reflects the number of correct responses in the subtest, with each receiving 1 point. Raw scores can range from 0 to 59 and are an indicator of absolute rather than relative performance. This composite reflects children's raw score on the Spelling subtest of the assessment.			
Specification:	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more.			
	AnWMSR is the sum of the items from 1 to the ceiling item or the last item.			
AnWMSS	WM Spelling Standard Score			Continuous
	BATERIA, SPELL	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The first six items in the Bateria III Spelling subtest (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Spelling subtest of the assessment.			
Specification:	AnWMSS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Spelling score.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnWMSW	WM Spelling W Score			Continuous
	BATERIA, SPELL	W Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The first six items in the Bateria III Spelling subtest (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Spelling subtest of the assessment.			
Specification:	AnWMSW is based on the child's age and raw Spelling score. It is calculated by the WJ scoring program.			
A4WMWANC	No Ceiling in WM Word Attack			Binary (0/1)
	BATERIA, WA		<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying children that did not reach a ceiling in WM Word Attack.			
Specification:	Some cases (2) did not reach ceiling in the spring 2012 WM word attack assessment because they reached the end of the assessment before providing three consecutive incorrect responses. Raw scores for these cases were constructed by taking the sum of the items from the lowest item administered through the last item administered and when not accepted by the scoring program, these raw scores were set to the highest max acceptable. These cases were flagged (A4WMWANC).			
AnWMWAR	WM Word Attack Total Raw Score			Continuous
	BATERIA, WA	Raw Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Word Attack subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. The Word Attack raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Word Attack subtest of the assessment.			
Specification:	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more. AnWMWAR is the sum of the items from 1 to the ceiling item or the last item.			
AnWMWAS	WM Word Attack Total Standard Score			Continuous
	BATERIA, WA	Standard Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Word Attack subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Word Attack subtest of the assessment.			
Specification:	AnWMWAS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Word Attack score.			
AnWMWAW	WM Word Attack W Score			Continuous
	BATERIA, WA	W Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	The Word Attack subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Word Attack subtest of the assessment.			
Specification:	AnWMWAW is based on the child's age and raw Word Attack score. It is calculated by the WM scoring program.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnECL2TW	ECLS-B Letter Theta (ability estimate)			Continuous
	ECLS-B	IRT Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable represents the child's letter sound ability as estimated through IRT on the ECLS-B Letter-Sounds section. While the IRT scale scores represent estimates of the number of items children would have answered correctly if they had taken all of the FACES (and separately all of the ECLS-B preschool national) scorable questions, the letter theta ability estimate represents performance on the items actually administered.			
Specification:	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
	Fall 2009 scores were created/calibrated using spring 2010 data because of the insufficient N in fall 2009			
AnECLIRT	IRT Subtest Score, ECLS-B Letter-Sound Items Only			Continuous
	ECLS-B	IRT Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This IRT scale score represents estimates of the number of items children would have answered correctly if they had taken all of the FACES scorable Letter Sounds questions. The score consists of the probabilities of correct answers summed over the items.			
Specification:	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
	Fall 2009 scores were created/calibrated using spring 2010 data because of the insufficient N in fall 2009.			
AnECMATH	ECLS-B Math Theta (ability estimate)			Continuous
	ECLS-B	IRT Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable represents the child's mathematics ability as estimated through IRT on the ECLS-B math section. While the IRT scale scores represent estimates of the number of items children would have answered correctly if they had taken all of the FACES (and separately all of the ECLS-B preschool national) scorable questions, the math theta ability estimate represents performance on the items actually administered.			
Specification:	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
AnECMCNT	ECLS-B Response to "Count to 20" Item			Continuous
	ECLS-B	Raw Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable indicates the highest number the child counted to when administered the "count to 20" item in the ECLS-B section. Scores range from 1 to 20. The assessor administered this item by beginning the counting by saying "1, 2, 3," so scores below 4 should be used with caution.			
Specification:	Scores reflect the highest number the highest number the child counted to when administered the ECLS-B "count to 20" item.			
AnECMIRT	IRT Subtest Score, ECLS-B math items only			Continuous
	ECLS-B	IRT Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This IRT scale score represents estimates of the number of items children would have answered correctly if they had taken all 44 of the ECLS-B preschool national scorable questions. The score consists of the probabilities of correct answers summed over the items.			
Specification:	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnECNSPR	Profncy Prob 1-ECLS-B Math Num & Shape			Continuous
	ECLS-B	IRT Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This score estimates the probability of mastery at the first proficiency level in the ECLS-K mathematics domain of number and shape. Scores indicate the probability that a child would have passed the proficiency level. They can take on any value from zero to one.			
Specification:	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. This score is computed exactly as the IRT scale scores, but is the aggregate of the probabilities on only the items in each subtest. The IRT parameters obtained from the ECLS-B preschool calibration were used to compute the proficiency probability scores for the FACES sample.			
	Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
	Note: Proficiency levels were developed in the kindergarten and first grade tests used in the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) beginning in 1998. Clusters of four assessment questions having similar content and difficulty at five points along the score scale of the mathematics assessment were identified. Only the first of the five proficiency levels in the ECLS-K mathematics domain (number and shape) was included in the ECLS-B preschool year assessment. In the ECLS-K sample, mastery of a proficiency level was initially defined as answering correctly at least three of the four questions in a cluster. At least two incorrect indicated lack of mastery. Because the FACES direct cognitive childmathematics assessment did not include one of the four items in the first proficiency level, the children's item response data did not include all of the assessment items necessary to determine pass/fail for the proficiency level. Therefore, the proficiency level scores are based on a child's overall ability as measured by all test items administered.			
AnECPnWT	ECLS-B Math T Sc w/xxxx par+ wgts			Continuous
	ECLS-B	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This standardized score (T-score) provides norm-referenced measurements of achievement relative to the children in the FACES study with parent interview data and either direct child assessment data or Teacher Child Report (TCR; "parent+" weights) data. A high mean T-score for a particular subgroup indicates that the group's performance is high in comparison with other groups in that population.			
Specification:	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. These scores are transformations of the IRT theta (ability) estimates, rescaled to a mean of 50 and standard deviation of 10 using the parent+ weight.			
	Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
AnELPnWT	ECLS-B Letter T Sc w/xxx par+wgts			Continuous
	ECLS-B	Standard Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This standardized score (T-score) provides norm-referenced measurements of achievement relative to the children in the FACES study with parent interview data and either direct child assessment data or Teacher Child Report (TCR; "parent+" weights) data. A high mean T-score for a particular subgroup indicates that the group's performance is high in comparison with other groups in that population.			
Specification:	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. These scores are transformations of the IRT theta (ability) estimates, rescaled to a mean of 50 and standard deviation of 10 using the parent+ weight.			
	Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
	Fall 2009 scores were created/calibrated using spring 2010 data because of the insufficient N in fall 2009.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Direct child assessments				
AnLETIRT	IRT Score, WJ Letter-Word & ECLS-B Letter Sound			Continuous
	ECLS-B	IRT Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This IRT scale score represents estimates of the number of items children would have answered correctly if they had taken all of the FACES (WJ Letter Word plus ECLS-B Letter Sound) scorable questions. The score consists of the probabilities of correct answers summed over the items.			
Specification:	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
	Fall 2009 scores were created/calibrated using spring 2010 data because of the insufficient N in fall 2009.			
AnMATIRT	IRT Score, WJ Appld Probs & ECLS-B Math			Continuous
	ECLS-B	IRT Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This IRT scale score represents estimates of the number of items children would have answered correctly if they had taken all of the FACES (WJ Applied Problems plus ECLS-B math) scorable math questions. The score consists of the probabilities of correct answers summed over the items.			
Specification:	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. (In the fall 2009 round too few children responded to the more difficult items toward the end of the WJ section to permit IRT calibration of those item parameters. Therefore, the last 7 of the WJ items were excluded from the calculation of the combined WJ and ECLS-B section scores.) Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Indirect child assessments				
RnAPROCH	Teacher reported Approaches to Learning			Continuous
	APRCH	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	Using the six items that comprise the Approaches to Learning Scale from the ECLS-K (U.S. Department of Education 2002), Head Start teachers rate children's motivation, attention, organization, persistence, and independence in learning. In this section, the teacher is asked to indicate the extent to which a given statement (such as "follows the teacher's directions") is characteristic of the child, from 1 ("never") to 4 ("very often"). The composite is a mean score of the items. Scores range from 0 to 3.			
Specification:	RnAPROCH = the mean of items RnH01a through RnH01f from the TCR. Prior to taking the mean of the source items, recode the items so that items coded as 1 become 0, items coded as 2 become 1, items coded as 3 become 2, and items coded as 4 become 3. If more than one of the source items is outside range 0-3 (i.e., refused or don't know), then scale is set to missing (.M). If P3_K_HS = 1, then R3APROCH = .N.			
RnSSRS	Teacher Reported Social Skills Score			Continuous
	SSRS	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	Head Start teachers indicate how often the child engages in cooperative classroom behaviors, such as following the teacher's directions, helping put things away, complimenting classmates, and following rules when playing games. In this section, the teacher is asked to indicate the extent to which a given statement (such as "follows the teacher's directions") is characteristic of the child, from 0 ("never") to 2 ("very often"). This composite is a sum score of the items. Scores range from 0 to 24.			
Specification:	RnSSRS = (mean of items RnCa - RnCl) * 12 Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2. If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 1, then R3SSRS = .N.			
RnBAGGR	Teacher Reported Behavior Probs - Disrupt Aggress Score			Continuous
	TCR CC	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), Head Start teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others," "disobeys rules or requests," and "disrupts ongoing activities."). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 8.			
Specification:	RnBAGGR = (mean of items RnDc, RnDd, RnDf, RnDI) * 4 Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2. If more than one of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 1, then R3BAGGR = .N.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Indirect child assessments				
RnBHYPE2	Teacher Reported Behavior Probs - Hyperactive Score (Westat)			Continuous
	TCR CC	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), Head Start teachers indicate how often the child engages in hyperactive behavior (such as "is very restless, fidgets all the time, can't sit still" and "is distracted too easily by what is going on in the room"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 12.			
Specification:	Create a variable RnBHYPE2, labeled "Rn: Teacher reported behavior problems - hyperactive score (Westat)," by taking the mean of items RnD_A, RnD_B, and RnD_J from the TCR and multiplying the mean by 3. Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2. If more than one of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 1, then R3BHYPE2 = .N. In fall 2009, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable.			
RnBPROB2	Teacher Reported Behavior Probs Total Score (Westat)			Continuous
	TCR CC	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), Head Start teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others"), hyperactive behavior (such as "is very restless"), and anxious or depressed and withdrawn behavior (such as "is unhappy"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 1 ("not true") to 3 ("very true or often true"). This composite is a sum score of the items used to construct each of the subscales. Scores can range from 0 to 36.			
Specification:	Create a variable RnBPROB2, labeled "Teacher reported behavior problems total score (Westat)," by taking the mean of items RnD_A through RnD_N from the TCR and multiplying the mean by 14. Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2. If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 1, then R3BPROB2 = .N. In fall 2009, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior subscale were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. In addition, the summary score from the scale's behavior items was constructed as the mean of the aggressive and withdrawn subscale items, plus the child's hyperactive score. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Indirect child assessments				
RnBWITH	Teacher Reported Behavior Probs - Withdrawn Score			Continuous
	TCR CC	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), Head Start teachers indicate how often the child engages in anxious or depressed and withdrawn behavior (such as "is unhappy," "keeps to herself or himself" and "is nervous, high strung, or tense"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 12.			
Specification:	RnBWITH = mean of items (RnDg, RnDh, RnDi, RnDk, RnDm, RnDn) * 6. Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2. If more than one of the source items is outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 1, then R3BWITH = .N.			
RnTPELS	Teacher Reported Child Literacy Behaviors			Continuous
	TCR PELS	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	Head Start teachers are asked to indicate whether and the extent to which children demonstrate certain abilities that are associated with literacy, including their prereading and early writing skills. Items include whether the child "mostly writes and draws rather than scribbles" and "ever looks at a book with pictures and pretends to read." This composite reflects the child's sum score on these items. Scores range from 0 to 7. Similar items are not asked of kindergarten teachers, so this composite is not constructed for children in kindergarten.			
Specification:	RnTPELS = sum of items RnB01, RnB03, RnB05a, RnB05b, RnB05g Before taking sum, reverse code: RnB01 so 1=3, 2=2, 3=1, 4=0 RnB03 so 1=0, 2=0, 3=1, 4=1 If more than one of the source items is "refused" or "don't know", then scale is set to missing (M). If P3_K_HS = 1, then R3TPELS = .N. When creating sum of items, missing item data may be computed by averaging the respondent's scores for the nonmissing items.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Indirect child assessments				
KRnAPRCH	Teacher Reported Approaches to Learning			Continuous
	APRCH	Raw Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	Using the six items that comprise the Approaches to Learning Scale from the ECLS-K (U.S. Department of Education 2002), kindergarten teachers rate children's motivation, attention, organization, persistence, and independence in learning. In this section, the teacher is asked to indicate the extent to which a given statement (such as "follows the teacher's directions") is characteristic of the child, from 1 ("never") to 4 ("very often"). The composite is a mean score of the items. Scores range from 0 to 3.			
Specification:	KRnAPRCH = the mean of items KRnL01a through KRnL01f from the TCR			
	Prior to taking the mean of the source items, recode the items so that items coded as 1 become 0, items coded as 2 become 1, items coded as 3 become 2, and items coded as 4 become 3.			
	If more than one of the source items is outside range 0-3 (i.e., refused or don't know), then scale is set to missing (.M). If P3_K_HS = 2, then KR3APRCH = .N.			
KRnSSRS	Teacher Reported Social Skills Score			Continuous
	SSRS	Scale Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	Kindergarten teachers indicate how often the child engages in cooperative classroom behaviors, such as following the teacher's directions, helping put things away, complimenting classmates, and following rules when playing games. In this section, the teacher is asked to indicate the extent to which a given statement (such as "follows the teacher's directions") is characteristic of the child, from 0 ("never") to 2 ("very often"). This composite is a sum score of the items. Scores range from 0 to 24. It is derived from the kindergarten TCR.			
Specification:	$KRnSSRS = (\text{mean of items } KRnG_a - KRnG_j) * 12$			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 2, then KR3SSRS = .N.			
KRnBAGGR	Teacher Reported Behavior Problems-Dsrupt Aggress Score			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), kindergarten teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others," "disobeys rules or requests," and "disrupts ongoing activities."). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 8. It is derived from the kindergarten TCR.			
Specification:	$KRnBAGGR = (\text{mean of items } KRnH_c, KRnH_d, KRnH_f, KRnH_j) * 4$			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than one of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 2, then KR3BAGGR = .N.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Indirect child assessments				
KRnBHYP2	Teacher Reported Behavior Problems - Hyperactive Score (Westat)			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), kindergarten teachers indicate how often the child engages in hyperactive behavior (such as "is very restless, fidgets all the time, can't sit still" and "is distracted too easily by what is going on in the room"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite reflects the child's sum score on the items. Scores range from 0 to 6. It is derived from the kindergarten TCR.			
Specification:	KRnBHYP2 = (KRnH_a, KRnH_b, and KRnH_j) * 3. If any of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 2, then KR3BHYP2 = .N. In fall 2009, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable.			
KRnBPRB2	Teacher Reported Behavior Problems Total Score (Westat)			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), kindergarten teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others"), hyperactive behavior (such as "is very restless"), and anxious or depressed and withdrawn behavior (such as "is unhappy"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items used to construct each of the subscales. Scores range from 0 to 24. It is derived from the kindergarten TCR.			
Specification:	KRnBPRB2 = mean of items [KRnH_A through KRnH_N] * 12. Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2. If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 2, then KR3BPROB2 = .N. In fall 2009, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior subscale were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. In addition, the summary score from the scale's behavior items was constructed as the mean of the aggressive and withdrawn subscale items, plus the child's hyperactive score. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable.			
KRnBWITH	Teacher Reported Behavior Problems - Withdrawn Score			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), kindergarten teachers indicate how often the child engages in anxious or depressed and withdrawn behavior (such as "is unhappy," "keeps to herself or himself" and "is nervous, high strung, or tense"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 12. It is derived from the kindergarten TCR.			
Specification:	KRnBWITH = mean of items (KRnH_g, KRnH_h, KRnH_i, KRnH_k, KRnH_m, KRnH_n) * 6. Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2. If more than one of the source items is outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M). If P3_K_HS = 2, then KR3BWITH = .N.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Indirect child assessments				
PnPBEPRB	Parent Reported Total Behavior Problems Index			Continuous
	PCBC	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	As reported by parents, this composite captures the total behavior problems of the child, including problems of undercontrol (such as aggression, hyperactivity and destructiveness) and overcontrol (such as social withdrawal, depression, and somatic problems). The parent is asked to indicate the extent to which a given statement (such as "is disobedient at home") is characteristic of the child, from 0 ("not true") to 2 ("very true"). The composite is the sum of items, with total scores ranging from 0 to 20.			
Specification:	PnPBEPRB = (mean of items PnG1c, PnG1d, PnG1e, PnG1j, PnG1k, PnG1l, PnG1m, PnG1o, PnG1q, PnG1t, PnG1u, PnG1h) * 12 Prior to taking the mean, recode the items so that items coded as 1 become 2, items coded as 2 become 1, and items coded as 3 become 0. If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
PnPSSPAL	Parnt Reprt Soc Skills/Pos Aprrch/Lrning			Continuous
	PCBC	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This composite reflects children's prosocial or positive behaviors, as reported by parents. The parent is asked to indicate the extent to which a given statement (such as "makes friends easily") is characteristic of the child, from 0 ("not true") to 2 ("very true"). This composite is the sum of items, with total scores ranging from 0 to 16.			
Specification:	PnPSSPAL = (mean of items PnG01a, PnG01b, PnG01f, PnG01i, PnG01g, PnG01n, PnG01r, PnG01s) * 8 Prior to taking the mean, recode the items so that items coded as 1 become 2, items coded as 2 become 1, and items coded as 3 become 0. If more than two of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
PnPELS	Parent Reported Emergent Literacy Scale			Continuous
	PPELS	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	Parents are asked to rate their child's prereading, early math, early writing, and language skills by describing the child's ability in these areas. Selected items from this set are combined to form a composite of parental perceptions of children's early literacy skills. Scores range from 0 to 5. Similar items are not asked of parents of kindergarteners, so this composite is not constructed for children in kindergarten.			
Specification:	If PnF01 equals 1 or 2, then PnF01R equals 1, otherwise PnF01R equals 0. If PnF02 is greater than 3 then PnF02R equals 1, otherwise PnF02R equals 0. If PnF06 equals 1 then PnF06R equals 1, otherwise PnF06R equals 0. PnPELS = (mean of items PnF01R, PnF02R, PnF06R, PnF04, PnF05) * 5 If more than one of the source items is outside range 0-1 (i.e., refused or don't know), then scale is set to missing (M). If source items = H, then P3PELS = .N.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
P1FDADED	Revised Fall 2009 P1RDADED Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update fall 2009 version of father education composite, P1RDADED.	
Specification:	Where the P1RDADED composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. P1FDADED is the data flag that identifies cases whose spring data were used for the composite (= 1).	
P1FFAGE	Revised Fall 2009 P1FAGE Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the father age composite, P1RFAGE.	
Specification:	Where the P1RFAGE composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. P1FFAGE is the data flag that identifies cases whose spring data were used for the composite (= 1).	
P1FHHLNG	Revised Fall 2009 P1HHLANG Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the household language composite, P1RHHLNG.	
Specification:	Where the P1RHHLNG composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. P1FHHLNG is the data flag that identifies cases whose spring data were used for the composite (= 1).	
P1FHHRTO	Revised Fall 2009 P1HHRTIO Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the household ratio composite, P1RHHRTO.	
Specification:	Where the P1RHHRTO composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. P1FHHRTO is the data flag that identifies cases whose spring data were used for the composite (= 1).	
P1FMAGE	Revised Fall 2009 P1MAGE Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the mother age composite, P1RMAGE.	
Specification:	Where the P1RMAGE composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. P1FMAGE is the data flag that identifies cases whose spring data were used for the composite (= 1).	
P1FMARTL	Revised Fall 2009 P1MARTL Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the parent marital status composite, P1RMARTL.	
Specification:	Where the P1RMARTL composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. P1FMARTL is the data flag that identifies cases whose spring data were used for the composite (= 1).	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Child and family characteristics				
P1FMOMED	Revised Fall 2009 P1RMOMED Flag			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the mother education composite, P1RMOMED.			
Specification:	Where the P1RMOMED composite could not be constructed in fall 2009 due to no parent interview in the fall, this composite is constructed using spring 2010 data. P1FMOMED is the data flag that identifies cases whose spring data were used for the composite (= 1).			
P1RDADED	Father's Highest Education			Categorical (integer)
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the highest level of education of the father in the household. It is based on fall 2009 data, and for new respondents in spring 2010, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FDADED.			
Specification:	For cases without a PI in fall 2009, construct variable using spring 2010 data. Otherwise, use fall 2009 data.			
	If PnK24 = 1, 2, or 3, then P1RDADED = 1 (Less than High School Diploma).			
	If PnK24 = 4 or 5, then P1RDADED = 2 (High School Diploma or GED).			
	If PnK24 = 6, 7, or 8, then P1RDADED = 3 (Vocational/Technical Diploma, Associate Degree, or Some College).			
	If PnK24 = 9, 10, 11, 12, or 13, then P1RDADED = 4 (Bachelor's Degree or Higher).			
	If PnK24 = D, R, or M, then P1RDADED = M.			
	If PnK24 = S, then P1RDADED = N.			
	If PnK24 = ".", then P1RDADED = "."			
P1RFAGE	Father's Age			Continuous
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	P1RFAGE identifies the father's age in years as of September 1, 2009, the designated start of the program year. The composite reflects the age of the child's biological or adoptive father, whether or not he resides with the child. It is based on fall 2009 data, and for new respondents in spring 2010, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FFAGE.			
Specification:	For cases without a PI in fall 2009, construct variable using spring 2010 data. Otherwise, use fall 2009 data.			
	Use PnSC7, PnSC9, PnB04, PnB05, PnK08.			
	If PnSC9 = 12 or 14, use PnSC7.			
	If PnSC9 does not = 12 or 14 and PnB05_XX does not = 02, use PnK08.			
	If PnSC9 does not = 12 or 14 and PnB05_XX = 02, use PnB04_XX.			
	Assign missing codes according to the variable used above:			
	So if used PnSC7 to assign father's age and PnSC7 = D or R, then P1RFAGE = M; if used PnK08 to assign father's age and PnK08 = D or R, then P1RFAGE = M; if used PnB04_XX to assign father's age and PnB04_XX = D or R, then P1RFAGE = M.			
	If you used PnSC7 to assign father's age and PnSC7 = "." then P1RFAGE = "."; if used PnK08 to assign father's age and PnK08 = "." then P1RFAGE = "."; if used PnB04_XX to assign father's age and PnB04_XX = "." then P1RFAGE = "."			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Child and family characteristics				
P1RHHLNG	Primary Language Spoken to Child			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This composite uses the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.			
Specification:	Create a variable for "P1: Primary Language Spoken to Child," labeled P1RHHLNG, using items PnD07 and PnD10. Create categories 1) Non-English, 0) English.			
	For cases without a PI in fall 2009, construct variable using spring 2010 data. Otherwise, use fall 2009 data.			
	If PnD07 = 1 (Yes) and PnD10 NE 25, then P1RHHLNG = 1 (Non-English). If PnD07 = 1 (Yes) and PnD10 = 25, then P1RHHLNG = 0 (English). If PnD07 = 0 (No), then P1RHHLNG = 0 (English). If PnD07 = R, D, or M, then P1RHHLNG = M. If PnD07 = ".", then P1RHHLNG = "."			
	** Note that in FACES 2006 this variable was labeled as "P1: Household Language" with categories "Language Minority" and "Language Majority."			
P1RHHRTIO	Household Dependence Ratio			Continuous
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the total number of household members under the age of 18 relative to the number of adult household members. It is based on fall 2009 data, and for new respondents in spring 2010, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FHHRTIO.			
Specification:	For cases without a PI in fall 2009, construct variable using spring 2010 data. Otherwise, use fall 2009 data.			
	P1RHHRTIO = PnB02 / PnB01			
	If PnB02 or PnB01 = D, R, or M, then P1RHHRTIO = M. If PnB02 or P3B01 = ".", then P1RHHRTIO = "."			
P1RMAGE	Mother's Age			Continuous
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the mother's age in years as of September 1, 2009, the designated start of the program year. The composite reflects the age of the child's biological or adoptive mother, whether or not she resides with the child. It is based on fall 2009 data, and for new respondents in spring 2010, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FMAGE.			
Specification:	For cases without a PI in fall 2009, construct variable using spring 2010 data. Otherwise, use fall 2009 data.			
	If PnSC9 = 11 or 13, use PnSC7. If PnSC9 does not = 11 or 13, use PnJ08.			
	Assign missing codes according to the variable used above:			
	·So if used PnSC7 to assign mother's age and PnSC7 = D or R, then PnRMAGE = M; if used PnJ08 to assign mother's age and PnJ08 = D or R, then P1RMAGE = M. ·If used PnSC7 to assign mother's age and PnSC7 = "." then P1RMAGE = "."; if used PnJ08 to assign mother's age and PnJ08 = "." then P1RMAGE = "."			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
P1RMARTL	Parent Marital Status	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the marital status of the parents residing in the household with the child. It is based on fall 2009 data, and for new respondents in spring 2010, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FMARTL.	
Specification:	For cases without a PI in fall 2009, construct variable using spring 2010 data. Otherwise, use fall 2009 data.	
	<p>If PnB09 = 1 or PnJ15 = 1, then OLDMARTL = 1 (Married). If PnB09 = 2 or PnJ15 = 2, then OLDMARTL = 2 (Divorced). If PnB09 = 3 or PnJ15 = 3, then OLDMARTL = 3 (Separated). If PnB09 = 4 or PnJ15 = 4, then OLDMARTL = 4 (Not Married). If PnB09 = S and PnJ15 = S, then OLDMARTL = 4 (Not Married). If PnB09 = D, R, or M or PnJ15 = D, R, or M, then OLDMARTL = M. If PnB09 = "." or PnJ15 = "." then OLDMARTL = "."</p> <p>If OLDMARTL = 1 and PnFMSTRC = 1, then PnMARITL = 1 (Married). If OLDMARTL = 1 and PnFMSTRC = 2, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 1 and PnFMSTRC = 7, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 1 and PnFMSTRC = 8, then PnMARITL = M.</p> <p>If OLDMARTL = 2 and PnFMSTRC = 1, then PnMARITL = M. If OLDMARTL = 2 and PnFMSTRC = 2, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 2 and PnFMSTRC = 3, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 2 and PnFMSTRC = 5, then PnMARITL = M. If OLDMARTL = 2 and PnFMSTRC = 6, then PnMARITL = M. If OLDMARTL = 2 and PnFMSTRC = 7, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 2 and PnFMSTRC = 8, then PnMARITL = M.</p> <p>If OLDMARTL = 3 and PnFMSTRC = 1, then PnMARITL = M. If OLDMARTL = 3 and PnFMSTRC = 2, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 3 and PnFMSTRC = 3, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 2 and PnFMSTRC = 5, then NU_MARITL = M. If OLDMARTL = 2 and PnFMSTRC = 6, then NU_MARITL = M. If OLDMARTL = 3 and PnFMSTRC = 7, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 3 and PnFMSTRC = 8, then PnMARITL = M.</p> <p>If OLDMARTL = 4 and PnFMSTRC = 1, then PnMARITL = 4 (Not Married). If OLDMARTL = 4 and PnFMSTRC = 2, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 4 and PnFMSTRC = 3, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 4 and PnFMSTRC = 5, then PnMARITL = 4 (Not Married). If OLDMARTL = 4 and PnFMSTRC = 6, then PnMARITL = 4 (Not Married). If OLDMARTL = 4 and PnFMSTRC = 7, then PnMARITL = 5 (Not a Two Parent Household). If OLDMARTL = 4 and PnFMSTRC = 8, then PnMARITL = M.</p>	
P1RMOMED	Mother's Highest Education	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the highest level of education of the mother in the household. It is based on fall 2009 data, and for new respondents in spring 2010, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FMOMED.	
Specification:	<p>If PnJ24 = 1, 2, or 3, then P1RMOMED = 1 (Less than High School Diploma). If PnJ24 = 4 or 5, then P1RMOMED = 2 (High School Diploma or GED). If PnJ24 = 6, 7, or 8, then P1RMOMED = 3 (Vocational/Technical Diploma, Associate Degree, or Some College). If PnJ24 = 9, 10, 11, 12, or 13, then P1RMOMED = 4 (Bachelor's Degree or Higher).</p> <p>If PnJ24 = D, R, or M, then P1RMOMED = M. If PnJ24 = S, then P1RMOMED = N. If PnJ24 = "." then P1RMOMED = "."</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
P1CBrnUS	Child was born in the U.S.	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child was born in the U.S. It is derived from the parent interview.	
Specification:	Create a variable for whether child was born in the U.S., labeled P1CBrnUS, using item P1A06. Create categories 1) Born in US, 0) Not Born in US.	
	If P1A06 = 059, then P1CBrnUS = 1 (Born in US). If P1A06 > 059, then P1CBrnUS = 0 (Not Born in US). If P1A06 = D or R, then P1CBrnUS = .M.	
P1ChRead	Language parent reads to child	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the language in which the parent typically reads to the child: English, a language other than English, or English and a non-English language equally. The composite is derived from the parent interview.	
Specification:	Create a variable for language parent reads to child, labeled P1ChRead, using items P1D07 and P1D14. Create categories 1) Parent reads to child in English, 2) Parent reads to child in Another language, 3) Parent reads to Child in English and Another language equally.	
	If P1D07 = 0, then P1ChRead = 1 (Parent reads to child in English). If P1D07 = 1 and P1D14 = 1, then P1ChRead = 1 (Parent reads to child in English). If P1D07 = 1 and P1D14 = 2, then P1ChRead = 2 (Parent reads to child in Another language). If P1D07 = 1 and P1D14 = 3, then P1ChRead = 3 (Parent reads to Child in English and Another language equally). If P1D07 = 1 and P1D14 = D or R, then P1ChRead = .M.	
P1FBrnUS	Father was born in the U.S.	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child's father was born in the U.S. It is derived from the parent interview.	
Specification:	Create a variable for whether dad was born in the U.S., labeled P1FBrnUS, using item P1K13. Create categories 1) Born in US, 0) Not Born in US.	
	If P1K13 = 059, then P1FBrnUS = 1 (Born in US). If P1K13 > 059, then P1FBrnUS = 0 (Not Born in US). If P1K13 = D or R, then P1FBrnUS = .M.	
P1FOrign	Country/area of birth if born elsewhere for dad	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the country or area of birth for the child's father if he was born outside of the U.S. It is derived from the parent interview.	
Specification:	Create a variable for country/area of birth if born elsewhere for dad, labeled P1FOrign, using item P1K13. Create categories 1) Mexico, 2) Central America, 3) South America, 4) Caribbean, 5) Africa, 6) Asia, 7) Other.	
	If P1K13 = 303, then P1FOrign = 1 (Mexico). If 310 <= P1K13 <=316, then P1FOrign = 2 (Central America). If 360 <= P1K13 <=374, then P1FOrign = 3 (South America). If 323 <= P1K13 <=341 or P1K13 = 078, then P1FOrign = 4 (Caribbean). If 400 <= P1K13 <=462, then P1FOrign = 5 (Africa). If 200 <= P1K13 <=249, then P1FOrign = 6 (Asia). If P1K13 = 066, 103-166, 301, or 600 then P1FOrign = 7 (Other). If P1K13 = D or R, then P1FOrign = .M.	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type	
Child and family characteristics					
P1FYrsUS	Years in U.S. if born elsewhere for dad			Categorical (integer)	
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011	<input type="checkbox"/> Spring 2012
Description:	This variable identifies the number of years the father has lived in the U.S. if he was born outside of the country. It is derived from the parent interview.				
Specification:	Create a variable for years in U.S. if born elsewhere for dad, labeled P1FYrsUS, using item P1K14. Create categories 1) 5 years or fewer, 2) 6 to 10 years, 3) More than 10 years. Create for cases where P1FBrnUS = 0.				
	If 0 <= P1K14 <=5, then P1FYrsUS = 1 (5 years or fewer). If 6 <= P1K14 <=10, then P1FYrsUS = 2 (6 to 10 years). If P1K14 > 10, then P1FYrsUS = 3 (More than 10 years). If P1K14 = D or R, then P1FYrsUS = .M.				
P1MBrnUS	Mother was born in the U.S.			Binary (0/1)	
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011	<input type="checkbox"/> Spring 2012
Description:	This variable identifies whether the child's mother was born in the U.S. It is derived from the parent interview.				
Specification:	Create a variable for whether mom was born in the U.S., labeled P1MBrnUS, using item P1J13. Create categories 1) Born in US, 0) Not Born in US.				
	If P1J13 = 059, then P1MBrnUS = 1 (Born in US). If P1J13 > 059, then P1MBrnUS = 0 (Not Born in US). If P1J13 = D or R, then P1MBrnUS = .M.				
P1MOrign	Country/area of birth for mom if born elsewhere			Categorical (integer)	
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011	<input type="checkbox"/> Spring 2012
Description:	This variable identifies the country or area of birth for the child's mother if she was born outside of the U.S. It is derived from the parent interview.				
Specification:	Create a variable for country/area of birth for mom if born elsewhere, labeled P1MOrign, using item P1J13. Create categories 1) Mexico, 2) Central America, 3) South America, 4) Caribbean, 5) Africa, 6) Asia, 7) Other.				
	If P1J13 = 303, then P1MOrign = 1 (Mexico). If 310 <= P1J13 <=316, then P1MOrign = 2 (Central America). If 360 <= P1J13 <=374, then P1MOrign = 3 (South America). If 323 <= P1J13 <=341 or P1J13 = 078, then P1MOrign = 4 (Caribbean). If 400 <= P1J13 <=462, then P1MOrign = 5 (Africa). If 200 <= P1J13 <=249, then P1MOrign = 6 (Asia). If P1J13 = 066, 103-166, 301, or 600 then P1MOrign = 7 (Other). If P1J13 = D or R, then P1MOrign = .M.				
P1MYrsUS	Years in U.S. if born elsewhere for mom			Categorical (integer)	
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input type="checkbox"/> Spring 2011	<input type="checkbox"/> Spring 2012
Description:	This variable identifies the number of years the mother has lived in the U.S. if she was born outside of the country. It is derived from the parent interview.				
Specification:	Create a variable for years in U.S. if born elsewhere for mom, labeled P1MYrsUS, using item P1J14. Create categories 1) <=5 years, 2) 6 to 10 years, 3) > 10 years. Create for cases where P1MBrnUS = 0.				
	If 0 <= P1J14 <=5, then P1MYrsUS = 1. If 6 <= P1J14 <=10, then P1MYrsUS = 2. If P1J14 > 10, then P1MYrsUS = 3. If P1J14 = D or R, then P1MYrsUS = .M.				

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
P1PBrnUS	Both child's parents born in the U.S.	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether one or both of the child's parents was born outside of the U.S. It is derived from the parent interview.	
Specification:	Create a variable for whether both of the child's parents were born in the U.S., labeled P1PBrnUS, using the variables you constructed earlier - P1MBrnUS and P1FBrnUS. Create categories 1) Both Parents Born in US, 2) One Parent Born Outside US, 3) Both parents Born Outside US.	
	If P1MBrnUS = 1 and P1FBrnUS = 1, then P1PBrnUS = 1 (Both Parents Born in US). If P1MBrnUS = 0 or P1FBrnUS = 0, then P1PBrnUS = 2 (One Parent Born Outside US).	
	If P1MBrnUS = 0 and P1FBrnUS = 0, then P1PBrnUS = 3 (Both parents Born Outside US).	
	If P1MBrnUS or P1FBrnUS = .M, then P1PBrnUS = .M.	
PnCAUTSM	Child Autism or Pervasive Developmental Delay	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having autism or a pervasive developmental delay (PDD).	
Specification:	If PnP17 = 1 and PnP18 = 1 and PnP19_3 = 3, then TEMPD = 1 (Yes). If PnP17 = 1 and PnP18 = 1 and PnP19_3 = 0, then TEMPD = 0 (No). If PnP17 = 1 and PnP18 = 0 and PnP19_3 = S, then TEMPD = 0 (No). If PnP17 = 0 and PnP18 = S and PnP19_3 = S, then TEMPD = 0 (No). If PnP17 = 1 and PnP18 = 1 and PnP19_3 = D or R, then TEMPD = M. If PnP17 = 1 and PnP18 = D or R and PnP19_3 = D or R, then TEMPD = M. If PnP17 = D or R and PnP18 = D or R and PnP19_3 = D or R, then TEMPD = M. If PnP17, PnP18, or PnP19_3 = ".", then TEMPD = "."	
	If PnP27 = 1 and PnP28 = 1 and PnP29_3 = 3, then TEMPE = 1 (Yes). If PnP27 = 1 and PnP28 = 1 and PnP29_3 = 0, then TEMPE = 0 (No). If PnP27 = 1 and PnP28 = 0 and PnP29_3 = S, then TEMPE = 0 (No). If PnP27 = 0 and PnP28 = S and PnP29_3 = S, then TEMPE = 0 (No). If PnP27 = D or R and PnP28 = D or R and PnP29_3 = D or R, then TEMPE = M. If PnP27 = 1 and PnP28 = 1 and PnP29_3 = D or R, then TEMPE = M. If PnP27 = 1 and PnP28 = D or R and PnP29_3 = D or R, then TEMPE = M. If PnP27, PnP28, or PnP29_3 = ".", then TEMPE = "."	
	If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_5 = 5, then TEMPF = 1 (Yes). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_5 = 0, then TEMPF = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_5 = S, then TEMPF = 0 (No). If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_5 = S, then TEMPF = 0 (No). If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_5 = S, then TEMPF = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_5 = D or R, then TEMPF = M. If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_5 = D or R, then TEMPF = M. If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_5 = D or R, then TEMPF = M. If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_5 = D or R, then TEMPF = M. If PnP30, PnP31, PnP32, or PnP33_5 = ".", then TEMPF = "."	
	If TEMPD, TEMPE, or TEMPF = 1, then PnCAUTSM = 1 (Yes). If TEMPD, TEMPE, and TEMPF = 0, then PnCAUTSM = 0 (No).	
	If TEMPD = 0 or M and TEMPE = M and TEMPF = 0 or M, then PnCAUTSM = M. If TEMPD = 0 or M and TEMPE = 0 or M and TEMPF = M, then PnCAUTSM = M. If TEMPD = M and TEMPE = 0 or M and TEMPF = 0 or M, then PnCAUTSM = M. If TEMPD, TEMPE or TEMPF = ".", then PnCAUTSM = "."	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
PnCEMOTN	Child Emotional/Behavioral Disability	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having an emotional/behavioral disability.	
Specification:	<p>If PnP17 = 1 and PnP18 = 1 and PnP19_2 = 2, then TEMPJ = 1 (Yes). If PnP17 = 1 and PnP18 = 1 and PnP19_2 = 0, then TEMPJ = 0 (No). If PnP17 = 1 and PnP18 = 0 and PnP19_2 = S, then TEMPJ = 0 (No). If PnP17 = 0 and PnP18 = S and PnP19_2 = S, then TEMPJ = 0 (No). If PnP17 = 1 and PnP18 = 1 and PnP19_2 = D or R, then TEMPJ = M. If PnP17 = 1 and PnP18 = D or R and PnP19_2 = D or R, then TEMPJ = M. If PnP17 = D or R and PnP18 = D or R and PnP19_2 = D or R, then TEMPJ = M. If PnP17, PnP18, or PnP19_2 = ".", then TEMPJ = "."</p> <p>If PnP27 = 1 and PnP28 = 1 and PnP29_5 = 5, then TEMPK = 1 (Yes). If PnP27 = 1 and PnP28 = 1 and PnP29_5 = 0, then TEMPK = 0 (No). If PnP27 = 1 and PnP28 = 0 and PnP29_5 = S, then TEMPK = 0 (No). If PnP27 = 0 and PnP28 = S and PnP29_5 = S, then TEMPK = 0 (No). If PnP27 = 1 and PnP28 = 1 and PnP29_5 = D or R, then TEMPK = M. If PnP27 = 1 and PnP28 = D or R and PnP29_5 = D or R, then TEMPK = M. If PnP27 = D or R and PnP28 = D or R and PnP29_5 = D or R, then TEMPK = M. If PnP27, PnP28, or PnP29_5 = ".", then TEMPK = "."</p> <p>If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_7 = 7, then TEMPL = 1 (Yes). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_7 = 0, then TEMPL = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_7 = S, then TEMPL = 0 (No). If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_7 = S, then TEMPL = 0 (No). If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_7 = S, then TEMPL = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_7 = D or R, then TEMPL = M. If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_7 = D or R, then TEMPL = M. If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_7 = D or R, then TEMPL = M. If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_7 = D or R, then TEMPL = M. If PnP30, PnP31, PnP32, or PnP33_7 = ".", then TEMPL = "."</p> <p>If PnP20 = 1 and PnP21 = 1 and PnP22_1 = 1, then TEMPS = 1 (Yes). If PnP20 = 1 and PnP21 = 1 and PnP22_1 = 0, then TEMPS = 0 (No). If PnP20 = 1 and PnP21 = 0 and PnP22_1 = S, then TEMPS = 0 (No). If PnP20 = 0 and PnP21 = S and PnP22_1 = S, then TEMPS = 0 (No). If PnP20 = 1 and PnP21 = 1 and PnP22_1 = D or R, then TEMPS = M. If PnP20 = 1 and PnP21 = D or R and PnP22_1 = D or R, then TEMPS = M. If PnP20 = D or R and PnP21 = D or R and PnP22_1 = D or R, then TEMPS = M. If PnP20, PnP21, or PnP22_1 = ".", then TEMPS = "."</p> <p>If PnP20 = 1 and PnP21 = 1 and PnP22_2 = 2, then TEMPT = 1 (Yes). If PnP20 = 1 and PnP21 = 1 and PnP22_2 = 0, then TEMPT = 0 (No). If PnP20 = 1 and PnP21 = 0 and PnP22_2 = S, then TEMPT = 0 (No). If PnP20 = 0 and PnP21 = S and PnP22_2 = S, then TEMPT = 0 (No). If PnP20 = 1 and PnP21 = 1 and PnP22_2 = D or R, then TEMPT = M. If PnP20 = 1 and PnP21 = D or R and PnP22_2 = D or R, then TEMPT = M. If PnP20 = D or R and PnP21 = D or R and PnP22_2 = D or R, then TEMPT = M. If PnP20, PnP21, or PnP22_2 = ".", then TEMPS = "."</p> <p>If any TEMP variables = 1 (Yes), then PnCEMOTN = 1 (Yes). If all TEMP variables = 0 (No), then PnCEMOTN = 0 (No). If any combination of TEMP variables = 0 (No) and M, then PnCEMOTN = M. If any TEMP variables = ".", then PnCEMOTN = "."</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Child and family characteristics			
PnCHDISB	Child Disability Status		Binary (0/1)
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	As reported by parents, this composite identifies whether the child has any diagnosed disability or impairment.		
Specification:	Use the constructed impairment/disability variables.		
	If any constructed disability variables = 1 (Yes), then PnCHDISB = 1 (Child has Disability). If all constructed disability variables = 0 (No), then PnCHDISB = 0 (Child does not have Disability).		
	If any combination of constructed disability variables = 0 (No) and M, then PnCHDISB = M. If any constructed disability variables = ".", then PnCHDISB = "."		
PnCMULIM	Child Multiple Impairment		Binary (0/1)
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This composite identifies whether the child has more than one diagnosed disability or impairment, as reported by parents.		
Specification:	Using the disability variables: PnCSPLNG, PnCAUTSM, PnCRETRD, PnCEMOTN, PnCTRBRI, PnCSNSRY, and PnCORTHO		
	For cases where all constructed variables have a valid value: If all constructed disability variables = 1 (Yes) or 0 (No) and the sum of these constructed variables is > 1, then PnCMULIM = 1 (Yes).		
	If all constructed disability variables = 1 (Yes) or 0 (No) and the sum of these constructed variables = 1, then PnCMULIM = 0 (No).		
	If all constructed disability variables = 1 (Yes) or 0 (No) and the sum of these constructed variables = 0, then PnCMULIM = 0 (No).		
	For cases where at least one constructed variable does not have a valid value: If one or more constructed disability variables is outside range 0 - 1 (i.e., M) and the sum of all of the constructed disability variables > 1, then PnCMULIM = 1 (Yes).		
	If one constructed disability variable is outside range 0 - 1 (i.e., M) and the sum of all of the constructed disability variables = 0, then PnCMULIM = 0 (No).		
	If one constructed disability variable is outside range 0 - 1 (i.e., M) and the sum of all of the constructed disability variables = 1, then PnCMULIM = M.		
	If more than one constructed disability variable is outside range 0 - 1 (i.e., M) and the sum of all of the constructed disability variables = 0 or 1, then PnCMULIM = M.		
	If all constructed disability variables are outside range 0 - 1 (i.e., M), then PnCMULIM = M.		
	If any constructed disability variables = ".", then PnCMULIM = "."		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
PnCORTHO	Child Orthopedic Impairment	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having cerebral palsy or another physical condition affecting the child's use of arms or legs.	
Specification:	<p> If PnP23 = 1 and PnP24 = 1 and PnP25_1, then TEMPQ = 1 (Yes). If PnP23 = 1 and PnP24 = 1 and PnP25_1 = 0, then TEMPQ = 0 (No). If PnP23 = 1 and PnP24 = 0 and PnP25_1 = S, then TEMPQ = 0 (No). If PnP23 = 0 and PnP24 = S and PnP25_1 = S, then TEMPQ = 0 (No). If PnP23 = 1 and PnP24 = 1 and PnP25_1 = D or R, then TEMPQ = M. If PnP23 = 1 and PnP24 = D or R and PnP25_1 = D or R, then TEMPQ = M. If PnP23 = D or R and PnP24 = D or R and PnP25_1 = D or R, then TEMPQ = M. If PnP23, PnP24, or PnP25_1 = "." then TEMPQ = "." </p> <p> If PnP23 = 1 and PnP24 = 1 and PnP25_3 = 3, then TEMPR = 1 (Yes). If PnP23 = 1 and PnP24 = 1 and PnP25_3 = 0, then TEMPR = 0 (No). If PnP23 = 1 and PnP24 = 0 and PnP25_3 = S, then TEMPR = 0 (No). If PnP23 = 0 and PnP24 = S and PnP25_3 = S, then TEMPR = 0 (No). If PnP23 = 1 and PnP24 = 1 and PnP25_3 = D or R, then TEMPR = M. If PnP23 = 1 and PnP24 = D or R and PnP25_3 = D or R, then TEMPR = M. If PnP23 = D or R and PnP24 = D or R and PnP25_3 = D or R, then TEMPR = M. If PnP23, PnP24, or PnP25_3 = "." then TEMPR = "." </p> <p> If TEMPQ or TEMPR = 1, then PnCORTHO = 1 (Yes). If TEMPQ and TEMPR = 0, then PnCORTHO = 0 (No). If TEMPQ = 0 or M and TEMPR = M, then PnCORTHO = M. If TEMPQ = M and TEMPR = 0 or M, then PnCORTHO = M. If TEMPQ or TEMPR = ".", then PnCORTHO = "." </p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
PnCRETRD	Child Intellectual Disability or Cognitive Impairment	Binary (0/1)
	<input type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having an intellectual disability or cognitive impairment.	
Specification:	First, create 3 temporary variables, TEMPG, TEMPH, and TEMPI.	
	<p>If PnP17 = 1 and PnP18 = 1 and PnP19_1 = 1, then TEMPG = 1 (Yes). If PnP17 = 1 and PnP18 = 1 and PnP19_1 = 0, then TEMPG = 0 (No). If PnP17 = 1 and PnP18 = 0 and PnP19_1 = S, then TEMPG = 0 (No). If PnP17 = 0 and PnP18 = S and PnP19_1 = S, then TEMPG = 0 (No). If PnP17 = D or R and PnP18 = D or R and PnP19_1 = D or R, then TEMPG = M. If PnP17 = 1 and PnP18 = 1 and PnP19_1 = D or R, then TEMPG = M. If PnP17 = 1 and PnP18 = D or R and PnP19_1 = D or R, then TEMPG = M. If PnP17, PnP18, or PnP19_1 = ".", then TEMPG = "."</p> <p>If PnP27 = 1 and PnP28 = 1 and PnP29_4 = 4, then TEMPH = 1 (Yes). If PnP27 = 1 and PnP28 = 1 and PnP29_4 = 0, then TEMPH = 0 (No). If PnP27 = 1 and PnP28 = 0 and PnP29_4 = S, then TEMPH = 0 (No). If PnP27 = 0 and PnP28 = S and PnP29_4 = S, then TEMPH = 0 (No). If PnP27 = 1 and PnP28 = 1 and PnP29_4 = D or R, then TEMPH = M. If PnP27 = 1 and PnP28 = D or R and PnP29_4 = D or R, then TEMPH = M. If PnP27 = D or R and PnP28 = D or R and PnP29_4 = D or R, then TEMPH = M. If PnP27, PnP28, or PnP29_4 = ".", then TEMPH = "."</p> <p>If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_6 = 6, then TEMPI = 1 (Yes). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_6 = 0, then TEMPI = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_6 = S, then TEMPI = 0 (No). If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_6 = S, then TEMPI = 0 (No). If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_6 = S, then TEMPI = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_6 = D or R, then TEMPI = M. If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_6 = D or R, then TEMPI = M. If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_6 = D or R, then TEMPI = M. If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_6 = D or R, then TEMPI = M. If PnP30, PnP31, PnP32, or PnP33_6 = ".", then TEMPI = "."</p> <p>If TEMPG, TEMPH, or TEMPI = 1, then PnCRETRD = 1 (Yes). If TEMPG, TEMPH, and TEMPI = 0, then PnCRETRD = 0 (No).</p> <p>If TEMPG = 0 or M and TEMPH = M and TEMPI = 0 or M, then PnCRETRD = M. If TEMPG = 0 or M and TEMPH = 0 or M and TEMPI = M, then PnCRETRD = M. If TEMPG = M and TEMPH = 0 or M and TEMPI = 0 or M, then PnCRETRD = M. If TEMPG, TEMPH or TEMPI = ".", then PnCRETRD = "."</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
PnCSNSRY	Child Sensory Impairment	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as deaf (not improved by a hearing aide or cochlear implant), hearing impaired/hard of hearing, blind, or visually impaired (not corrected with glasses or contact lenses).	
Specification:	<p>If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_3 = 3, then TEMPM = 1 (Yes). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_3 = 0, then TEMPM = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_3 = S, then TEMPM = 0 (No). If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_3 = S, then TEMPM = 0 (No). If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_3 = S, then TEMPM = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = n and PnP33_3 = D or R, then TEMPM = M. If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_3 = D or R, then TEMPM = M. If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_3 = D or R, then TEMPM = M. If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_3 = D or R, then TEMPM = M. If PnP30, PnP31, PnP32, or PnP33_3 = ".", then TEMPM = "."</p> <p>If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_2 = 2, then TEMPN = 1 (Yes). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_2 = 0, then TEMPN = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_2 = S, then TEMPN = 0 (No). If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_2 = S, then TEMPN = 0 (No). If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_2 = S, then TEMPN = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_2 = D or R, then TEMPN = M. If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_2 = D or R, then TEMPN = M. If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_2 = D or R, then TEMPN = M. If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_2 = D or R, then TEMPN = M. If PnP30, PnP31, PnP32, or PnP33_2 = "." then TEMPN = "."</p> <p>If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39_3 = 3, then TEMPO = 1 (Yes). If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39_3 = 0, then TEMPO = 0 (No). If PnP36 = 1 and PnP37 = 1 and PnP38 = 0 and PnP39_3 = S, then TEMPO = 0 (No). If PnP36 = 1 and PnP37 = 0 and PnP38 = S and PnP39_3 = S, then TEMPO = 0 (No). If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39_3 = D or R, then TEMPO = M. If PnP36 = 1 and PnP37 = 1 and PnP38 = D or R and PnP39_3 = D or R, then TEMPO = M. If PnP36 = 1 and PnP37 = D or R and PnP38 = D or R and PnP39_3 = D or R, then TEMPO = M. If PnP36 = D or R and PnP37 = D or R and PnP38 = D or R and PnP39_3 = D or R, then TEMPO = M. If PnP36, PnP37, PnP38, or PnP39_3 = "." then TEMPO = "."</p> <p>If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39a = 1 and PnP39b = 3, then TEMPP = 1 (Yes). If PnP36 = 0 and PnP37 = S and PnP38 = S and PnP39a = S and PnP39b = S, then TEMPP = 0 (No). If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39a = 1 and PnP39b = 1 or 2, then TEMPP = 0 (No). If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39a = 0 and PnP39b = S, then TEMPP = 0 (No). If PnP36 = 1 and PnP37 = 1 and PnP38 = 0 and PnP39a = S and PnP39b = S, then TEMPP = 0 (No). If PnP36 = 1 and PnP37 = 0 and PnP38 = S and PnP39a = S and PnP39b = S, then TEMPP = 0 (No). If PnP36 = D or R and PnP37 = D or R and PnP38 = D or R and PnP39a = D or R and PnP39b = D or R, then TEMPP = M. If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 or R and PnP39a = 1 and PnP39b = D or R, then TEMPP = M. If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39a = D or R and PnP39b = D or R, then TEMPP = M. If PnP36 = 1 and PnP37 = 1 and PnP38 = D or R and PnP39a = D or R and PnP39b = D or R, then TEMPP = M. If PnP36 = 1 and PnP37 = D or R and PnP38 = D or R and PnP39a = D or R and PnP39b = D or R, then TEMPP = M. If PnP36, PnP37, PnP38, PnP39a, or PnP39b = "." then TEMPP = "."</p> <p>If P3P27 = 1 and P3P28 = 1 and P3P29_8 = 8, then TEMPU = 1 (Yes). If P3P27 = 1 and P3P28 = 1 and P3P29_8 = 0, then TEMPU = 0 (No). If P3P27 = 1 and P3P28 = 0 and P3P29_8 = S, then TEMPU = 0 (No). If P3P27 = 0 and P3P28 = S and P3P29_8 = S, then TEMPU = 0 (No). If P3P27 = 1 and P3P28 = 1 and P3P29_8 = D or R, then TEMPU = M. If P3P27 = 1 and P3P28 = D or R and P3P29_8 = D or R, then TEMPU = M. If P3P27 = D or R and P3P28 = D or R and P3P29_8 = D or R, then TEMPU = M. If P3P27, P3P28, or P3P29_8 = "." then TEMPU = "."</p> <p>If any TEMP variables = 1 (Yes), then PnCSNSRY = 1 (Yes). If all TEMP variables = 0 (No), then PnCSNSRY = 0 (No). If any combination of TEMP variables = 0 (No) and M, then PnCSNSRY = M.</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
If any TEMP variables = "." then PnCSNSRY = "."		
PnCSPLNG	Child Speech or Language Impairment	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having a speech or language impairment.	
Specification:	<p>If PnP27 = 1 and PnP28 = 1 and PnP29_1 = 1, then TEMPA = 1 (Yes). If PnP27 = 1 and PnP28 = 1 and PnP29_1 = 0, then TEMPA = 0 (No). If PnP27 = 1 and PnP28 = 0 and PnP29_1 = S, then TEMPA = 0 (No). If PnP27 = 0 and PnP28 = S and PnP29_1 = S, then TEMPA = 0 (No). If PnP27 = 1 and PnP28 = 1 and PnP29_1 = D or R, then TEMPA = M. If PnP27 = 1 and PnP28 = D or R and PnP29_1 = D or R, then TEMPA = M. If PnP27 = D or R and PnP28 = D or R and PnP29_1 = D or R, then TEMPA = M. If PnP27, PnP28, or PnP29_1 = "." then TEMPA = "."</p> <p>If PnP27 = 1 and PnP28 = 1 and PnP29_2 = 2, then TEMPB = 1 (Yes). If PnP27 = 1 and PnP28 = 1 and PnP29_2 = 0, then TEMPB = 0 (No). If PnP27 = 0 and PnP28 = 0 and PnP29_2 = S, then TEMPB = 0 (No). If PnP27 = 0 and PnP28 = S and PnP29_2 = S, then TEMPB = 0 (No). If PnP27 = 1 and PnP28 = 1 and PnP29_2 = D or R, then TEMPB = M. If PnP27 = 1 and PnP28 = D or R and PnP29_2 = D or R, then TEMPB = M. If PnP27 = D or R and PnP28 = D or R and PnP29_2 = D or R, then TEMPB = M. If PnP27, PnP28, or PnP29_2 = "." then TEMPB = "."</p> <p>If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_4 = 4, then TEMPC = 1 (Yes). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_4 = 0, then TEMPC = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_4 = S, then TEMPC = 0 (No). If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_4 = S, then TEMPC = 0 (No). If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_4 = S, then TEMPC = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_4 = D or R, then TEMPC = M. If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_4 = D or R, then TEMPC = M. If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_4 = D or R, then TEMPC = M. If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_4 = D or R, then TEMPC = M. If PnP30, PnP31, PnP32, or PnP33_4 = "." then TEMPC = "."</p> <p>If Pnp17 = 1 and Pnp18 = 1 and Pnp19_7 = 7, then TEMPD = 1 (Yes). If Pnp17 = 1 and Pnp18 = 1 and Pnp19_7 = 0, then TEMPD = 0 (No). If Pnp17 = 1 and Pnp18 = 0 and Pnp19_7 = S, then TEMPD = 0 (No). If Pnp17 = 0 and Pnp18 = S and Pnp19_7 = S, then TEMPD = 0 (No). If Pnp17 = 1 and Pnp18 = 1 and Pnp19_7 = D or R, then TEMPD = M. If Pnp17 = 1 and Pnp18 = D or R and Pnp19_7 = D or R, then TEMPD = M. If Pnp17 = D or R and Pnp18 = D or R and Pnp19_7 = D or R, then TEMPD = M. If Pnp17, Pnp18, or Pnp19_7 = "." then TEMPD = "."</p> <p>If TEMPA, TEMPB, TEMPC, or TEMPD = 1, then PnCSPLNG = 1 (Yes). If TEMPA, TEMPB, TEMPC, and TEMPD = 0, then PnCSPLNG = 0 (No). If TEMPA = 0 or M and TEMPB = M and TEMPC = 0 or M and TEMPD = 0 or M, then PnCSPLNG = M. If TEMPA = 0 or M and TEMPB = 0 or M and TEMPC = M and TEMPD = 0 or M, then PnCSPLNG = M. If TEMPA = M and TEMPB = 0 or M and TEMPC = 0 or M and TEMPD = 0 or M, then PnCSPLNG = M. If TEMPA = 0 or M and TEMPB = 0 or M and TEMPC = 0 or M and TEMPD = M, then PnCSPLNG = M. If TEMPA, TEMPB, TEMPC, or TEMPD = ".", then PnCSPLNG = "."</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
PnCTRBRI	Child Traumatic Brain Injury	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having a traumatic brain injury.	
Specification:	<p>If PnP17 = 1 and PnP18 = 1 and PnP19_4 = 4, then PnCTRBRI = 1 (Yes). If PnP17 = 1 and PnP18 = 1 and PnP19_4 = 0, then PnCTRBRI = 0 (No). If PnP17 = 1 and PnP18 = 0 and PnP19_4 = S, then PnCTRBRI = 0 (No). If PnP17 = 0 and PnP18 = S and PnP19_4 = S, then PnCTRBRI = 0 (No).</p> <p>If PnP17 = 1 and PnP18 = 1 and PnP19_4 = D or R, then PnCTRBRI = M. If PnP17 = 1 and PnP18 = D or R and PnP19_4 = D or R, then PnCTRBRI = M. If PnP17 = D or R and PnP18 = D or R and PnP19_4 = D or R, then PnCTRBRI = M. If PnP17, PnP18, or PnP19_4 = "." then PnCTRBRI = "."</p>	
PnDADEMP	Father's Employment Status	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies the work status of the father in the household (i.e., working full-time, working part-time, looking for work, or not in labor force).	
Specification:	<p>Only construct PnDADEMP if the father is in the household. So construct if Pn05_xx=2 or SC9=12 or 14 or SC9v1 = 12 or 14 or SC9v2 = 12 or 14. Else, set to missing (.M if source data present, "." if no source data present).</p> <p>If PnK17 = 1 and PnK21 > 35, then PnDADEMP = 1 (Working Full-time). If PnK17 = 0 and PnK18 = 1 and PnK21 > 35, then PnDADEMP = 1 (Working Full-time). If PnK17 = 1 and PnK21 < 35, then PnDADEMP = 2 (Working Part-time). If PnK17 = 0 and PnK18 = 1 and PnK21 < 35, then PnDADEMP = 2 (Working Part-time). If PnK17 = 0 and PnK18 = 0 and PnK19 = 1, then PnDADEMP = 3 (Looking for Work). If PnK17 = 2 or 3, then PnDADEMP = 4 (Not in Labor Force). If PnK17 = 0 and PnK18 = 0 and PnK19 = 0, then PnDADEMP = 4 (Not in Labor Force).</p> <p>If PnK17 = 1 and PnK21 = D or R, then PnDADEMP = M. If PnK17 = 0 and PnK18 = 0, D, or R and PnK19 = D or R, then PnDADEMP = M. If PnK17 = D or R, then PnDADEMP = M. If PnK17 = S, then PnDADEMP = N. If PnK17, PnK18, PnK19, or PnK21 = "." then PnDADEMP = "."</p>	
PnECRISK	Family Economic Risk	Continuous
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This composite is an index of the number of economic risks experienced by the family, including single parenthood (PnFMSTRC), low maternal education (PnMOMED), and household poverty (PnPOVRTY). Scores on the index range from 0 to 3.	
Specification:	<p>If PnFMSTRC = 2 (Biological Mother Only) or 3 (Biological Father Only), then SINGLE = 1 (Single-parent household). If PnFMSTRC = 1, 4, 5, 6, 7, or 8, then SINGLE = 0 (Not a single-parent household). If PnFMSTRC = M, then SINGLE = M. If PnFMSTRC = ".", then SINGLE = "."</p> <p>If PnMOMED = 1 (Less than High School Diploma), then LOMOMED = 1 (Mother Does Not Have HS Diploma). If PnMOMED = 2, 3, or 4, then LOMOMED = 0 (Mother Has HS Diploma). If PnMOMED = M, then LOMOMED = M. If PnMOMED = ".", then LOMOMED = "."</p> <p>If SINGLE, PnPOVRTY, and LOMOMED do not equal "M" or ".", then PnECRISK = SINGLE + PnPOVRTY + LOMOMED.</p> <p>If SINGLE, PnPOVRTY, or LOMOMED = M, then PnECRISK = M.</p> <p>If SINGLE, PnPOVRTY, or LOMOMED = ".", then PnECRISK = "."</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
PnFMSTRC	Family Structure	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	<p>This variable identifies and classifies the types of parents who reside in the child's household. Parents are classified based on their relationship to the child. Categories include 1) Biological Mother and Biological Father, 2) Biological Mother Only, 3) Biological Father Only, 4) Non-biological Mother and Non-biological Father, 5) Non-biological Mother and Biological Father, 6) Biological Mother and Non-biological Father, 7) Biological Grandparent(s), and 8) Other. Any family structure that does not include the presence of biological parents, step parents, or biological grandparents is classified as "Other."</p>	
Specification:	<p>Fall 2009:</p> <p>As a first step, calculate two dichotomous variables (1=Yes, 0 = No) identifying whether the biological mother and biological father are in the household. Label these variables BIOMOM and BIODAD, respectively. Use values on these variables to categorize cases for the P1FMSTRC variable.</p> <p>If P1SC9 = 11 or P1B05_XX = 01, then BIOMOM = 1 (Yes). If P1SC9 does not = 11 and P1B05_XX does not = 01, then BIOMOM = 0 (No). If P1SC9 = 12 or P1B05_XX = 02, then BIODAD = 1 (Yes). If P1SC9 does not = 12 and P1B05_XX does not = 02, then BIODAD = 0 (No). If P1SC9 = "." and P1B05_XX = ".", then BIOMOM and BIODAD = "."</p> <p>Now use the values for BIOMOM and BIODAD to calculate P1FMSTRC.</p> <p>If BIOMOM = 1 (Yes) and BIODAD = 1 (Yes), then P1FMSTRC = 1 (Biological Mother and Biological Father).</p> <p>If BIOMOM = 1 (Yes) and BIODAD = 0 (No), then P1FMSTRC = 2 (Biological Mother Only).</p> <p>If BIOMOM = 0 (No) and BIODAD = 1 (Yes), then P1FMSTRC = 3 (Biological Father Only).</p> <p>If BIOMOM = 0 (No) and BIODAD = 0 (No) and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 03 and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 04 then P1FMSTRC = 4 (Non-biological Mother and Non-biological Father).</p> <p>If BIOMOM = 0 (No) and BIODAD = 1 (Yes) and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 03, then P1FMSTRC = 5 (Non-biological Mother and Biological Father).</p> <p>If BIOMOM = 1 (Yes) and BIODAD = 0 (No) and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 04, then P1FMSTRC = 6 (Biological Mother and Non-biological Father).</p> <p>If BIOMOM = 0 (No) and BIODAD = 0 (No) and P1B05_01, P1B05_02, P1B05_03, P1B05_04, PnB05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 05 and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 06, then P1nFMSTRC = 7 (Biological Grandparent(s)).</p> <p>All ELSE then P1FMSTRC = 8 (Other).</p> <p>If BIOMOM or BIODAD = "." then P1FMSTRC = "."</p> <p>Spring 2010, 2011, 2012:</p> <p>As a first step, we will calculate two dichotomous variables (1=Yes, 0 = No) identifying whether the biological mother and biological father are in the household. Label these variables BIOMOM and BIODAD, respectively. We will also create similar indicators for whether a non-biological mother and/or a non-biological father are in the household, along with indicators for the presence of grandparents in the home. We will use values on these variables to categorize cases for the PnFMSTRC variable.</p> <p>If PnSC9 = 11 or (PnB05_xx = 01 and PnBHH_xx = 0 or 1), then BIOMOM = 1 (Yes). If PnSC9 ≠ 11 and PnB05_xx ≠ 01, then BIOMOM = 0 (No). If PnSC9 = 12 or (PnB05_xx = 02 and PnBHH_xx = 0 or 1), then BIODAD = 1 (Yes). If PnSC9 ≠ 12 and PnB05_xx ≠ 02, then BIODAD = 0 (No). If PnSC9 = "." and PnB05_xx = ".", then BIOMOM and BIODAD = "."</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Child and family characteristics				
				<p>If PnSC9 = 15 or (PnB05_xx = 03 and PnBHH_01 = 0 or 1), then NONMOM = 1 (Yes). If PnSC9 ≠ 15 and PnB05_xx ≠ 03, then NONMOM = 0 (No). If PnSC9 = 16 or (PnB05_xx = 04 and PnBHH_xx = 0 or 1), then NONDAD = 1 (Yes). If PnSC9 ≠ 16 and PnB05_xx ≠ 04, then NONDAD = 0 (No). If PnSC9 = "." and PnB05_xx = ".", then NONMOM and NONDAD = "."</p> <p>If PnSC9 = 17 or (PnB05_xx = 05 and PnBHH_01 = 0 or 1), then GRDMOM = 1 (Yes). If PnSC9 ≠ 17 and PnB05_xx ≠ 05, then GRDMOM = 0 (No). If PnSC9 = 18 or (PnB05_xx = 06 and PnBHH_xx = 0 or 1), then GRDDAD = 1 (Yes). If PnSC9 ≠ 18 and PnB05_xx ≠ 06, then GRDDAD = 0 (No). If PnSC9 = "." and PnB05_xx = ".", then GRDMOM and GRDDAD = "."</p> <p>Now use the values for these indicators to calculate PnFMSTRC.</p> <p>If BIOMOM = 1 (Yes) and BIODAD = 1 (Yes), then PnFMSTRC = 1 (Biological Mother and Biological Father). If BIOMOM = 1 (Yes) and BIODAD = 0 (No), then PnFMSTRC = 2 (Biological Mother Only). If BIOMOM = 0 (No) and BIODAD = 1 (Yes), then PnFMSTRC = 3 (Biological Father Only). If BIOMOM = 0 (No) and BIODAD = 0 (No) and NONMOM = 1 (Yes) and NONDAD = 1 (Yes) then PnFMSTRC = 4 (Non-biological Mother and Non-biological Father). If BIOMOM = 0 (No) and BIODAD = 1 (Yes) and NONMOM = 1 (Yes), then PnFMSTRC = 5 (Non-biological Mother and Biological Father). If BIOMOM = 1 (Yes) and BIODAD = 0 (No) and NONDAD = 1(Yes), then PnFMSTRC = 6 (Biological Mother and Non-biological Father). If BIOMOM = 0 (No) and BIODAD = 0 (No) and GRDMOM = 1 (Yes) and GRDDAD = 1 (Yes), then PnFMSTRC = 7 (Biological Grandparent(s)). All ELSE then PnFMSTRC = 8 (Other).</p>
PnHHSIZE	Household Size			Continuous
				<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable identifies the total number of household members, as reported by parents.			
Specification:	Fall 2009: P1HHSIZE = the number of responses to item P1B05 (Note: As a check, assess whether P1HHSIZE equals the sum of items P1B01 and P1B02). This was not always the case. If P1B05 = D, R, or M, then P1HHSIZE = M. If P1B05 = ".", then P1HHSIZE = "." Spring 2010, 2011, 2012: PnHHSIZE EQ PnHHCnt			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Child and family characteristics				
PnINCIMP	Annual Household Income Imputed			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	The PnINCOME composite could not be constructed for a portion of the sample across waves (e.g., 20% in fall 2009, 28% in spring 2010, 23% in spring 2011, 21% in spring 2012) due to out of range or missing values on key items. As a result, values for the continuous temporary variable CINCOME (upon which the categorical PnINCOME variable is based on) were imputed. This flag identifies those cases for which household income has been imputed in fall 2009, spring 2010, and spring 2011.			
Specification:	The annual household income composite could not be constructed for a portion of the sample (20% in fall 2009, 28% in spring 2010, 23% in spring 2011, 21% in spring 2012) due to out of range or missing values on key items. For these cases, a continuous income variable was imputed using prior round data, which was in turn used to construct the categorical composite PnINCOME. Cases using imputed values were flagged (PnINCIMP; 1 = Imputed, 0 = Not Imputed).			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Child and family characteristics				
PnINCOME	Household Income			Categorical (integer)
		<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable is a categorical variable reflecting annual income for the household as a whole. Categories range from 1) \$5,000 or less to 11) More than \$75,000.			
Specification:	Create categories for PnINCOME: 1) \$5,000 or less, 2) \$5,001 to \$10,000, 3) \$10,001 to \$15,000, 4) \$15,001 to \$20,000, 5) \$20,001 to 25,000, 6) \$25,001 to \$30,000, 7) \$30,001 to \$35,000, 8) \$35,001 to \$40,000, 9) \$40,001 to \$50,000, 10) \$50,001 to \$75,000, or 11) More than \$75,000.			
	As a first step, we calculate a continuous income variable labeled CINCOME. Use values on this variable to categorize cases for the PnINCOME variable.			
	<p>If PnM03per = 6, then CINCOME = PnM03amt. If PnM03per = 5, then CINCOME = PnM03amt * 12. If PnM03per = 4, then CINCOME = PnM03amt * 26. If PnM03per = 3, then CINCOME = PnM03amt * 52. If PnM03per = 2, then CINCOME = PnM03amt * 260. If PnM03per = 1 and PnJ21 = D or R, then CINCOME = PnM03amt * PnJ21 * 52. If PnM03per = D or R, then CINCOME = "."</p> <p>In spring 2010, If CINCOME cannot be calculated, use prior CINCOME scores (fall 2009) to fill.</p> <p>In spring 2011, If CINCOME cannot be calculated, use prior CINCOME scores (in the following order: spring 2010, fall 2009) to fill.</p> <p>In spring 2012, If CINCOME cannot be calculated, use prior CINCOME scores (in the following order: spring 2011, spring 2010, fall 2009) to fill.</p> <p>These values for CINCOME were then used to calculate PnINCOME.</p> <p>If CINCOME <= 5,000, then PnINCOME = 1 (\$5,000 or less). If CINCOME > 5,000 and <= 10,000, then PnINCOME = 2 (\$5,001 to \$10,000). If CINCOME > 10,000 and <= 15,000, then PnINCOME = 3 (\$10,001 to \$15,000). If CINCOME > 15,000 and <= 20,000, then PnINCOME = 4 (\$15,001 to \$20,000). If CINCOME > 20,000 and <= 25,000, then PnINCOME = 5 (\$20,001 to 25,000). If CINCOME > 25,000 and <= 30,000, then PnINCOME = 6 (\$25,001 to \$30,000). If CINCOME > 30,000 and <= 35,000, then PnINCOME = 7 (\$30,001 to \$35,000). If CINCOME > 35,000 and <= 40,000, then PnINCOME = 8 (\$35,001 to \$40,000). If CINCOME > 40,000 and <= 50,000, then PnINCOME = 9 (\$40,001 to \$50,000). If CINCOME > 50,000 and <= 75,000, then PnINCOME = 10 (\$50,001 to \$75,000). If CINCOME > 75,000, then PnINCOME = 11 (More than \$75,000).</p> <p>If CINCOME = "." and PnM04 = 1, then PnINCOME = PnM05. If CINCOME = "." and PnM04 = 2, then PnINCOME = PnM06. If CINCOME = "." and PnM04 = 1 and PnM05 = D or R, then PnINCOME = M. If CINCOME = "." and PnM04 = 2 and PnM06 = D or R, then PnINCOME = M. If CINCOME = "." and PnM04 = "." or PnM05 = "." or PnM06 = ".", then PnINCOME = "."</p>			
	Where the PnINCOME composite could not be constructed in due to out of range or missing values, values for CINCOME were imputed. This variable is accompanied by a flag that identifies cases whose values of CINCOME were imputed, PnINCIMP. Values of CINCOME were imputed only for fall 2009, spring 2010, and spring 2011 waves.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
PnMOMEMP	Mother's Employment Status	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies the work status of the mother in the household (i.e., working full-time, working part-time, looking for work, or not in labor force).	
Specification:	<p>If PnJ17 = 1 and PnJ21 > 35, then PnMOMEMP = 1 (Working Full-time). If PnJ17 = 0 and PnJ18 = 1 and PnJ21 > 35, then PnMOMEMP = 1 (Working Full-time). If PnJ17 = 1 and PnJ21 < 35, then PnMOMEMP = 2 (Working Part-time). If PnJ17 = 0 and PnJ18 = 1 and PnJ21 < 35, then PnMOMEMP = 2 (Working Part-time). If PnJ17 = 0 and PnJ18 = 0 and PnJ19 = 1, then PnMOMEMP = 3 (Looking for Work). If PnJ17 = 2 or 3, then PnMOMEMP = 4 (Not in Labor Force). If PnJ17 = 0 and PnJ18 = 0 and PnJ19 = 0, then PnMOMEMP = 4 (Not in Labor Force).</p> <p>If PnJ17 = 1 and PnJ21 = D or R, then PnMOMEMP = M. If PnJ17 = 0 and PnJ18 = 0, D, or R and PnJ19 = D or R, then PnMOMEMP = M. If PnJ17 = D or R, then PnMOMEMP = M. If PnJ17 = S, then PnMOMEMP = N. If PnJ17, PnJ18, PnJ19, or PnJ21 = "." then PnMOMEMP = "."</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType

Child and family characteristics

PnPOVRTO	Ratio of Income to Poverty Threshold	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010
	<input checked="" type="checkbox"/> Spring 2011	<input checked="" type="checkbox"/> Spring 2012
Description:	This variable is an indicator that uses household size and household income to reflect how far below or above the federal poverty threshold the household's income falls. Categories include less than 50%, between 50-100%, between 100-130%, between 130-185%, between 185-200%, and at or above 200% of the poverty threshold.	
Specification:	Fall 2009 (based on 2008 poverty thresholds):	
	<p>If P1HHSIZE = 2 and CINCOME < 7,025.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold). If P1HHSIZE = 3 and CINCOME < 8,581.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold). If P1HHSIZE = 4 and CINCOME < 11,012.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold). If P1HHSIZE = 5 and CINCOME < 13,024.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold). If P1HHSIZE = 6 and CINCOME < 14,728, then P1POVRTO = 1 (below 50% of the Poverty Threshold). If P1HHSIZE = 7 and CINCOME < 16,764.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold). If P1HHSIZE = 8 and CINCOME < 18,610, then P1POVRTO = 1 (below 50% of the Poverty Threshold). If P1HHSIZE > 9 and CINCOME < 22,173, then P1POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P1HHSIZE = 2 and CINCOME > 7,025.50 and < 14,051, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold). If P1HHSIZE = 3 and CINCOME > 8,581.50 and < 17,163, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold). If P1HHSIZE = 4 and CINCOME > 11,012.50 and < 22,025, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold). If P1HHSIZE = 5 and CINCOME > 13,024.50 and < 26,049, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold). If P1HHSIZE = 6 and CINCOME > 14,728 and < 29,456, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold). If P1HHSIZE = 7 and CINCOME > 16,764.50 and < 33,529, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold). If P1HHSIZE = 8 and CINCOME > 18,610 and < 37,220, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold). If P1HHSIZE > 9 and CINCOME > 22,173 and < 44,346, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P1HHSIZE = 2 and CINCOME > 14,051 and < 18,266.30, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold). If P1HHSIZE = 3 and CINCOME > 17,163 and < 22,311.90, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold). If P1HHSIZE = 4 and CINCOME > 22,025 and < 28,632.50, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold). If P1HHSIZE = 5 and CINCOME > 26,049 and < 33,863.70, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold). If P1HHSIZE = 6 and CINCOME > 29,456 and < 38,292.80, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold). If P1HHSIZE = 7 and CINCOME > 33,529 and < 43,587.70, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold). If P1HHSIZE = 8 and CINCOME > 37,220 and < 48,386, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold). If P1HHSIZE > 9 and CINCOME > 44,346 and < 57,649.80, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P1HHSIZE = 2 and CINCOME > 18,266.30 and < 25,994.35, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold). If P1HHSIZE = 3 and CINCOME > 22,311.90 and < 31,751.55, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold). If P1HHSIZE = 4 and CINCOME > 28,632.50 and < 40,746.25, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold). If P1HHSIZE = 5 and CINCOME > 33,863.70 and < 48,190.65, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold). If P1HHSIZE = 6 and CINCOME > 38,292.80 and < 54,493.60, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold). If P1HHSIZE = 7 and CINCOME > 43,587.70 and < 62,028.65, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold). If P1HHSIZE = 8 and CINCOME > 48,386 and < 68,857, then P1POVRTO = 4 (between 130% and 185% of the</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
	Poverty Threshold).	
	If P1HHSIZE > 9 and CINCOME > 57,649.80 and < 82,040.10, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P1HHSIZE = 2 and CINCOME > 25,994.35 and < 28,102, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P1HHSIZE = 3 and CINCOME > 31,751.55 and < 34,326, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P1HHSIZE = 4 and CINCOME > 40,746.25 and < 44,050, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P1HHSIZE = 5 and CINCOME > 48,190.65 and < 52,098, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P1HHSIZE = 6 and CINCOME > 54,493.60 and < 58,912, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P1HHSIZE = 7 and CINCOME > 62,028.65 and < 67,058, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P1HHSIZE = 8 and CINCOME > 68,857 and < 74,440, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P1HHSIZE > 9 and CINCOME > 82,040.10 and < 88,692, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P1HHSIZE = 2 and CINCOME > 28,102, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P1HHSIZE = 3 and CINCOME > 34,326, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P1HHSIZE = 4 and CINCOME > 44,050, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P1HHSIZE = 5 and CINCOME > 52,098, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P1HHSIZE = 6 and CINCOME > 58,912, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P1HHSIZE = 7 and CINCOME > 67,058, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P1HHSIZE = 8 and CINCOME > 74,440, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P1HHSIZE > 9 and CINCOME > 88,692, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P1HHSIZE = D, R, or M, then P1POVRTO = M.	
	If P1HHSIZE = ".", then P1POVRTO = ".".	
	If CINCOME = "." then use P1INCOME and P1HHSIZE to estimate values for P1POVRTO following the guidelines in Table 3:	
	- For example, if CINCOME = "." and P1HHSIZE = 2 and P1INCOME = 1, then P1POVRTO = 1 (50% of the Poverty Threshold).	
	- For any remaining cases where CINCOME = "." and P1POVRTO cannot be estimated, then P1POVRTO = M.	
	Spring 2010 (based on 2009 poverty thresholds):	
	If P2HHSIZE = 2 and CINCOME < 6,973 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).	
	If P2HHSIZE = 3 and CINCOME < 8,039.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).	
	If P2HHSIZE = 4 and CINCOME < 11,064 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).	
	If P2HHSIZE = 5 and CINCOME < 13,343 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).	
	If P2HHSIZE = 6 and CINCOME < 15,346.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).	
	If P2HHSIZE = 7 and CINCOME < 17,658 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).	
	If P2HHSIZE = 8 and CINCOME < 19,749 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).	
	If P2HHSIZE > 9 and CINCOME < 23,757 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).	
	If P2HHSIZE = 2 and CINCOME > 6,973 and < 13,946, then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P2HHSIZE = 3 and CINCOME > 8,039.50 and < 16,781 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P2HHSIZE = 4 and CINCOME > 11,064 and < 22,128 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P2HHSIZE = 5 and CINCOME > 13,343 and < 26,686 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P2HHSIZE = 6 and CINCOME > 15,346.50 and < 30,693 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P2HHSIZE = 7 and CINCOME > 17,658 and < 35,316, then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P2HHSIZE = 8 and CINCOME > 19,749 and < 39,498, then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P2HHSIZE > 9 and CINCOME > 23,757 and < 47,514, then P2POVRTO = 2 (between 50% and 100% of the Poverty	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
	Threshold).	
	If P2HHSIZE = 2 and CINCOME > 13,946 and < 18,129.80, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P2HHSIZE = 3 and CINCOME > 16,781 and < 21,815.30, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P2HHSIZE = 4 and CINCOME > 22,128 and < 28,766.40, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P2HHSIZE = 5 and CINCOME > 26,686 and < 34,691.80, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P2HHSIZE = 6 and CINCOME > 30,693 and < 39,900.90, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P2HHSIZE = 7 and CINCOME > 35,316 and < 45,910.80, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P2HHSIZE = 8 and CINCOME > 39,498 and < 51,347.40, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P2HHSIZE > 9 and CINCOME > 47,514 and < 61,768.20, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P2HHSIZE = 2 and CINCOME > 18,129.80 and < 25,800.10, then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P2HHSIZE = 3 and CINCOME > 21,815.30 and < 31,044.85, then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P2HHSIZE = 4 and CINCOME > 28,766.40 and < 40,936.80, then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P2HHSIZE = 5 and CINCOME > 34,691.80 and < 49,369.10, then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P2HHSIZE = 6 and CINCOME > 39,900.90 and < 56,782.05, then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P2HHSIZE = 7 and CINCOME > 45,910.80 and < 65,334.60, then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P2HHSIZE = 8 and CINCOME > 51,347.40 and < 73,071.30, then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P2HHSIZE > 9 and CINCOME > 61,768.20 and < 87,900.90, then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P2HHSIZE = 2 and CINCOME > 25,800.10 and < 27,892, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P2HHSIZE = 3 and CINCOME > 31,044.85 and < 33,562, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P2HHSIZE = 4 and CINCOME > 40,936.80 and < 44,256, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P2HHSIZE = 5 and CINCOME > 49,369.10 and < 53,372, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P2HHSIZE = 6 and CINCOME > 56,782.05 and < 61,386, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P2HHSIZE = 7 and CINCOME > 65,334.60 and < 70,632, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P2HHSIZE = 8 and CINCOME > 73,071.30 and < 78,996, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P2HHSIZE > 9 and CINCOME > 87,900.90 and < 95,028, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P2HHSIZE = 2 and CINCOME > 27,892, then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P2HHSIZE = 3 and CINCOME > 33,562, then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P2HHSIZE = 4 and CINCOME > 44,256, then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P2HHSIZE = 5 and CINCOME > 53,372, then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P2HHSIZE = 6 and CINCOME > 61,386, then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P2HHSIZE = 7 and CINCOME > 70,632, then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P2HHSIZE = 8 and CINCOME > 78,996, then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P2HHSIZE > 9 and CINCOME > 95,028, then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).	
	If P2HHSIZE = D, R, or M, then P2POVRTO = M.	
	If P2HHSIZE = "." then P2POVRTO = "."	
	Spring 2011 (based on 2010 poverty thresholds):	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
	<p>If P3HHSIZE = 2 and CINCOME < 7110, then P3POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME < 8689, then P3POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME < 11157, then P3POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME < 13208.50, then P3POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME < 14943.50, then P3POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME < 16959.50, then P3POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME < 18931.50, then P3POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE > 9 and CINCOME < 22547, then P3POVRTO = 1 (below 50% of the Poverty Threshold).</p>	
	<p>If P3HHSIZE = 2 and CINCOME > 7110 and < 14220 then P3POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME > 8689 and < 17378, then P3POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME > 11157 and < 22314, then P3POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME > 13208.50 and < 26417, then P3POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME > 14943.50 and < 29887, then P3POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME > 16959.50 and < 33919, then P3POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME > 18931.50 and < 37863, then P3POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE > 9 and CINCOME > 22547 and < 45094, then P3POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p>	
	<p>If P3HHSIZE = 2 and CINCOME > 14220 and < 18486, then P3POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME > 17378 and < 22591.40, then P3POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME > 22314 and < 29008.20, then P3POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME > 26417 and < 34342.10, then P3POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME > 29887 and < 38853.10, then P3POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME > 33919 and < 44094.70, then P3POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME > 37863 and < 49221.90, then P3POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE > 9 and CINCOME > 45094 and < 58622.20, then P3POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p>	
	<p>If P3HHSIZE = 2 and CINCOME > 18486 and < 26307, then P3POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME > 22591.40 and < 32149.30, then P3POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME > 29008.20 and < 41280.90, then P3POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME > 34342.10 and < 48871.45, then P3POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME > 38853.10 and < 55290.95, then P3POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME > 44094.70 and < 62750.15, then P3POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME > 49221.90 and < 70046.55, then P3POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE > 9 and CINCOME > 58622.20 and < 83423.90, then P3POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p>	
	<p>If P3HHSIZE = 2 and CINCOME > 26307 and < 28440, then P3POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME > 32149.30 and < 34756, then P3POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
	<p>If P3HHSIZE = 4 and CINCOME > 41280.90 and < 44628, then P3POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME > 48871.45 and < 52834, then P3POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME > 55290.95 and < 59774, then P3POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME > 62750.15 and < 67838, then P3POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME > 70046.55 and < 75726, then P3POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE > 9 and CINCOME > 83423.90 and < 90188, then P3POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 2 and CINCOME > 28440, then P3POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME > 34756, then P3POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME > 44628, then P3POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME > 52834, then P3POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME > 59774, then P3POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME > 67838, then P3POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME > 75726, then P3POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE > 9 and CINCOME > 90188, then P3POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = D, R, or M, then P3POVRTO = M.</p> <p>If P3HHSIZE = ".", then P3POVRTO = ".".</p> <p>If CINCOME = "." then use P3INCOME and P3HHSIZE to estimate values for P3POVRTO following the guidelines in Table 3.</p> <p>-For example, if CINCOME = "." and P3HHSIZE = 2 and P3INCOME = 1, then P3POVRTO = 1 (50% of the Poverty Threshold).</p> <p>-For any remaining cases where CINCOME = "." and P3POVRTO cannot be estimated, then P3POVRTO = M.</p> <p>Spring 2012 (based on 2011 poverty thresholds):</p> <p>If P4HHSIZE = 2 and CINCOME < 7,531.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P4HHSIZE = 3 and CINCOME < 8,797.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P4HHSIZE = 4 and CINCOME < 11,600.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P4HHSIZE = 5 and CINCOME < 13,989.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P4HHSIZE = 6 and CINCOME < 16,090.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P4HHSIZE = 7 and CINCOME < 18,514.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P4HHSIZE = 8 and CINCOME < 20,707, then P4POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P4HHSIZE > 9 and CINCOME < 24,909, then P4POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P4HHSIZE = 2 and CINCOME > 7,531.50 and < 15,063 then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P4HHSIZE = 3 and CINCOME > 8,797.50 and < 17378, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P4HHSIZE = 4 and CINCOME > 11,600.50 and < 22314, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P4HHSIZE = 5 and CINCOME > 13,989.50 and < 26417, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P4HHSIZE = 6 and CINCOME > 16,090.50 and < 29887, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P4HHSIZE = 7 and CINCOME > 18,514.50 and < 33919, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P4HHSIZE = 8 and CINCOME > 20,707 and < 37863, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P4HHSIZE > 9 and CINCOME > 24,909 and < 45094, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P4HHSIZE = 2 and CINCOME > 15,063 and < 19,581.90, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P4HHSIZE = 3 and CINCOME > 17,595 and < 22,873.50, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P4HHSIZE = 4 and CINCOME > 23,201 and < 30,161.30, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
	<p>Poverty Threshold).</p> <p>If P4HHSIZE = 5 and CINCOME > 27,979 and < 36,372.70, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P4HHSIZE = 6 and CINCOME > 32,181 and < 41,835.30, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P4HHSIZE = 7 and CINCOME > 37,029 and < 48,137.70, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P4HHSIZE = 8 and CINCOME > 41,414 and < 53,838.20, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P4HHSIZE > 9 and CINCOME > 49,818 and < 64,763.40, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p>	
	<p>If P4HHSIZE = 2 and CINCOME > 19,581.90 and < 27,866.55, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P4HHSIZE = 3 and CINCOME > 22,873.50 and < 32,550.75, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P4HHSIZE = 4 and CINCOME > 30,161.30 and < 42,921.85, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P4HHSIZE = 5 and CINCOME > 36,372.70 and < 51,761.15, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P4HHSIZE = 6 and CINCOME > 41,835.30 and < 59,534.85, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P4HHSIZE = 7 and CINCOME > 48,137.70 and < 68,503.65, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P4HHSIZE = 8 and CINCOME > 53,838.20 and < 76,615.90, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P4HHSIZE > 9 and CINCOME > 64,763.40 and < 92,163.30, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p>	
	<p>If P4HHSIZE = 2 and CINCOME > 27,866.55 and < 30,126, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 3 and CINCOME > 32,550.75 and < 35,190, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 4 and CINCOME > 42,921.85 and < 46,402, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 5 and CINCOME > 51,761.15 and < 55,958, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 6 and CINCOME > 59,534.85 and < 64,362, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 7 and CINCOME > 68,503.65 and < 74,058, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 8 and CINCOME > 76,615.90 and < 82,828, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P4HHSIZE > 9 and CINCOME > 92,163.30 and < 99,636, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p>	
	<p>If P4HHSIZE = 2 and CINCOME > 30,126, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 3 and CINCOME > 35,190, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 4 and CINCOME > 46,402, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 5 and CINCOME > 55,958, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 6 and CINCOME > 64,362, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 7 and CINCOME > 74,058, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P4HHSIZE = 8 and CINCOME > 82,828, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P4HHSIZE > 9 and CINCOME > 99,636, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).</p>	
	<p>If P4HHSIZE = D, R, or M, then P4POVRTO = M.</p> <p>If P4HHSIZE = ".", then P4POVRTO = "."</p>	
	<p>If CINCOME = "." then use P4INCOME and P4HHSIZE to estimate values for P4POVRTO following the guidelines in Table 3.</p> <p>For example, if CINCOME = "." and P4HHSIZE = 2 and P4INCOME = 1, then P4POVRTO = 1 (50% of the Poverty Threshold).</p> <p>For any remaining cases where CINCOME = "." and P4POVRTO cannot be estimated, then P4POVRTO = M.</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
In fall 2009, spring 2010, and spring 2011, where the PnINCOME composite could not be constructed in due to out of range or missing values, values for CINCOME were imputed. Imputed values for the affected cases were used in constructing the Ratio of Income to Poverty Threshold variable (PnPOVRTO). Values were not imputed in spring 2012.		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
PnPOVRTY	Poverty Status	Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable is a poverty indicator for the household. It indicates whether the household is below the poverty threshold or at or above the poverty threshold.	
Specification:	Fall 2009 (based on 2008 poverty thresholds):	
	If P1HHSIZE = 2 and CINCOME < 14,051, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 2 and CINCOME > 14,051, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 3 and CINCOME < 17,163, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 3 and CINCOME > 17,163, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 4 and CINCOME < 22,025, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 4 and CINCOME > 22,025, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 5 and CINCOME < 26,049, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 5 and CINCOME > 26,049, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 6 and CINCOME < 29,456, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 6 and CINCOME > 29,456, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 7 and CINCOME < 33,529, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 7 and CINCOME > 33,529, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 8 and CINCOME < 37,220, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 8 and CINCOME > 37,220, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE > 9 and CINCOME < 44,346, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE > 9 and CINCOME > 44,346, then P1POVRTY = 0 (At or Above Poverty Threshold).	
	If CINCOME = "." then use P1INCOME and P1HHSIZE to estimate values for P1POVRTY following the guidelines in Table 2. For example, if CINCOME = "." and P1HHSIZE = 2 and P1INCOME = 1 or 2, then P1POVRTY = 1 (Below Poverty Threshold).	
	Spring 2010 (based on 2009 poverty thresholds):	
	If P2HHSIZE = 2 and CINCOME < 13,946 , then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 2 and CINCOME > 13,946 , then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 3 and CINCOME < 16,781 , then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 3 and CINCOME > 16,781 , then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 4 and CINCOME < 22,128 , then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 4 and CINCOME > 22,128 , then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 5 and CINCOME < 26,686 , then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 5 and CINCOME > 26,686 , then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 6 and CINCOME < 30,693 , then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 6 and CINCOME > 30,693 , then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 7 and CINCOME < 35,316 , then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 7 and CINCOME > 35,316 , then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 8 and CINCOME < 39,498 , then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 8 and CINCOME > 39,498 , then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE > 9 and CINCOME < 47,514 , then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE > 9 and CINCOME > 47,514 , then P2POVRTY = 0 (At or Above Poverty Threshold).	
	If P2HHSIZE = D, R, or M, then P2POVRTY = M. If P2HHSIZE = "." then P2POVRTY = "."	
	Spring 2011(based on 2010 poverty thresholds):	
	If P3HHSIZE = 2 and CINCOME < 14,220, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 2 and CINCOME > 14,220, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 3 and CINCOME < 17,378, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 3 and CINCOME > 17,378, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 4 and CINCOME < 22,314, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 4 and CINCOME > 22,314, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 5 and CINCOME < 26,417, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 5 and CINCOME > 26,417, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 6 and CINCOME < 29,887, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 6 and CINCOME > 29,887, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 7 and CINCOME < 33,919, then P3POVRTY = 1 (Below Poverty Threshold).	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Child and family characteristics				
				<p>If P3HHSIZE = 7 and CINCOME > 33,919, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 8 and CINCOME < 37,863, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 8 and CINCOME > 37,863, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE > 9 and CINCOME < 45,094, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE > 9 and CINCOME > 45,094, then P3POVRTY = 0 (At or Above Poverty Threshold).</p> <p>If P3HHSIZE = D, R, or M, then P2POVRTY = M. If P3HHSIZE = "." then P2POVRTY = "."</p> <p>Spring 2012 (based on 2011 poverty thresholds):</p> <p>If P4HHSIZE = 2 and CINCOME < 15,063, then P4POVRTY = 1 (Below Poverty Threshold). If P4HHSIZE = 2 and CINCOME > 15,063, then P4POVRTY = 0 (At or Above Poverty Threshold). If P4HHSIZE = 3 and CINCOME < 17,595, then P4POVRTY = 1 (Below Poverty Threshold). If P4HHSIZE = 3 and CINCOME > 17,595, then P4POVRTY = 0 (At or Above Poverty Threshold). If P4HHSIZE = 4 and CINCOME < 23,201, then P4POVRTY = 1 (Below Poverty Threshold). If P4HHSIZE = 4 and CINCOME > 23,201, then P4POVRTY = 0 (At or Above Poverty Threshold). If P4HHSIZE = 5 and CINCOME < 27,979, then P4POVRTY = 1 (Below Poverty Threshold). If P4HHSIZE = 5 and CINCOME > 27,979, then P4POVRTY = 0 (At or Above Poverty Threshold). If P4HHSIZE = 6 and CINCOME < 32,181, then P4POVRTY = 1 (Below Poverty Threshold). If P4HHSIZE = 6 and CINCOME > 32,181, then P4POVRTY = 0 (At or Above Poverty Threshold). If P4HHSIZE = 7 and CINCOME < 37,029, then P4POVRTY = 1 (Below Poverty Threshold). If P4HHSIZE = 7 and CINCOME > 37,029, then P4POVRTY = 0 (At or Above Poverty Threshold). If P4HHSIZE = 8 and CINCOME < 41,414, then P4POVRTY = 1 (Below Poverty Threshold). If P4HHSIZE = 8 and CINCOME > 41,414, then P4POVRTY = 0 (At or Above Poverty Threshold). If P4HHSIZE > 9 and CINCOME < 49,818, then P4POVRTY = 1 (Below Poverty Threshold). If P4HHSIZE > 9 and CINCOME > 49,818, then P4POVRTY = 0 (At or Above Poverty Threshold).</p> <p>If CINCOME = "." then use P4INCOME and P4HHSIZE to estimate values for P4POVRTY following the guidelines in Table 2. For example, if CINCOME = "." and P4HHSIZE = 2 and P4INCOME = 1 or 2, then P4POVRTY = 1 (Below Poverty Threshold).</p> <p>In fall 2009, spring 2010, and spring 2011, where the PnINCOME composite could not be constructed due to out of range or missing values, values for CINCOME were imputed. Imputed values for the affected cases were used in constructing the Poverty Status variable (PnPOVRTY). Values were not imputed for spring 2012.</p>

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
PnPrgTyp	Child's Program Type	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child is enrolled in full day Head Start or kindergarten, half day Head Start or kindergarten, or a home-based Head Start setting.	
Specification:	In fall 2009, spring 2010: If Tn_FullPart = 3, then PnPrgTyp = 1 (Full day Head Start). If Tn_FullPart = 1 or 2, then PnPrgTyp = 2 (Half day Head Start). If Tn_FullPart = 4, then PnPrgTyp = 3 (Home based Head Start). If PnEnroll = 2, then PnPrgTyp = .N. In spring 2011: If P3Enroll = 1, then: If T3_FullPart = 3, then P3PrgTyp = 1 (Full day Head Start). If T3_FullPart = 1 or 2, then P3PrgTyp = 2 (Half day Head Start). If T3_FullPart = 4, then P3PrgTyp = 3 (Home based Head Start). If P3Enroll = 2, then: If KR3E02 = 3 or 4, then P3PrgTyp = 4 (Full day Kindergarten). If KR3E02 = 1 or 2, then P3PrgTyp = 5 (Half day Kindergarten). If KR3E02 is missing, use P3CC01. -If P3CC01 = 1, then P3PrgTyp = 4 (Full day Kindergarten). -If P3CC01 = 2, then P3PrgTyp = 5 (Half day Kindergarten). In spring 2012: If K4FullPart_Indicator = 1, then P4PrgTyp = 1 (Full day Kindergarten). If K4FullPart_Indicator = 2, then P4PrgTyp = 2 (Half day Kindergarten). If K4FullPart_Indicator is missing, use P4CC01. -If P4CC01 = 1, then P4PrgTyp = 1 (Full day Kindergarten). -If P4CC01 = 2, then P4PrgTyp = 2 (Half day Kindergarten).	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Child and family characteristics			
P3DADED	Father's Highest Education - only new spring respondents		Categorical (integer)
		<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the highest level of education of the father in the household. It is based on spring 2011 data.		
Specification:	If P3K24 = 1, 2, or 3, then P3RDADED = 1 (Less than High School Diploma). If P3K24 = 4 or 5, then P3RDADED = 2 (High School Diploma or GED). If P3K24 = 6, 7, or 8, then P3RDADED = 3 (Vocational/Technical Diploma, Associate Degree, or Some College). If P3K24 = 9, 10, 11, 12, or 13, then P3RDADED = 4 (Bachelor's Degree or Higher). If P3K24 = D, R, or M, then P3RDADED = M. If P3J24 = S, then P3DADED = N. If P3K24 = ".", then P3RDADED = "."		
P3Enroll	Child's Enrollment Status		Categorical (integer)
		<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child is enrolled in Head Start or kindergarten.		
Specification:	If P3_K_HS = 2, then P3Enroll = 1 (Head Start). If P3_K_HS = 1, then P3Enroll = 2 (Kindergarten).		
P3HHRTIO	Household Dependence Ratio		Continuous
		<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the total number of household members under the age of 18 relative to the number of adult household members.		
Specification:	If P3_adult = D, R, or M or P3_child = D, R, or M, then P3HHRTIO = M. If P3_adult = "." or P3_child = ".", then P3HHRTIO = "."		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Child and family characteristics		
P3MARITL	Parent Marital Status	Categorical (integer)
	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the marital status of the parents residing in the household with the child.	
Specification:	<p>If P3B09 = 1 or P3J15 = 1, then OLD MARTL = 1 (Married). If P3B09 = 2 or P3J15 = 2, then OLD MARTL = 2 (Divorced). If P3B09 = 3 or P3J15 = 3, then OLD MARTL = 3 (Separated). If P3B09 = 4 or P3J15 = 4, then OLD MARTL = 4 (Not Married). If P3B09 = S and P3J15 = S, then OLD MARTL = 4 (Not Married). If P3B09 = D, R, or M or P3J15 = D, R, or M, then OLD MARTL = M. If P3B09 = "." or P3J15 = "." then OLD MARTL = "."</p> <p>If OLD MARTL = 1 and P3FMSTRC = 1, then P3MARITL = 1 (Married). If OLD MARTL = 1 and P3FMSTRC = 2, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 1 and P3FMSTRC = 7, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 1 and P3FMSTRC = 8, then P3MARITL = M.</p> <p>If OLD MARTL = 2 and P3FMSTRC = 1, then P3MARITL = M. If OLD MARTL = 2 and P3FMSTRC = 2, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 2 and P3FMSTRC = 3, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 2 and P3FMSTRC = 5, then P3MARITL = M. If OLD MARTL = 2 and P3FMSTRC = 6, then P3MARITL = M. If OLD MARTL = 2 and P3FMSTRC = 7, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 2 and P3FMSTRC = 8, then P3MARITL = M.</p> <p>If OLD MARTL = 3 and P3FMSTRC = 1, then P3MARITL = M. If OLD MARTL = 3 and P3FMSTRC = 2, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 3 and P3FMSTRC = 3, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 3 and P3FMSTRC = 5, then P3MARITL = M. If OLD MARTL = 3 and P3FMSTRC = 6, then P3MARITL = M. If OLD MARTL = 3 and P3FMSTRC = 7, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 3 and P3FMSTRC = 8, then P3MARITL = M.</p> <p>If OLD MARTL = 4 and P3FMSTRC = 1, then P3MARITL = 4 (Not Married). If OLD MARTL = 4 and P3FMSTRC = 2, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 4 and P3FMSTRC = 3, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 4 and P3FMSTRC = 5, then P3MARITL = 4 (Not Married). If OLD MARTL = 4 and P3FMSTRC = 6, then P3MARITL = 4 (Not Married). If OLD MARTL = 4 and P3FMSTRC = 7, then P3MARITL = 5 (Not a Two Parent Household). If OLD MARTL = 4 and P3FMSTRC = 8, then P3MARITL = M.</p>	
P3MOMED	Mother's Highest Education - only new spring respondents	Categorical (integer)
	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the highest level of education of the mother in the household.	
Specification:	<p>If P3J24 = 1, 2, or 3, then P3MOMED = 1 (Less than High School Diploma). If P3J24 = 4 or 5, then P3MOMED = 2 (High School Diploma or GED). If P3J24 = 6, 7, or 8, then P3MOMED = 3 (Vocational/Technical Diploma, Associate Degree, or Some College). If P3J24 = 9, 10, 11, 12, or 13, then P3MOMED = 4 (Bachelor's Degree or Higher).</p> <p>If P3J24 = D, R, or M, then P3MOMED = M. If P3J24 = S, then P3MOMED = N. If P3J24 = "." then P3MOMED = "."</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Child and family characteristics				
PnASSIST	Multiple Public Assistance			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009	<input type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This composite identifies whether the household receives more than one form of public assistance such as welfare, food stamps, or WIC.			
Specification:	<p>If M1a, M1b, M1c, M1d, M1e, M1f, M1g, and M1h = 1 (Yes) or 0 (No) and $M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h > 1$, then PnASSIST = 1 (Receives Multiple Public Assistance).</p> <p>If M1a, M1b, M1c, M1d, M1e, M1f, M1g, and M1h = 1 (Yes) or 0 (No) and $M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 1$, then PnASSIST = 0 (Does Not Receive Multiple Public Assistance).</p> <p>If M1a, M1b, M1c, M1d, M1e, M1f, M1g, and M1h = 1 (Yes) or 0 (No) and $M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 0$, then PnASSIST = 0 (Does Not Receive Multiple Public Assistance).</p> <p>If one or more individual items (M1a to M1h) are outside range 0 - 1 (i.e., D or R) and $M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h > 1$, then PnASSIST = 1 (Receives Multiple Public Assistance).</p> <p>If an individual item (M1a to M1h) is outside range 0 - 1 (i.e., D or R) and $M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 0$, then PnASSIST = 0 (Does Not Receive Multiple Public Assistance).</p> <p>If an individual item (M1a to M1h) is outside range 0 - 1 (i.e., D or R) and $M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 1$, then PnASSIST = M.</p> <p>If more than one item (M1a to M1h) is outside range 0 - 1 (i.e., D or R) and $M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 0$ or 1, then PnASSIST = M.</p> <p>If all items (M1a to M1h) are outside range 0 - 1 (i.e., D or R), then PnASSIST = M.</p> <p>If M1a, M1b, M1c, M1d, M1e, M1f, M1g, or M1h = ".", then P1ASSIST = "."</p>			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Parent processes and parenting			
P3TimePA	Amount of time per week in physical activity		Categorical (integer)
		<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the amount of time the child spends in physical activity on a typical weekday.		
Specification:	If P3E09 = 3 then P3TimePA = 3; <input type="checkbox"/> If P3E09 = 2 and P3E08 >= 2 then P3TimePA = 3; <input type="checkbox"/> If P3E09 = 2 and P3E08 = 1 then P3TimePA = 2; <input type="checkbox"/> If P3E09 = 1 and P3E08 > 1 then P3TimePA = .U (uncertain); <input type="checkbox"/> If P3E09 = 1 and P3E08 = 1 then P3TimePA = 1; <input type="checkbox"/> If P3E09 = 0 then P3TimePA = 0; <input type="checkbox"/> If P3E09 or P3E08 = .D or .R or .M then P3TimePA = .M; <input type="checkbox"/> If P3E09 or P3E08 = "." then P3TimePA = ".";		
	Ceate a format for this variable: 0 = none, 1 = less than ½ an hour, 2 = half an hour to an hour, 3= more than an hour.		
PnAnyCCr	Any child care before or after Head Start or Kindergarten		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child receives any child care before or after Head Start or Kindergarten.		
Specification:	Create using items PnN1, PnN6, and PnN13 from the parent interview. if PnN1=0 and PnN6=0 and PnN13=0 then PnAnyCCr = 0; if PnN1=1 or PnN6=1 or PnN13=1 then PnAnyCCr = 1; else if PnN1=missing or PnN6= missing or PnN13= missing then PnAnyCCr = .M;		
PnBKPct	Percent of children's books in non-English language		Percent
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the percent of children's books in the household that are in a language other than English.		
Specification:	Create PnBKPct using items PnD05 and PnD14a from the parent interview. PnBKPct = PnD14a / PnD05 then multiply by 100; If PnD14a = .S and PnD07=0 then PnBKPct = 0; Else If PnD05 or PnD14a = missing then PnBKPct = missing;		
PnERReg	Goes to emergency room for routine medical care		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child goes to the emergency room for routine medical care, like well-child care or regular check-ups.		
Specification:	Create a variable PnERReg using items PnP05 and PnP05Oth from the parent interview. If PnP05=3 then PnERReg =1; Else if PnP05=1, 2, 4, 5, 6, or 7 then PnERReg =0; If PnP05=missing then PnERReg =.M;		
PnFF13a	Parent attended general school meeting		Categorical (integer)
		<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies if a parent attended or did not attend a general school meeting.		
Specification:	Use items PnFF01a and PnFF03a from the parent interview. If PnFF01a=1 or PnFF03a=1 then PnFF13a=1; Else if PnFF01a=0 and PnFF03a=0 then PnFF13a=0; Else if PnFF01a=missing or PnFF03a=missing then PnFF13a= missing;		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnFF13b	Parent went to regularly-scheduled parent-teacher conference	Categorical (integer)
	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies if a parent went to regularly-scheduled parent-teacher conference.	
Specification:	Use items PnFF01b and PnFF03b from the parent interview.	
	If PnFF01b=1 or PnFF03b=1 then PnFF13b=1; Else if PnFF01b=0 and PnFF03b=0 then PnFF13b=0; Else if PnFF01b=missing or PnFF03b=missing then PnFF13b= missing	
PnFF13c	Parent attended school or class event	Categorical (integer)
	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies if a parent attended a school or class event.	
Specification:	Use items PnFF01c and PnFF03c from the parent interview.	
	If PnFF01c=1 or PnFF03c=1 then PnFF13c=1; Else if PnFF01c=0 and PnFF03c=0 then PnFF13c=0; Else if PnFF01c=missing or PnFF03c=missing then PnFF13c= missing.	
PnFF13d	Parent acted as volunteer or served on a committee	Categorical (integer)
	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies if a parent acted as volunteer or served on a committee.	
Specification:	Use items PnFF01d and PnFF03d from the parent interview.	
	If PnFF01d=1 or PnFF03d=1 then PnFF13d=1; Else if PnFF01d=0 and PnFF03d=0 then PnFF13d=0; <input type="checkbox"/> Else if PnFF01d=missing or PnFF03d=missing then PnFF13d= missing.	
PnHmCare	Any child care from relative or in private home	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child receives care from a relative or anyone else in a private home on a regular basis in the morning before or in the afternoon after Head Start.	
Specification:	Create PnHmCare using items PnN06 and PnN13 from the parent interview.	
	If PnN06=1 or PnN13=1 then PnHmCare=1; If PnN06=0 and PnN13=0 then PnHmCare=0; If PnN06=missing or PnN13=missing then PnHmCare=.M;	
PnHrWkCC	Number of hours per week in child care	Continuous
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies the number of hours per week the child is in child care.	
Specification:	Create using items PnN01, PnN04, PnN06, PnN11, PnN13, PnN18, and PnN21 from the parent interview.	
	If more than one of PnN1, PnN6, and PnN13 = 1 then PnHrWkCC=PnN21 else if PnN1=1 then PnHrWkCC=PnN4 else if PnN6=1 then PnHrWkCC=PnN11 else if PnN13=1 then PnHrWkCC=PnN18 else if PnN1, PnN6, and PnN13 all = 0 then PnHrWkCC=.N (no child care) else if PnN1 or PnN6 or PnN13 = missing then PnHrWkCC = .M;	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnHrWkK	Number of hours per week in kindergarten	Continuous
	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	Number of hours per week in kindergarten	
Specification:	Create using items PnCC02 and PnCC03 from the parent interview. If PnCC02 and PnCC03 both >= 0 then PnHrWkK = PnCC02 * PnCC03 else if PnCC02 or PnCC03 = missing then PnHrWkK = .M;	
PnHrWkt	Combined Number of hours per week at Head Start and in child care	Continuous
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the number of hours per week the child is in Head Start and childcare.	
Specification:	PnHrWkT = PnHrWkCC + PnC04; <input type="checkbox"/> If PnHrWkCC or PnC04 = .D or .R or .M, then PnHrWkT = .M; <input type="checkbox"/> If PnHrWkCC or PnC04 = ., then PnHrWkT = .	
PnHrWkTK	Combined number of hours per week at kindergarten and in child care	Continuous
	<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies the combined number of hours per week the child is at kindergarten and in child care.	
Specification:	PnHrWkTK = PnHrWkK + PnHrWkCC; if PnHrWkK or PnHrWkCC = missing then PnHrWkTK = .M	
PnInsgv	Child has government health insurance only	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child has government health insurance or health care coverage.	
Specification:	PnInsgv=1 if (pnp09b=1 OR pnp09c=1 OR pnp09d=1 OR pnp09e=1 OR pnp09f=1) AND pnp09a=0 or missing/D/R PnInsgv=0 if: -pnp09b=0 or missing/D/R AND pnp09c=0 or missing/D/R AND pnp09d=0 or missing/D/R AND pnp09e=0 or missing/D/R AND pnp09f=0 or missing/D/R [i.e., if all of pnp09b thru f equal 0 or are missing/D/R] -pnp09a=1 AND (pnp09b=1 OR pnp09c=1 OR pnp09d=1 OR pnp09e=1 OR pnp09f=1) PnInsgv=. If pnp09bcdef=missing/D/R and Pnp09a=0 Missing for all other cases	
PnInspr	Child has private health insurance only	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child has private health insurance or health care coverage.	
Specification:	PnInspr=1 if pnp09a=1 AND (pnp09b=0 or missing/D/R AND pnp09c=0 or missing/D/R AND pnp09d=0 or missing/D/R AND pnp09e=0 or missing/D/R AND pnp09f=0 or missing/D/R) [i.e., if all of pnp09b thru f equal 0 or are missing/D/R] PnInspr=0 if: -pnp09a=0 OR -pnp09a=1 AND (pnp09b=1 OR pnp09c=1 OR pnp09d=1 OR pnp09e=1 OR pnp09f=1) -if pnp09a=missing/D/R AND (pnp09b=1 OR pnp09c=1 OR pnp09d=1 OR pnp09e=1 OR pnp09f=1) PnInspr=. If pnp09bcdef=0 and Pnp09a=missing/D/R Missing for all other cases	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnInsprg	Child has private and gov't health insurance	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child has private and government health insurance or health care coverage.	
Specification:	PnInsprg=1 if pnp09a=1 AND (pnp09b=1 OR pnp09c=1 OR pnp09d=1 OR pnp09e=1 OR pnp09f=1)	
	PnInsprg=0 if: -pnp09a=1 AND (pnp09b=0 or missing/D/R) AND (pnp09c=0 or missing/D/R) AND (pnp09d=0 or missing/D/R) AND (pnp09e=0 or missing/D/R) AND (pnp09f=0 or missing/D/R) [i.e., if all of pnp09b thru f equal 0 or are missing/D/R] -pnp09b=1 OR pnp09c=1 OR pnp09d=1 OR pnp09e=1 OR pnp09f=1) AND pnp09a=0 or missing/D/R Missing for all other cases	
PnInsurC	Any health insurance for child	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child has health insurance or health care coverage.	
Specification:	Create PnInsurC using items PnP09a through PnP09f from the parent interview.	
	If any of PnP09a through PnP09f =1 then PnInsurC =1; If all of PnP09a through PnP09f =0 or missing, then PnInsurC =0; If any two of PnP09a through PnP09f =missing then PnInsurC =.M;	
PnInsurR	Any health insurance for respondent	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the parent interview respondent has health insurance or health care coverage.	
Specification:	Create PnInsurR using items PnQ02a through PnQ02e from the parent interview.	
	If any of PnQ02a through PnQ02e =1 then PnInsurR =1; If all of PnQ02a through PnQ02e =0 or missing, then PnInsurR =0; If any two of PnQ02a through PnQ02e =missing then PnInsurR =.M;	
PnLastDn	Last regular dentist checkup less than one year ago	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child saw a dentist for a regular checkup less than one year prior to the parent interview.	
Specification:	Create PnLastDn using item PnP08 from the parent interview.	
	If PnP08=1 or 2 then PnLastDn =1; If PnP08 > 2 then PnLastDn =0; If PnP08=missing then PnLastDn =.M;	
PnLastDr	Last regular doctor checkup less than one year ago	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child saw a doctor for a regular checkup less than one year prior to parent interview.	
Specification:	Create PnLastDr using item PnP07 from the parent interview.	
	If PnP07=1 or 2 then PnLastDr =1; If PnP07 > 2 then PnLastDr =0; If PnP07=missing then PnLastDr =.M;	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Parent processes and parenting			
PnLitEng	Number of types of home literacy materials in English		Continuous
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the number of types of literacy materials in the household that are in English.		
Specification:	Create PnLitEng using items PnD14b1, PnD14b3, PnD14b5, and PnD14b7 from the parent interview.		
	PnLitEng = sum (PnD14b1 PnD14b3 PnD14b5 PnD14b7) If PnD14b1 = .S and PnD07=0 then PnLitEng = 0 Else if any of PnD14b1 PnD14b3 PnD14b5 PnD14b7 are missing, then PnLitEng = missing		
PnLitHm	Number of types of home literacy materials in non-English language		Continuous
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the number of types of literacy materials in the household that are in a language other than English.		
Specification:	Create PnLitHm using items P1D14b2, P1D14b4, P1D14b6, and P1D14b8 from the parent interview.		
	P1LitHm = sum (P1D14b2 P1D14b4 P1D14b6 P1D14b8) If P1D14b2 = .S and P1D07=0 then P1LitHm = 0 Else if any of P1D14b2 P1D14b4 P1D14b6 P1D14b8 are missing, then P1LitHm = missing		
PnLowWgt	Low birth weight		Binary (0/1)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies whether the child weighed less than 5 pounds 8 ounces at birth (using data from the first parent interview completed for the case).		
Specification:	If PnP02Pounds < 5 or (PnP02Pounds=5 and PnP02Ounces < 8) or PnP02Kilograms < 2.5 or PnP03=2 or 3 then PnLowWgt =1; If PnP02Pounds > 5 or (PnP02Pounds=5 and PnP02Ounces >= 8) or PnP02Kilograms >= 2.5 or PnP03=1 then PnLowWgt =0; If PnP02Pounds and PnP02Ounces and PnP02Kilograms and PnP03=missing then PnLowWgt =.M; Note P2LowWgt and P3LowWgt are created for only new spring 2010 or spring 2011 respondents.		
PnMilk	Drinks milk at least twice a day		Binary (0/1)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable identifies whether the child drank milk at least twice a day during the week before the parent interview.		
Specification:	Create PnMilk using item PnH02 from the parent interview.		
	If PnH02 = 1 or 2 then PnMilk=1; If PnH02 > 2 then PnMilk=0; If PnH02 = missing then PnMilk=.M;		
PnModSnk	Ate salty snacks less than once a day		Binary (0/1)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable identifies whether the child ate potato chips, corn chips such as Fritos or Doritos, Cheetos, pretzels, popcorn, crackers or other salty snack foods less than once a day during the week before the parent interview.		
Specification:	Create a variable PnModSnk using item PnH07 from the parent interview.		
	If PnH07 >= 4 then PnModSnk =1; If PnH07 between 1 and 3 then PnModSnk =0; If PnH07 = missing then PnModSnk =.M;		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnModSwt	Ate sweets less than once a day	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child ate candy, ice cream, cookies, cakes, brownies, or other sweets less than once a day during the week before the parent interview.	
Specification:	Create PnModSwt using item PnH06 from the parent interview.	
	If PnH06 >= 4 then PnModSwt =1; If PnH06 between 1 and 3 then PnModSwt =0; If PnH06 = missing then PnModSwt =.M;	
PnNoFstF	Ate no fast food in past week	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child ate no meals or snacks from a fast food restaurant with no wait service during the week before the parent interview.	
Specification:	Create PnNoFstF using item PnH05 from the parent interview.	
	If PnH05 = 6 then PnNoFstF =1; If PnH05 = between 1 and 5 then PnNoFstF =0; If PnH05 = missing then PnNoFstF =.M;	
PnNoSoda	Drank no soda or other non-100% juice drinks in past week	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the child drank no soda, sports drinks, or fruit drinks that are not 100% fruit juice during the week before the parent interview.	
Specification:	Create PnNoSoda using item PnH04 from the parent interview.	
	If PnH04 = 6 then PnNoSoda =1; If PnH04 = between 1 and 5 then PnNoSoda =0; If PnH04 = missing then PnNoSoda =.M;	
PnPmoAct	Number of outside activities in past month	Continuous
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies the number of outside activities someone in the family did with the child in the month before the parent interview.	
Specification:	Create PnPmoACT using items D4a through D4k from the parent interview.	
	PnPmoACT=sum(PnD04a, PnD04b, ..., PnD04k). If one of PnD04a through PnD04k are missing, then PnPmoACT= (11/10)* sum(PnD04a, PnD04b, ..., PnD04k). If two of PnD04a through PnD04k are missing, then PnPmoACT= (11/9)* sum(PnD04a, PnD04b, ..., PnD04k). If three or more of PnD04a through PnD04k are missing, then PnPmoACT=.M.	
PnPwkAc2	Number of parent-child activities in past week	Continuous
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies the number of parent-child activities someone in the family did with the child in the week before the parent interview.	
Specification:	Create PnPwkACT using items D3a through D3n from the parent interview.	
	PnPwkACT=sum(PnD03a, PnD03b, ..., PnD03n). If one of PnD03a through PnD03n are missing, then PnPwkACT= (11/10)* sum(PnD03a, PnD03b, ... PnD03n). If two of PnD03a through PnD03n are missing, then PnPwkACT= (11/9)* sum(PnD03a, PnD03b, ... PnD03n). If three or more of PnD03a through PnD03n are missing, then PnPwkACT=.M	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnReads	Read to child 3+ times in past week	Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable identifies whether someone in the family read to the child three or more times in the week before the parent interview.	
Specification:	Create PnREADS using item D1 from the parent interview. If PnD01 = 3 or 4, then PnREADS=1. If PnD01 = 1 or 2, then PnREADS=0. If PnD01= .D, .R, or .M, then PnREADS=.M.	
PnRegBed	Regular bedtime, at least 4 weekdays last week	Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable identifies whether the child was put to bed at regular bedtime, at least 4 weekdays during the week prior to the parent interview.	
Specification:	Create PnRegBed using items PnH08 and PnH09 from the parent interview. If PnH08 = 98 then PnRegBed =0; Else if PnH09 between 0 and 3 then PnRegBed =0; Else if PnH09 >= 4 then PnRegBed =1; If PnH08= missing or PnH09 = .D or .R then PnRegBed =.M;	
PnSlpTm	Regular hours of sleep at night	Continuous
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable identifies the regular hours of sleep the child gets at night and is computed as the amount of time between the child's regular bedtime and the time the child usually wakes up on a weekday.	
Specification:	Create PnSlpTm using items PnH08 and PnH10 from the parent interview. PnSlpTm = difference in times between PnH08 and PnH10; CALCULATE CAREFULLY; INPUT DATA ARE TIME OF DAY. If PnH08 or PnH10 = missing then PnSlpTm =.M;	
PnSTRtoK	Ratio of students to teachers in child's classroom	Continuous
		<input type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable describes the ratio of students to teachers in child's kindergarten classroom.	
Specification:	Use items PnCC09 and PnCC10 from the parent interview. PnSTRtoK = PnCC09 / PnCC10 if PnCC09 or PnCC10 = missing then PnSTRtoK = .M;	
PnTimeTV	Time spent watching TV	Categorical (integer)
		<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the amount of time the child spends watching TV on a typical weekday.	
Specification:	Create PnTimeTV using items PnE03a and PnE04a from the parent interview. If PnE03a=0 then PnTimeTV=0. if PnE04a=3 then PnTimeTV =0.5. if PnE04a=2 then PnTimeTV =1.5. if PnE04a=1 then PnTimeTV =2.5. If PnE03a=missing or PnE04a=.D or .R, then PnTimeTV=.M.	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Parent processes and parenting			
PnTimeVd	Time spent watching video/DVDs		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the amount of time the child spends watching video/DVDs on a typical weekday.		
Specification:	Create using items PnE03b and PnE04b from the parent interview.		
	If PnE03b=0 then PnTimeVd=0. if PnE04b=3 then PnTimeVd =0.5. if PnE04b=2 then PnTimeVd =1.5. if PnE04b=1 then PnTimeVd =2.5. If PnE03b=missing or PnE04b=.D or .R, then PnTimeVd=.M.		
PnTmCmGm	Time spent playing computer games		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the amount of time the child spends playing computer games on a typical weekday.		
Specification:	Create using items PnE03g and PnE04g from the parent interview.		
	If PnE03g=0 then PnTmCmGm=0. if PnE04g=3 then PnTmCmGm=0.5. if PnE04g=2 then PnTmCmGm=1.5. if PnE04g=1 then PnTmCmGm=2.5. If PnE03g=missing or PnE04g=.D or .R, then PnTmCmGm=.M.		
PnTmComp	Time spent using computer other than games		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the amount of time the child spends using the computer for a purpose other than games on a typical weekday.		
Specification:	Create using items PnE03h and PnE04h from the parent interview.		
	If PnE03h=0 then PnTmComp=0. if PnE04h=3 then PnTmComp=0.5. if PnE04h=2 then PnTmComp=1.5. if PnE04h=1 then PnTmComp=2.5. If PnE03h=missing or PnE04h=.D or .R, then PnTmComp=.M.		
PnTmNoSc	Time spent playing inside with toys		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the amount of time the child spends playing inside with toys on a typical weekday.		
Specification:	Create PnTmNoSc using items PnE03f and PnE04f from the parent interview.		
	If PnE03f=0 then PnTm NoSc=0. if PnE04f=3 then PnTm NoSc =0.5. if PnE04f=2 then PnTm NoSc =1.5. if PnE04f=1 then PnTm NoSc =2.5. If PnE03f=missing or PnE04f=.D or .R, then PnTm NoSc=.M.		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Parent processes and parenting			
PnTmOtsd	Time spent playing outside		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the amount of time the child spends playing outside on a typical weekday.		
Specification:	Create PnTmOtsd using items PnE03c and PnE04c from the parent interview.		
	If PnE03c=0 then PnTmOtsd=0. if PnE04c=3 then PnTmOtsd =0.5. if PnE04c=2 then PnTmOtsd =1.5. if PnE04c=1 then PnTmOtsd =2.5. If PnE03c=missing or PnE04c=.D or .R, then PnTmOtsd=.M.		
PnTmRead	Time spent reading/being read to		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the amount of time the child spends reading or being read to on a typical weekday.		
Specification:	Create PnTmRead using items P1E03d and P1E04d from the parent interview.		
	If P1E03d=0 then P1TmRead=0. if P1E04d=3 then P1TmRead =0.5. if P1E04d=2 then P1TmRead =1.5. if P1E04d=1 then P1TmRead =2.5. If P1E03d=missing or P1E04d=.D or .R, then P1TmRead=.M.		
PnTmVdGm	Time spent playing video games		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the amount of time the child spends playing video games on a typical weekday.		
Specification:	Create using items PnE03e and PnE04e from the parent interview.		
	If PnE03e=0 then PnTmVdGm=0. if PnE04e=3 then PnTmVdGm=0.5. if PnE04e=2 then PnTmVdGm=1.5. if PnE04e=1 then PnTmVdGm=2.5. If PnE03e=missing or PnE04e=.D or .R, then PnTmVdGm=.M.		
PnTypeCC	Primary type of child care		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable identifies the type of child care in which the child spends the most time each week.		
Specification:	Create using items PnN1, PnN6, PnN13, PnN9, PnN15, PnN4, PnN11, and PnN18 from the parent interview.		
	if PnN1=0 and PnN6=0 and PnN13=0 then PnTypeCC = 0; if PnN1=1 and PnN6=0 and PnN13=0 then PnTypeCC = 5; if PnN1=0 and PnN6=1 and PnN9=1 and PnN13=0 then PnTypeCC = 1; if PnN1=0 and PnN6=1 and PnN9=2 and PnN13=0 then PnTypeCC = 2; if PnN1=0 and PnN6=1 and PnN9=3 and PnN13=0 then PnTypeCC = 1.5; if PnN1=0 and PnN6=0 and PnN13=1 and PnN15=1 then PnTypeCC = 3; if PnN1=0 and PnN6=0 and PnN13=1 and PnN15=2 then PnTypeCC = 4; if PnN1=0 and PnN6=0 and PnN13=1 and PnN15=3 then PnTypeCC = 3.5; if PnNumTCC > 1 then do; if PnN4 > PnN11 and PnN4 > PnN18 then PnTypeCC = 5; if PnN11 > PnN4 and PnN11 > PnN18 then do; if PnN9=1 then PnTypeCC = 1; if PnN9=2 then PnTypeCC = 2; if PnN9=3 then PnTypeCC = 1.5; end; if PnN18 > PnN4 and PnN18 > PnN11 then do; if PnN15=1 then PnTypeCC = 3; if PnN15=2 then PnTypeCC = 4; if PnN15=3 then PnTypeCC = 3.5; end; if PnN18 <= PnN4 = PnN11 >0 or PnN11 <= PnN4 = PnN18 >0 or PnN04 <= PnN11 = PnN18 >0 then PnTypeCC = 6; end; If any of PnN1, PnN6, or PnN13 are missing, then PnNumTCC=.M;		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Parent processes and parenting			
PnWarm	Parental warmth score		Continuous
			<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	<p>To address parenting approaches, parents are asked to indicate to what extent each of 13 items describes their child rearing practices, using a scale ranging from "not at all" to "exactly." From these, four subscales are created, with higher scores indicating that the construct is more reflective of their parenting approach. This composite reflects the parents score on the Parental Warmth scale, which reflects a warm, supportive parenting model in which the parent encourages curiosity.</p>		
Specification:	<p>PnH16c, e, g, i, m Create PnWarm, based on PnH16c, e, g, i, m First, create reverse-coded versions of PnH16c, e, g, i, changing 5 ("not at all")s to 1 ("exactly")s, 4s to 2s, 2s to 4s, and 1s to 5s PnWarm = sum of PnH16m and recoded PnH16c, e, g, i) /count of nonmissing responses for those five variables If 2 or more of the 5 variables are missing, then set PnWarm to missing</p>		
PnWCCFee	Weekly amount paid for child care		Continuous
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	<p>This variable identifies the dollar amount the family pays for care for the child each week.</p>		
Specification:	<p>Create PnWCCFee using items PnN24amt, PnN24per, PnN20, and PnN21 from the parent interview</p> <p>If PnN22=missing or PnN24per=missing or PnN24amt or (PnN24per=1 and PnN21=missing) or (PnN24per=2 and PnN20=missing) then PnWCCFee=.M; If PnN22=0 then PnWCCFee=0; If PnN24amt=0 then PnWCCFee=0; If PnN24per=1 then PnWCCFee=PnN24amt*PnHrWkCC; If PnN24per=2 then do; If more than one of PnN1, PnN6, and PnN13 = 1 then PnWCCFee=PnN24amt*PnN20; else if PnN1=1 then PnWCCFee=PnN24amt*PnN3; else if PnN6=1 then PnWCCFee=PnN24amt*PnN10; else if PnN13=1 then PnWCCFee=PnN24amt*PnN17; end;</p> <p>If PnN24per=3 then PnWCCFee=PnN24amt; If PnN24per=4 then PnWCCFee=PnN24amt/2; If PnN24per=5 then PnWCCFee=PnN24amt/(52/12); If PnN24per=6 then PnWCCFee=PnN24amt/52; If PnN24per=7 then PnWCCFee=.M;</p>		
PnYrdPrk	Yard or park available near home		Binary (0/1)
			<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	<p>This variable identifies whether the child can play in a yard around the home or park within walking distance.</p>		
Specification:	<p>Create using items PnE06 and PnE07 from the parent interview.</p> <p>If PnE06=1 or PnE07=1 then PnYrdPrk = 1. Else if PnE06=0 and PnE07=0 then PnYrdPrk = 0. Else if either PnE06 or PnE07 is missing then PnYrdPrk = .M.</p>		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Parent processes and parenting				
PnDepCat	Parent's Depression Score, CES-D Short Form, Categories			Categorical (integer)
	CES-D-SF	<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This composite is a categorical variable that presents information on the degree and severity of depressive symptoms experienced by the parent interview respondent, as measured by the 12 items included in the CES-D Short form. It is the categorical transformation of PnDepSco and includes categories "Not depressed," "Mildly depressed," "Moderately depressed," and "Severely depressed."			
Specification:	Create a categorical variable for the depression scores, PnDEPCAT If PnDEPSCO = 0 to 4, then PnDEPCAT = 1, labeled "not depressed" If PnDEPSCO = 5 to 9, then PnDEPCAT = 2, labeled, "mildly depressed." If PnDEPSCO = 10-14, then PnDEPCAT = 3, labeled, "moderately depressed." If PnDEPSCO = 15 +, then PnDEPCAT = 4, labeled "severely depressed." If PnDEPSCO = missing, then PnDEPCAT = missing.			
PnDepSco	Parent's Depression Score, CES-D Short Form			Continuous
	CES-D-SF	<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This composite is a continuous variable reflecting the parent interview respondent's score on the 12 items included in the CES-D Short form. Scores on the composite range from 0 to 36, with higher scores representing more depressive symptoms.			
Specification:	Recode items PnU01a through PnU01L from the parent interview so that 1=0, 2=1, 3=2, and 4=3. Sum the recoded items to create a continuous variable, PnDEPSCO. Scores should range from 0 to 36. If one of PnU01a through PnU01L is missing, set PnDEPSCO to (12/11)* the sum of the recoded items. If two items are missing, set PnDEPSCO to (12/10)* the sum of the recoded items. If 3 or more items are missing, set PnDEPSCO to missing.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Parent processes and parenting			
PnAlcPrb	R/Household member/alcohol prob w/fam,frnds,police,job		Binary (0/1)
			<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies whether a household member got in trouble with family, friends, or police, or missed work or school due to alcohol in the last 12 months		
Specification:	Create using items PnQ15a1, PnQ15b1, and PnQ15c1 from the parent interview. If (PnQ15a1= 2, 3, 4, or 5) or (PnQ15b1= 2, 3, 4, or 5) or (PnQ15c1= 2, 3, 4, or 5) then PnAlcPrb =1; Else if (PnQ15a1=1 or 6 or .S) and (PnQ15b1=1 or 6 or .S) and (PnQ15c1=1 or 6 or .S) then PnAlcPrb =0; Else if either PnQ15a1 or PnQ15b1 or PnQ15c1 = missing then PnAlcPrb =.M;		
PnAuthrn	Parental authoritarian score		Continuous
			<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	To address parenting approaches, parents are asked to indicate to what extent each of 13 items describes their child rearing practices, using a scale ranging from "not at all" to "exactly." From these, four subscales are created, with higher scores indicating that the construct is more reflective of their parenting approach. This composite reflects the parents score on the Authoritarian scale, which indicates a stricter, more directive, parenting style.		
Specification:	First, create reverse-coded versions of PnH16h and m changing 5 ("not at all")s to 1 ("exactly")s, 4s to 2s, 2s to 4s, and 1s to 5s PnAuthrn = sum of PnH16f and recoded PnH16h and m) /count of nonmissing responses for those 3 variables If any of the 3 variables are missing, then set PnAuthrn to missing		
PnAuthtv	Parental authoritative score		Continuous
			<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	To address parenting approaches, parents are asked to indicate to what extent each of 13 items describes their child rearing practices, using a scale ranging from "not at all" to "exactly." From these, four subscales are created, with higher scores indicating that the construct is more reflective of their parenting approach. This composite reflects the parents score on the Authoritarian scale, which reflects a less harsh parenting style with greater use of rationales for discipline.		
Specification:	First, create reverse-coded versions of PnH16a, d, and k changing 5 ("not at all")s to 1 ("exactly")s, 4s to 2s, 2s to 4s, and 1s to 5s PnAuthtv = sum of PnH16e and recoded PnH16a, d, and k) /count of nonmissing responses for those 4 variables If 2 or more of the 4 variables are missing, then set PnAuthtv to missing		
PnCWitns	Child crime witness/victim index		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable is an index of the child's exposure to crime in the neighborhood during the year before the parent interview.		
Specification:	Create using items PnR4 through PnR7 from the parent interview. If all of PnR4 through PnR7 =0 then PnCWitns =0; If PnR4=1 then PnCWitns =1; If PnR5=1 then PnCWitns =2; If PnR6=1 then PnCWitns =3; If PnR7=1 then PnCWitns =4; If any two of PnR4 through PnR7 =missing then PnCWitns =.M; Note P2CWitns was created for only new spring 2010 respondents.		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnDrgPrb	R/Household member/drug prob w/fam,frnds,police,job	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether a household member got in trouble with family, friends, or police, or missed work or school due to drugs in the last 12 months.	
Specification:	Create using items PnQ15a2, PnQ15b2, and PnQ15c2 from the parent interview. If PnQ15a2>1 or PnQ15b2>1 or PnQ15c2>1 then PnDrgPrb =1; Else if PnQ15a2=1 or .S and PnQ15b2=1 or .S and PnQ15c2=1 then PnDrgPrb =0; Else if either PnQ15a2 or PnQ15b2 or PnQ15c2 = missing then PnDrgPrb =.M;	
PnEnergy	Parental energy score	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	To address parenting approaches, parents are asked to indicate to what extent each of 13 items describes their child rearing practices, using a scale ranging from "not at all" to "exactly." From these, four subscales are created, with higher scores indicating that the construct is more reflective of their parenting approach. This composite reflects the parents score on the Parental Energy scale, which indicates the parent's energy and consistency in enforcing rules.	
Specification:	First, create reverse-coded versions of PnH16j and l changing 5 ("not at all"s to 1 ("exactly"s), 4s to 2s, 2s to 4s, and 1s to 5s PnEnergy = sum of PnH16b and recoded PnH16j and l) /count of nonmissing responses for those 3 variables If any of the 3 variables are missing, then set PnEnergy to missing	
PnHelpAI	Number of types of help parent can always get	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies the number of types of help the parent reports always being able to get.	
Specification:	Create using items PnT01a through PnT01f from the parent interview. If PnT01a =3 then PnT01a_bin=1; Else if PnT01a = 1 or 2 then PnT01a_bin=0; Else if PnT01a = missing then PnT01a_bin= PnT01a; PnHelpAI =sum(PnT01a_bin, PnT01b_bin, PnT01f_bin); If one of PnT01a_bin through PnT01f_bin are missing, then PnHelpAI = (6/5)* sum(PnT01a_bin, PnT01b_bin, PnT01f_bin). If two or more of PnT01a_bin through PnT01f_bin are missing, then PnHelpAI = .M. Drop temporary binary variables PnT01a_bin through PnT01f_bin.	
PnHlpFam	Parent finds family member(s) very helpful	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the parent finds family member(s)--such as child's father and/or mother, respondent's spouse or partner, child's grandparents, or other relatives--very helpful in raising the child.	
Specification:	Create using items PnT02a through PnT02e from the parent interview. If any of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=3 then PnHlpFam=1; Else if all of PnT02a, PnT02b, PnT02c, PnT02d, and PnT02e=1 and 2 and 4 then PnHlpFam=0; Else if any of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=missing then PnHlpFam=.M; If all of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=4 then PnHlpFam=.N;	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnHlpFrd	Parent finds friend(s) very helpful	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the parent finds friends, co-workers, other Head Start parents, and/or religious or social group members very helpful in raising the child.	
Specification:	Create using items PnT02f, PnT02g, PnT02j, and PnT02l from the parent interview.	
	If any of PnT02f, PnT02g, PnT02j, or PnT02l =3 then PnHlpFrd =1; Else if all of PnT02f, PnT02g, PnT02j, and PnT02l =1 and 2 and 4 then PnHlpFrd =0; Else if any of PnT02f, PnT02g, PnT02j, or PnT02l =missing then PnHlpFrd =.M; If all of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=4 then PnHlpFrd=.N;	
PnHlpPPI	Number of types of people parent finds very helpful	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies the number of types of people the parent finds very helpful in raising the child.	
Specification:	Create using items PnT02a through PnT02m from the parent interview.	
	If PnT02a =3 then PnT02a_bin=1; Else if PnT02a = 1 or 2 then PnT02a_bin=0; Else if PnT02a = 4 then PnT02a_bin=0; Else if PnT02a = missing then PnT02a_bin= PnT02a; PnHlpPPI =sum(PnT02a_bin, PnT02b_bin, PnT02m_bin); If one of PnT02a_bin through PnT02m_bin are missing, then PnHlpPPI = (13/12)* sum(PnT02a_bin, PnT02b_bin, PnT02m_bin). If two of PnT02a_bin through PnT02m_bin are missing, then PnHlpPPI = (13/11)* sum(PnT02a_bin, PnT02b_bin, PnT02m_bin). If three or more of PnT02a_bin through PnT02m_bin = missing, then PnHlpPPI = .M. Drop temporary binary variables PnT02a_bin through PnT02m_bin.	
PnHlpPro	Parent finds professional(s) very helpful	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012	
Description:	This variable identifies the parent finds professional helpgivers like counselors or social workers very helpful in raising the child.	
Specification:	Create using items PnT02h, PnT02i, and PnT02k from the parent interview.	
	If any of PnT02h, PnT02i, or PnT02k =3 then PnHlpPro =1; Else if all of PnT02h, PnT02i, and PnT02k =1 and 2 and 4 then PnHlpPro =0; Else if any of PnT02h, PnT02i, or PnT02k =missing then PnHlpPro =.M; If all of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=4 then PnHlpPro=.N;	
PnNInvHS	# of issues preventing parent HS participation in year	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the number of issues that kept the parent from participating as much as they would have liked in Head Start this year.	
Specification:	Create using items PnI02a through PnI02n from the parent interview.	
	First, temporarily convert 2's in items PnI02a through PnI02n to 0's. PnNInvHS=sum(PnI02a, PnI02b, PnI02n); If one of PnI02a through PnI02n are missing, then PnNInvHS = (14/13)* sum(PnI02a, PnI02b, PnI02n). If two of PnI02a through PnI02n are missing, then PnNInvHS = (14/12)* sum(PnI02a, PnI02b, PnI02n). If three or more of PnI02a through PnI02n are missing, then PnNInvHS = .M.	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnNumSrv	# community/government srvces receivd snce lst intrview	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the number of different types of community/government services the family received since the last interview.	
Specification:	Create using items PnS02a through PnS02m from the parent interview. PnNumSrv = sum(PnS02a, PnS02b, PnS02m). If one of PnS02a through PnS02m are missing, then PnNumSrv = (13/12)* sum(PnS02a, PnS02b, PnS02m). If two of PnS02a through PnS02m are missing, then PnNumSrv = (13/11)* sum(PnS02a, PnS02b, PnS02m). If three or more of PnS02a through PnS02m are missing, then PnNumSrv = .M.	
PnPartAb	Respondent victim of intimate partner abuse	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the respondent has ever been hit, kicked, punched, or otherwise hurt by someone within the past year before the interview.	
Specification:	Create a variable PnPartAb, labeled "Respondent victim of intimate partner abuse," using items PnR02 and PnR03 from the parent interview. If PnR02=0 then PnPartAb =0; <input type="checkbox"/> If PnR02=1 then do; <input type="checkbox"/> <input type="checkbox"/> if any of PnR03_11-- PnR03_14>0 then PnPartAb =1; <input type="checkbox"/> <input type="checkbox"/> else if all of PnR03_11-- PnR03_14=0 and any of PnR03_15-- PnR03_25>0 then PnPartAb =0; <input type="checkbox"/> <input type="checkbox"/> end; <input type="checkbox"/> If PnR02=missing or (PnR03=.D or .R) or (PnR02=1 and all PnR03_11-- PnR03_25=0 or missing) then PnPartAb =.M;	
PnPcIsHS	Parent observed class/met with Head Start staff in year	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the parent observed the child's Head Start class for at least 30 minutes, attended parent-teacher conference, or visited with a Head Start staff member in the home during the year.	
Specification:	Create using items PnI01b, PnI01g, and PnI01h from the parent interview. If any of PnI01b, PnI01g, or PnI01h >1 then PnPcIsHS =1; Else if all of PnI01b, PnI01g, and PnI01h =1 then PnPcIsHS =0; Else if any of PnI01b, PnI01g, or PnI01h =missing then PnPcIsHS =.M;	
PnPExHS2	Parent and Child experiences in Head Start V2	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	In the spring, FACES assesses the degree to which certain experiences are characteristic of children's and families' time in Head Start over the program year, using 15 items. Ratings are made on a 4-point scale ranging from "never" to "always." This composite is an alternate version of the parent experiences scale derived in earlier FACES cohorts and represents the parent's score on the full set of 15 items. It includes three new items developed for FACES 2006 (teacher handles discipline matters without being harsh) or FACES 2009 (administrators supportive of parent, parent relationship with family service worker is supportive).	
Specification:	Create PnPExHS2, based on PnW02a, b, c, d, e, f, g, h, i, k, m, n, l, o, and p PnPExHS2 = (sum of PnW02a, b, c, d, e, f, g, h, i, k, m, n, l, o, and p) /count of nonmissing responses for those 15 variables If 4 or more of the 15 variables are missing, then set PnPExHS2 to missing Label PnPExHS2 = "Parent and child experiences in Head Start, V2"	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
Parent processes and parenting			
PnPEpHS	Parent and child experiences in Head Start		Continuous
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	In the spring, FACES assesses the degree to which certain experiences are characteristic of children's and families' time in Head Start over the program year, using 15 items. Ratings are made on a 4-point scale ranging from "never" to "always." Consistent with the scale calculated for prior FACES cohorts (2000, 2003, and 2006), this composite represents the parent's score on 12 items from the scale.		
Specification:	PnPEpHS = sum of PnW02a, b, c, d, e, f, g, h, i, k, m, and n) /count of nonmissing responses for those 12 variables If 4 or more of the 12 variables are missing, then set PnPEpHS to missing		
PnPInvHS	# of type activities with parent in Head Start in year		Continuous
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies the number of types of ways the parent has participated in Head Start during the year.		
Specification:	Create using items PnI01a through PnI01o from the parent interview. If PnI01a=1 then PnI01a_bin=0; Else if PnI01a>1 then PnI01a_bin=1; Else if PnI01a=missing then PnI01a_bin= PnI01a; PnPInvHS=sum(Pn01a_bin, Pn01b_bin, PnI01o_bin); If one of PnI01a_bin through PnI01o_bin are missing, then PnPInvHS = (15/14)* sum(PnI01a_bin, PnI01b_bin, PnI01o_bin). If two of PnI01a_bin through PnI01o_bin are missing, then PnPInvHS = (15/13)* sum(PnI01a_bin, PnI01b_bin, PnI01o_bin). If three or more of PnI01a_bin through PnI01o_bin are missing, then PnPInvHS = .M. Drop temporary binary variables PnI01a_bin through PnI01o_bin.		
PnPSaHSC	Parent satisfaction with Head Start - Child related subscale		Continuous
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	In the spring, FACES measures parent satisfaction with Head Start over the program year with a series of items addressing different aspects of the program. Ratings are made on a 4-point scale ranging from "very dissatisfied" to "very satisfied," and Child Related and Family Related Subscales are derived. This composite represents the parent's score on the 4-item child scale and is consistent with the scale calculated in prior FACES cohorts (2000, 2003, and 2006) .		
Specification:	First, create reverse-coded versions of PnW01a, d, f, and g, changing 4 ("very dissatisfied")s to 1 ("very satisfied")s, 3s to 2s, 2s to 3s, and 1s to 4s PnPSaHSC = sum of recoded PnW01a, d, f, and g) /count of nonmissing responses for those 4 variables If 2 or more of the 4 variables are missing, then set PnPSaHSC to missing		
PnPSaHSP	Parent satisfaction with Head Start - Family related subscale		Continuous
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	In the spring, FACES measures parent satisfaction with Head Start over the program year with a series of items addressing different aspects of the program. Ratings are made on a 4-point scale ranging from "very dissatisfied" to "very satisfied," and Child Related and Family Related Subscales are derived. This composite represents the parent's score on the family scale and is consistent with the scale calculated in prior FACES cohorts (2000, 2003, and 2006) .		
Specification:	First, create reverse-coded versions of PnW01b, c, e, and h, changing 4 ("very dissatisfied")s to 1 ("very satisfied")s, 3s to 2s, 2s to 3s, and 1s to 4s PnPSaHSP = sum of recoded PnW01b, c, e, and h) /count of nonmissing responses for those 4 variables If 2 or more of the 4 variables are missing, then set PnPSaHSP to missing		

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnPSHSC2	Parnt satis w/HS - Child related subscale V2	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	In the spring, FACES measures parent satisfaction with Head Start over the program year with a series of items addressing different aspects of the program. Ratings are made on a 4-point scale ranging from "very dissatisfied" to "very satisfied," and Child Related and Family Related Subscales are derived. This composite represents the parent's score on the 5-item child scale. It differs from the 4-item child scale derived in earlier FACES cohorts and includes a new item developed for FACES 2009 (satisfaction with supporting relationship with child).	
Specification:	Create PnPSHSC2, based on PnW01a, d, f, g, and i PnPSHSC2 = (sum of PnW01a, d, f, g, i) /count of nonmissing responses for those 5 variables If 2 or more of the 5 variables are missing, then set PnPSHSC2 to missing Label PnPSHSC2 = "Parent satisfaction with Head Start - Child related subscale, V2"	
PnPSo2HS	Parent attended social event or workshop this year	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the parent attended a social event; attended an event with spouse, partner, or other adult; or called or visited another Head Start parent on a matter related to Head Start this year.	
Specification:	Create using items PnI01e and PnI01f from the parent interview. <input type="checkbox"/> If PnI01e or PnI01f >1 then PnPSo2HS =1; <input type="checkbox"/> Else if all of PnI01e, PnI01f =1 then PnPSo2HS =0; Else if any of PnI01e, PnI01f, PnI01i, PnI01j, or PnI01l =missing then PnPSo2HS =.M;	
PnPVolHS	Parent volunteered in any way (I1a,c,d,k,m,n) at Head Start this year	Binary (0/1)
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the parent volunteered in the child's classroom, prepared food or materials for special events, helped with field trips or other special events, participated in Head Start planning group, prepared or distributed Head Start materials, or participated in fundraising activities at Head Start this year.	
Specification:	Create using items PnI01a, PnI01c, PnI01d, PnI01k, PnI01m, and PnI01n from the parent interview. If any of PnI01a, PnI01c, PnI01d, PnI01k, PnI01m, or PnI0n >1 then PnPVolHS=1; Else if all of PnI01a, PnI01c, PnI01d, PnI01k, PnI01m, and PnI0n=1 then PnPVolHS=0; Else if any of PnI01a, PnI01c, PnI01d, PnI01k, PnI01m, or PnI0n=missing then PnPVolHS=.M;	
PnRelAb	Respondent victim of other relative abuse	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable identifies whether the parent interview respondent was hit, kicked, punched, or otherwise hurt by someone other than a current or former spouse or partner during the year before the parent interview.	
Specification:	Create a variable PnRelAb, labeled using items PnR02 and PnR03 from the parent interview. If PnR02=0 then PnRelAb =0; If PnR02=1 then do; if any of PnR03_15-- PnR03_24>0 then PnRelAb =1; else if all of PnR03_15-- PnR03_24=0 and any of PnR03_11-- PnR03_14, PnR03_25>0 then PnRelAb =0; end; If PnR02=missing or (PnR03=.D or .R) or (PnR02=1 and all PnR03_11-- PnR03_25=0 or missing) then PnRelAb =.M; Note P2RelAb was created for only new spring 2010 respondents.	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Parent processes and parenting				
PnRelCr2	Relative arrest/jail-excl mothr partner			Categorical (integer)
		<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies whether the child's parent or household member related to the child has been arrested or charged with a crime by the police since child's birth.			
Specification:	Create a variable PnRelCr2 using items PnR08 through PnR10 from the parent interview.			
	If PnR08=0 then PnRelCr2 =0; If PnR08=1 then do; if all of PnR09_11 -- PnR09_26 = 0 then PnRelCr2 =0; if any of PnR09_11 -- PnR09_26>0 then do; if PnR10=0 then PnRelCr2 =1; if PnR10=1 then PnRelCr2 =2; end; end; If PnR08=missing or PnR09 or PnR10=.D or .R then PnRelCr2 =.M; Note P2RelCr2 was created for only new spring 2010 respondents.			
PnSmoke	Any household member smokes			Binary (0/1)
		<input type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Spring 2012
Description:	This variable identifies whether any household member smoked tobacco in the last 30 days.			
Specification:	Create using items PnQ05 and PnQ07 from the parent interview.			
	If PnQ05=1 or PnQ07=1 then PnSmoke=1; Else if PnQ05=0 and PnQ07=0 then PnSmoke=0; Else if either PnQ05 or PnQ07 = missing then PnSmoke=.M;			
PnUnsafR	Respondent feels unsafe from current or former partner			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the parent interview respondent does not feel safe in current relationship or has a partner from a previous relationship who is making the respondent feel unsafe now.			
Specification:	Create PnUnsafR using items PnR11 and PnR12 from the parent interview.			
	If PnR11=0 or PnR12=1 then PnUnsafR =1; If PnR11=1 and PnR12=0 then PnUnsafR =0; If PnR11=3 then PnUnsafR =0; If PnR11= missing or PnR12=missing then PnUnsafR =.M; Note P2UnsafR was created for only new spring 2010 respondents.			
PnUnsfHm	Child or parent victimized in neighborhood or feels unsafe			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2009	<input checked="" type="checkbox"/> Spring 2010	<input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This variable identifies the child or parent was victimized (including partner and relative abuse) in the neighborhood during the past year or feels unsafe from current or past partner.			
Specification:	Create using constructed variables PnWitnes, PnPartAb, PnRelAb, PnUnsafR, and PnCWitns.			
	If PnWitnes=4 or PnPartAb or PnRelAb=1 or PnUnsafR=1 or PnCWitns=3 or 4 then PnUnsfHm=1; If PnWitnes=0,1,2,3 and PnPartAb=0 and PnRelAb=0 and PnUnsafR=0 and PnCWitns=0,1,2 then PnUnsfHm=0; If any two of PnWitnes, PnPartAb, PnRelAb, PnUnsafR, and PnCWitns =missing then PnUnsfHm =.M; Note P2UnsfHm was created for only new spring 2010 respondents.			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Parent processes and parenting		
PnWitnes	Respondent crime witness/victim index	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is an index of the parent interview respondent's exposure to crime in the neighborhood during the year before the parent interview.	
Specification:	Create PnWitnes using items PnR01a through PnR01d from the parent interview.	
	If all of PnR01a through PnR01d =1 then PnWitness =0; If PnR01a=2 or 3 then PnWitnes =1; If PnR01b=2 or 3 then PnWitnes =2; If PnR01c=2 or 3 then PnWitnes =3; If PnR01d=2 or 3 then PnWitnes =4; If any two of PnR01a through PnR01d =missing then PnWitnes =.M;	
	Note P2Witnes was created for only new spring 2010 respondents.	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
T1FDASC2	Revised Fall 2009 T1DASCO2 Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom spring 2010 data was used to update the fall 2009 version of the Developmentally Appropriate Practices scale (MPR), T1RDASC2.	
Specification:	For handful of fall 2009 respondents, the fall 2009 composite, T1RDASC2 uses updated spring 2010 data. T1FDASC2 identifies cases for which updated spring data were used for the fall composite.	
T1FDISC2	Revised Fall 2009 T1RDISC2 Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom updated spring 2010 data was used to update the fall 2009 version of the Didactic scale, T1RDISC2.	
Specification:	For a handful of fall 2009 respondents, the fall 2009 composite, T1RDISC2 uses updated spring 2010 data. T1FDISC2 identifies cases for which updated spring 2010 data was used for the fall composite, T1RDISC2.	
T1FINSC2	Revised Fall 2009 T1RINSC2 Flag	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable is a data flag identifying cases for whom updated spring 2010 data was used to update the fall 2009 version of the Child-Initiated scale, T1RINSC2.	
Specification:	For a handful of fall 2009 respondents, the fall 2009 composite, T1RINSC2 uses updated spring 2010 data. T1FINSC2 identifies cases for which updated spring 2010 data was used for the fall composite, T1RINSC2.	
TnCARTIO	Child/Adult Ratio	Continuous
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite indicates the ratio of all children in the Head Start classroom relative to the number of lead teachers, assistant teachers, and paid aides usually within the class. It is derived from the teacher interview.	
Specification:	TnCARTIO = TnA00_1 divided by the sum of items TnA00_2, TnA00_3, and TnA00_4 If TnA00_1, TnA00_2, TnA00_3, or TnA00_4 = D or R, then TnCARTIO = M. If TnA00_1, TnA00_2, TnA00_3, or TnA00_4 = ".", then TnCARTIO = "." For cases where TnCARTIO is less than 1, the construct is set to missing (M).	
TnCSIZE	Class Size	Continuous
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite indicates the total number of children in the Head Start classroom, as reported by classroom teachers.	
Specification:	TnCSIZE = TnA00_1 If TnA00_1 = D or R, then TnCSIZE = M. If TnA00_1 = ".", then TnCSIZE = "."	
TnCTRATIO	Child/Teacher Ratio	Continuous
	<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite indicates the ratio of all children in the classroom relative to the number of lead and assistant teachers usually within the class.	
Specification:	TnCTRATIO = TnA00_1 divided by the sum of items TnA00_2 and TnA00_3 If TnA00_1, TnA00_2, or TnA00_3 = D or R, then TnCTRATIO = M. If TnA00_1, TnA00_2, or TnA00_3 = ".", then TnCTRATIO = "." For cases where TnCTRATIO is less than 1, the construct is set to missing (M).	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Characteristics of HS classrooms, centers & programs				
TnDEPCAT	Teacher's Depression Score, CES-D Short Form, Categories	CES-D-SF		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite is a categorical variable that presents information on the degree and severity of depressive symptoms experienced by Head Start teachers, as measured by the 12 items included in the CES-D Short form. It is the categorical transformation of TnDEPSCO and includes categories "Not depressed," "Mildly depressed," "Moderately depressed," and "Severely depressed."			
Specification:	Scores on TnDEPCAT are based on scores on TnDEPSCO, such that:			
	If TnDEPSCO = 0 - 4, then TnDEPCAT = 1 (Not depressed) If TnDEPSCO = 5 - 9, then TnDEPCAT = 2 (Mildly depressed) If TnDEPSCO = 10 - 14, then TnDEPCAT = 3 (Moderately depressed) If TnDEPSCO = 15 or more, then TnDEPCAT = 4 (Severely depressed)			
	If TnDEPSCO = M, then TnDEPCAT = M. If TnDEPSCO = "." then TnDEPCAT = "."			
TnDEPSCO	Teacher's Depression Score, CES-D Short Form	CES-D-SF	Scale Score	Continuous
			<input checked="" type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite is a continuous variable reflecting Head Start teachers' score on the 12 items included in the CES-D Short form. Scores on the composite range from 0 to 36, with higher scores representing more depressive symptoms.			
Specification:	First, recode items TnC01a through TnC01l so that response scores for each item range from 0 to 3 rather than from 1 to 4. Thus, if the original code is 1, it should be recoded as 0. If it is 2, it becomes 1. If it is 3, it becomes 2. Finally, if it is 4, it should be recoded as 3.			
	Sum the recoded items to create a continuous variable, TnDEPSCO.			
	If one of these items is outside range 0-3 (i.e., refused or don't know), set TnDEPSCO to (12/11)* the sum of the items. If two of these items is outside range 0-3 (i.e., refused or don't know), set TnDEPSCO to (12/10)* the sum of the items. If more than three of these items are outside range 0-3 (D or R), then TnDEPSCO = M. If any of these items are system missing ("."), then set TnDEPSCO to missing (".").			
TnMNGSPT	Program Management Support - Teacher	PMI	Scale Score	Continuous
			<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite reflects Head Start teachers' perceptions of support provided by program management to them and other teaching staff. It is a mean score of responses to items included in the teacher version of the Support subscale of the Program Management Inventory (PMI), including "helps teachers feel good about their jobs" and "ensures that teachers do not feel isolated." Scores range from 1 to 5.			
Specification:	Create a variable for Program Management Support, labeled TnMNGSPT, by taking the mean of items TnB04a through TnB04l (within range 1-5).			
	If more than three of these items are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M).			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
T1RDASC2	Developmentally Appropriate Attitudes Scale (MPR)	Continuous
	TBS	Scale Score <input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, a single factor consisting of 9 items from the 24-item Teacher Beliefs Scale that explained most of the variation in scores for the entire scale was derived. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnDASCO2 is a summary score that includes those items identified in FACES 2006 as explaining most of the variation in scores for the entire scale. Each item used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. The items were then combined to form the composite score with a minimum value of 1 and a maximum value of 10. The composite is based on fall 2009 data, and for new respondents in spring 2010, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FDASC2.</p>	
Specification:	<p>For cases without a TI in fall 2009, construct variable using spring 2010 data. Otherwise, use fall 2009 data.</p> <p>Create a variable for "T1: Developmentally Appropriate Attitudes Scale, MPR Version" (Range 1 through 10), labeled T1RDASC2, using items TnB06c, TnB06d, TnB06e, TnB06f, TnB06g, TnB06h, TnB06k, TnB06l, and TnB06o for cases that were present in the fall but were updated in the spring. Initiate the scale score at one. Then add one point for each of the following responses:</p> <p>TnB06c 4 or 5 (Agree or Strongly agree) TnB06d<input type="checkbox"/><input type="checkbox"/> 4 or 5 (Agree or Strongly agree) TnB06e<input type="checkbox"/><input type="checkbox"/> 1 or 2 (Disagree or Strongly disagree) TnB06f 4 or 5 (Agree or Strongly agree) TnB06g<input type="checkbox"/><input type="checkbox"/> 1 or 2 (Disagree or Strongly disagree) TnB06h<input type="checkbox"/><input type="checkbox"/> 1 or 2 (Disagree or Strongly disagree) TnB06k<input type="checkbox"/><input type="checkbox"/> 1 or 2 (Disagree or Strongly disagree) TnB06l<input type="checkbox"/><input type="checkbox"/> 1 or 2 (Disagree or Strongly disagree) TnB06o<input type="checkbox"/><input type="checkbox"/> 1 or 2 (Disagree or Strongly disagree)</p> <p>If one of these items is missing, set T1RDASC2 to (9/8)* the sum of the items. If two of these items is missing, set T1RDASC2 to (9/7)* the sum of the items. If more than two of these items are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M).</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
Characteristics of HS classrooms, centers & programs				
T1RDISC2	Didactic Subscale (MPR)			Continuous
	TBS	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnDISCO2 is a summary score that includes those items identified in FACES 2006 as constituting the Didactic Scale. This composite indicates endorsement of such practices as students working silently and alone on seatwork, children learning to color within predefined lines. The composite is based on fall 2009 data, and for new respondents in spring 2010, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FDISC2.</p>			
Specification:	<p>For cases without a TI in fall 2009, construct variable using spring 2010 data. Otherwise, use fall 2009 data.</p> <p>Create a variable for "T1: Didactic Subscale, MPR Version" (Range 1.0 through 5.0), labeled T1RDISC2, using items TnB06e, TnB06g, TnB06j, TnB06k, TnB06l, and TnB06o for cases that were present in the fall but were updated in the spring. Calculate the average of teacher's responses to the following 6 items:</p> <p>TnB06e TnB06g TnB06j TnB06k TnB06l TnB06o</p> <p>If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If two or more items are R or D, scale is set to missing (M).</p>			
T1RINSC2	Child-Initiated Scale (MPR)			Continuous
	TBS	Scale Score	<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnINSCO2 is a summary score that includes those items identified in FACES 2006 as constituting the Child-Initiated Scale. This composite indicates endorsement of such practices as allowing children to select their own activities, to learn through active exploration, and to be involved in establishing rules for the classroom. The composite is based on fall 2009 data, and for new respondents in spring 2010, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FINSC2.</p>			
Specification:	<p>For cases without a TI in fall 2009, construct variable using spring 2010 data. Otherwise, use fall 2009 data.</p> <p>Create a variable for "T1: Child-Initiated Scale, MPR Version" (Range 1.0 through 5.0), labeled T1RINSC2, using items TnB06a, TnB06c, TnB06d, TnB06f, and TnB06i. Calculate the average of teacher's responses to the following 5 items:</p> <p>TnB06a TnB06c TnB06d TnB06f TnB06i</p> <p>If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If more than one item is R or D, scale is set to missing (M).</p>			

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
TnDASCO2	Developmentally Appropriate Attitudes Scale (MPR) - only new responden	Continuous
	TBS	Scale Score
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, a single factor consisting of 9 items from the 24-item Teacher Beliefs Scale that explained most of the variation in scores for the entire scale was derived. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnDASCO2 is a summary score that includes those items identified in FACES 2006 as explaining most of the variation in scores for the entire scale. Each item used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. The items were then combined to form the composite score with a minimum value of 1 and a maximum value of 10.</p>	
Specification:	<p>Create a variable for DEVELOPMENTALLY APPROPRIATE ATTITUDES SCALE, MPR Version (Range 1 through 10), labeled TnDASCO2 (TnDASCO2 is created for new spring respondents only), using items TnB06c, TnB06d, TnB06e, TnB06f, TnB06g, TnB06h, TnB06k, TnB06l, and TnB06o. Initiate the scale score at one. Then add one point for each of the following responses:</p> <p>TnB06c = 4 or 5 (Agree or Strongly agree) TnB06d = 4 or 5 (Agree or Strongly agree) TnB06e = 1 or 2 (Disagree or Strongly disagree) TnB06f = 4 or 5 (Agree or Strongly agree) TnB06g = 1 or 2 (Disagree or Strongly disagree) TnB06h = 1 or 2 (Disagree or Strongly disagree) TnB06k = 1 or 2 (Disagree or Strongly disagree) TnB06l = 1 or 2 (Disagree or Strongly disagree) TnB06o = 1 or 2 (Disagree or Strongly disagree)</p> <p>If one of these items is missing, set TnDASCO2 to (9/8)* the sum of the items. If two of these items is missing, set TnDASCO2 to (9/7)* the sum of the items. If more than two of these items are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M). If source items EQ .F, then TnDASCO2 EQ .N.</p> <p>TnDASCO2 is created for new spring 2010/2011 respondents.</p>	
TnDISCO2	Didactic Scale (MPR) - only new spring respondents	Continuous
	TBS	Scale Score
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnDISCO2 is a summary score that includes those items identified in FACES 2006 as constituting the Didactic Scale. This composite indicates endorsement of such practices as students working silently and alone on seatwork, children learning to color within predefined lines.</p>	
Specification:	<p>Create a variable for DIDACTIC SUBSCALE, MPR Version (Range 1.0 through 5.0), labeled TnDISCO2, using items TnB06e, TnB06g, TnB06j, TnB06k, TnB06l, and TnB06o. Calculate the average of teacher's responses to the following 6 items:</p> <p>TnB06e TnB06g TnB06j TnB06k TnB06l TnB06o</p> <p>If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If two or more items are R or D, scale is set to missing (M). If source items EQ .F, then TnDISCO2 EQ .N.</p> <p>TnDISCO2 is created for new spring 2010/2011 respondents only.</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
TnINSCO2	Child-Initiated Scale (MPR) - only new spring respondents	Continuous
	TBS	Scale Score
		<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnINSCO2 is a summary score that includes those items identified in FACES 2006 as constituting the Child-Initiated Scale. This composite indicates endorsement of such practices as allowing children to select their own activities, to learn through active exploration, and to be involved in establishing rules for the classroom.</p>	
Specification:	<p>Create a variable for CHILD-INITIATED SCALE, MPR Version (Range 1.0 through 5.0), labeled TnINSCO2, using items TnB06a, TnB06c, TnB06d, TnB06f, and TnB06i. Calculate the average of teacher's responses to the following 5 items:</p> <p>TnB06a TnB06c TnB06d TnB06f TnB06i</p> <p>If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If more than one item is R or D, scale is set to missing (M). If source items EQ .F, then TnINSCO2 EQ .N.</p> <p>TnINSCO2 is created for new spring 2010/2011 respondents.</p>	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
OnADLTS	Counts of Adults	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite indicates the number of paid staff and adult volunteers observed at four different times within the class during the structured Head Start classroom observations.	
Specification:	Create a variable for Counts of Adults, labeled O2ADLTS, by taking the mean of summed items (OnB1_B1 + OnB1_B2), (OnB2_B1 + OnB2_B2), (OnB3_B1 + OnB3_B2), and (OnB4_B1 + OnB4_B2).	
OnCARTIO	Child/Adult Ratio	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite indicates the ratio of all children in the classroom relative to the number of adults (paid staff and adult volunteers) observed within the class during the structured Head Start classroom observations.	
Specification:	Create a variable for Child/Adult Ratio, labeled OnCARTIO, using constructed items OnSIZE and OnADLTS. OnCARTIO = OnCSIZE divided by OnADLTS	
OnCSIZE	Counts of Children	Continuous
	<input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite indicates the total number of children observed at four different times in the classroom during the structured Head Start classroom observations.	
Specification:	Create a variable for Counts of Children, labeled OnCSIZE, by taking the mean of the non-missing items OnB1_B3 through OnB4_B3.	
OnCLSSBM	CLASS Behavior Management Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the three dimensions that comprise the Classroom Organization scale: the level of behavior management, the classroom productivity, and the instructional learning formats to examine the quality of the Head Start classroom organization and environment. The Behavior Management composite measures how well teachers monitor, prevent, and redirect behavior. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSBM, labeled "On: CLASS behavior management score," by taking the mean of the non-missing items among OnB1_BM, OnB2_BM, OnB3_BM, and OnB4_BM. If more than one of these items is missing, set OnCLSSBM to missing (.M).	
OnCLSSCD	CLASS Concept Development Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the full CLASS to examine the quality of the Head Start instructional environment. The Concept Development composite measures teachers' use of instructional discussions and activities to promote children's understanding and higher-order thinking in contrast to a focus on rote instruction. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSCD, labeled "CLASS concept development score," by taking the mean of the non-missing items among OnB1_CD, OnB2_CD, OnB3_CD, and OnB4_CD. If any of these items are missing, set OnCLSSCD to missing (.M).	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
OnCLSSCO	CLASS Classroom Organization Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the three dimensions that comprise the Classroom Organization scale: the level of behavior management, the classroom productivity, and the instructional learning formats to examine the quality of the Head Start classroom organization and environment. The classroom organization composite is calculated as the average of these three subscale scores. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSCO, labeled "CLASS classroom organization score," by taking the mean of the variables OnCLSSBM, OnCLSSPR, and OnCLSSLF. If any of these items is missing, set OnCLSSCO to missing (.M).	
OnCLSES	CLASS Emotional Support Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the four dimensions that comprise the Emotional Support scale: classroom positive and negative climate, the amount of teacher sensitivity, and the regard for student perspectives to examine the quality of the Head Start emotional environment. The emotional support composite is calculated as the average of these four subscale scores. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSES, labeled "CLASS emotional support score," by taking the mean of the variables OnCLSSPC, OnCLSSNC, OnCLSSTS, and OnCLSSSP. If more than one of these items is missing, is OnCLSES to missing (.M).	
	Prior to taking the mean of these variables, reverse code items OnB1_NC, OnB2_NC, OnB3_NC, and OnB4_NC, so that items coded as 1 become 7, items coded as 2 become 6, items coded as 3 become 5 and so on.	
OnCLSSIS	CLASS Instructional Support Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the full CLASS to examine the quality of the Head Start instructional environment. The instructional support composite is calculated as the average of these three subscale scores. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSIS, labeled "CLASS instructional support score," by taking the mean of the variables OnCLSSCD, OnCLSSQF, and OnCLSSLM. If any of these variables are missing, set OnCLSSIS to missing (.M).	
OnCLSSLF	CLASS Instructional Learning Formats Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the three dimensions that comprise the Classroom Organization scale: the level of behavior management, the classroom productivity, and the instructional learning formats to examine the quality of the Head Start classroom organization and environment. The Instructional Learning Formats composite measures how well teachers engage students and maximize learning opportunities. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSLF, labeled "On: CLASS instructional learning formats score," by taking the mean of the non-missing items among OnB1_ILF, OnB2_ILF, OnB3_ILF, and OnB4_ILF. If more than one of these items is missing, set OnCLSSLF to missing (.M).	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
OnCLSSLM	CLASS Language Modeling Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the full CLASS to examine the quality of the Head Start instructional environment. The Language Modeling composite captures the quality and amount of language-stimulating interactions children are exposed to in the classroom. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSLM, labeled "CLASS language modeling score," by taking the mean of the non-missing items among OnB1_LM, OnB2_LM, OnB3_LM, and OnB4_LM. If any of these items are missing, set OnCLSSLM to missing (.M).	
OnCLSSNC	CLASS Negative Climate Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the four dimensions that comprise the Emotional Support scale: classroom positive and negative climate, the amount of teacher sensitivity, and the regard for student perspectives to examine the quality of the Head Start emotional environment. The Negative Climate composite measures the level of anger, hostility, and aggression exhibited by teachers and/or students in the classroom. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSNC, labeled "On: CLASS negative climate score," by taking the mean of the non-missing items among OnB1_NC, OnB2_NC, OnB3_NC, and OnB4_NC. If more than one of these items is missing, set OnCLSSNC to missing (.M).	
OnCLSSPC	CLASS Positive Climate Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the four dimensions that comprise the Emotional Support scale: classroom positive and negative climate, the amount of teacher sensitivity, and the regard for student perspectives to examine the quality of the Head Start emotional environment. The Positive Climate composite measures the level of emotional connection, respect, and enjoyment demonstrated by teachers and students in the classroom. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSPC, labeled "On: CLASS positive climate score," by taking the mean of the non-missing items among OnB1_PC, OnB2_PC, OnB3_PC, and OnB4_PC. If more than one of these items is missing, set OnCLSSPC to missing (.M).	
OnCLSSPR	CLASS Productivity Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the three dimensions that comprise the Classroom Organization scale: the level of behavior management, the classroom productivity, and the instructional learning formats to examine the quality of the Head Start classroom organization and environment. The Productivity composite measures how well teachers maximize student's time spent in learning activities. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSPR, labeled "On: CLASS productivity score," by taking the mean of the non-missing items among OnB1_PR, OnB2_PR, OnB3_PR, and OnB4_PR. If more than one of these items is missing, set OnCLSSPR to missing (.M).	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
OnCLSSQF	CLASS Quality of Feedback Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the full CLASS to examine the quality of the Head Start instructional environment. The extent to which teachers provide feedback during instruction that focuses on expanding learning, rather than on correctness is reflected in the Quality of Feedback construct. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSQF, labeled "CLASS quality of feedback score," by taking the mean of the non-missing items among OnB1_QF, OnB2_QF, OnB3_QF, OnB4_QF. If any of these items are missing, set OnCLSSQF to missing (.M).	
OnCLSSSP	CLASS Regard of Student Perspectives Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the four dimensions that comprise the Emotional Support scale: classroom positive and negative climate, the amount of teacher sensitivity, and the regard for student perspectives to examine the quality of the Head Start emotional environment. The Regard for Student Perspectives composite measures the amount that teachers emphasize students' interests, motivations, and points of view. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSSP, labeled "CLASS regard of student perspectives score," by taking the mean of the variables OnB1_RSP, OnB2_RSP, OnB3_RSP, and OnB4_RSP. If more than one of these items is missing, set OnCLSSSP to missing (.M).	
OnCLSSTS	CLASS Teacher Sensitivity Score	Continuous
	CLASS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. FACES used the four dimensions that comprise the Emotional Support scale: classroom positive and negative climate, the amount of teacher sensitivity, and the regard for student perspectives to examine the quality of the Head Start emotional environment. The Teacher Sensitivity composite measures the level of teachers' awareness and responsibility to students' concerns. Scores can range from 1 to 7.	
Specification:	Create a variable OnCLSSTS, labeled "CLASS teacher sensitivity score," by taking the mean of the non-missing items among OnB1_TS, OnB2_TS, OnB3_TS, and OnB4_TS. If more than one of these items is missing, set OnCLSSTS to missing (.M).	
OnECERSS	ECERS Shortened Total Mean Score	Continuous
	ECERS <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	The Early Childhood Environment Rating Scale-Revised (ECERS-R) is a global rating of classroom quality based on structural features of the classroom (Harms, Clifford, and Cryer 2005). The FACES 2009 classroom observation includes 22 items from the ECERS-R to assess classroom quality, and two subscale scores are constructed. Items are rated from 1 ("inadequate") to 7 ("excellent"), with higher mean scores reflecting better quality. Total mean scores can range from 1 to 7.	
Specification:	Create a variable OnECERSS, labeled "On: ECERS shortened total mean score," by taking the mean of the non-missing items among: OnC04_ComputedScore - OnC36_ComputedScore. If more than nine items are missing, set OnECERSS to missing (.M).	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
OnECPROV	ECERS Provisions for Learning Mean Score	Continuous
	ECERS-R <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable measures the subscale - provisions for learning. Two factors reported in the Multi-State Study of Prekindergarten -- Provisions for Learning and Teaching and Interactions -- represent the key dimensions of quality tapped by the full ECERS-R. The two subscales reliably assess the areas of classroom quality most proximal to learning. This composite reflects the mean score on the Teaching and Interactions subscale, which focuses on the quality of teacher-child interactions. Items are rated from 1 ("inadequate") to 7 ("excellent"), with higher mean scores reflecting better quality. Total mean scores can range from 1 to 7.	
Specification:	Create a variable OnECPROV, labeled "On: ECERS Provisions for Learning Mean Score," by taking the mean of the non-missing items among OnC04_ComputedScore, OnC05_ComputedScore, OnC08_ComputedScore, OnC19_ComputedScore, OnC20_ComputedScore, OnC22_ComputedScore, OnC23_ComputedScore, OnC24_ComputedScore, OnC25_ComputedScore, OnC34_ComputedScore, OnC35_ComputedScore, OnC36_ComputedScore. If more than three items are missing, set OnECPROV to missing (.M).	
OnECTCH	ECERS Teaching and Interactions Mean Score	Continuous
	ECERS-R <input type="checkbox"/> Fall 2009 <input checked="" type="checkbox"/> Spring 2010 <input checked="" type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This variable measures the subscale - teaching and interactions. Two factors reported in the Multi-State Study of Prekindergarten -- Provisions for Learning and Teaching and Interactions -- represent the key dimensions of quality tapped by the full ECERS-R. The two subscales reliably assess the areas of classroom quality most proximal to learning. This composite reflects the mean score on the Teaching and Interactions subscale, which focuses on the quality of teacher-child interactions. Items are rated from 1 ("inadequate") to 7 ("excellent"), with higher mean scores reflecting better quality. Total mean scores can range from 1 to 7.	
Specification:	Create a variable OnECTCH, labeled "On: ECERS Teaching and Interactions Mean Score," by taking the mean of the non-missing items among OnC09_ComputedScore, OnC16_ComputedScore, OnC17_ComputedScore, OnC18_ComputedScore, OnC29_ComputedScore, OnC30_ComputedScore, OnC31_ComputedScore, OnC32_ComputedScore, OnC33_ComputedScore, OnC35_ComputedScore, OnC36_ComputedScore. If more than two items are missing, set OnECTCH to missing (.M).	
Characteristics of HS classrooms, centers & programs		
C1MNGSPT	Program Management Support - Center Director	Continuous
	PMI Scale Score <input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012	
Description:	This composite reflects the Center Director's perceptions of support provided by program management to teachers. It is a mean score of responses to items included in the teacher version of the Support subscale of the Program Management Inventory (PMI), including "helps teachers feel good about their jobs" and "ensures that teachers do not feel isolated." Scores range from 1 to 5.	
Specification:	C1MNGSPT = the mean of items C1H01a through C1H01l from the center director interview	
	If more than three of the items C1H01a through C1H01l are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M).	
	One item used in scoring the Support subscale of the PMI was omitted from the fall 2009 center director interview. This item, therefore, is not included in the scoring of this scale.	

Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
Characteristics of HS classrooms, centers & programs		
E1MNGSPT	Program Management Support - Education Coordinator	Continuous
	PMI	Scale Score
		<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2010 <input type="checkbox"/> Spring 2011 <input type="checkbox"/> Spring 2012
Description:	This composite reflects the Education Coordinator's perceptions of support provided by program management to teachers. It is a mean score of responses to items included in the teacher version of the Support subscale of the Program Management Inventory (PMI), including "helps teachers feel good about their jobs" and "ensures that teachers do not feel isolated." Scores range from 1 to 5.	
Specification:	E1MNGSPT = the mean of items E1H01a through E1H01l from the education coordinator interview	
	If more than three of the items E1H01a through E1H01l are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M).	
	One item used in scoring the Support subscale of the PMI was omitted from the fall 2009 education coordinator interview. This item, therefore, is not included in the scoring of this scale.	