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## ABSTRACT

The National Household Education Survey (NHES) is a telephone survey of the noninstitutionalized civilian population of the United States that collects data on educational issues that are best explored through contact with households rather than with institutions. In the 1996 NHES (NHES:96) the topical components of interest were parent and family involvement in education and civic involvement. This report examines errors arising from interviewing respondents in the Parent and Family Involvement and Civic Involvement (PFI/CI) and the Youth Civic Involvement (YCI) components of the NHES:96. The estimates from these components and every survey are subject to both sampling error and nonsampling error. Sampling errors, the differences between population values and the sample estimates that arise because data are obtained from only a sample population, are generally well understood, but nonsampling errors arise from a variety of sources and are more difficult to measure. Important components of nonsampling errors for the NHES:96 include coverage, nonresponse, and measurement errors. The reinterview program was designed to identify survey questions that were not reliable, quantify the magnitude of the response variance for groups of questions collected from the same respondent at different times, and to provide feedback to improve the NHES for future surveys. A sample of 1,808 interviews (854 parent and 954 youth) was selected for reinterview. In all, 806 parent and 892 youth reinterviews were completed. Overall, both reinterview analyses indicate that the impact of measurement error on the estimates is low to moderate, as measured by the gross difference rates. In addition, the net difference rates support the use of the gross difference rates as measures of response variance. The reinterviews served their major purposes of finding questions with high error

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rates and providing feedback to improve the design of future questions. An  
appendix contains the reinterview questionnaires. (Contains 10 tables, 1  
exhibit, and 7 references.) (SLD)

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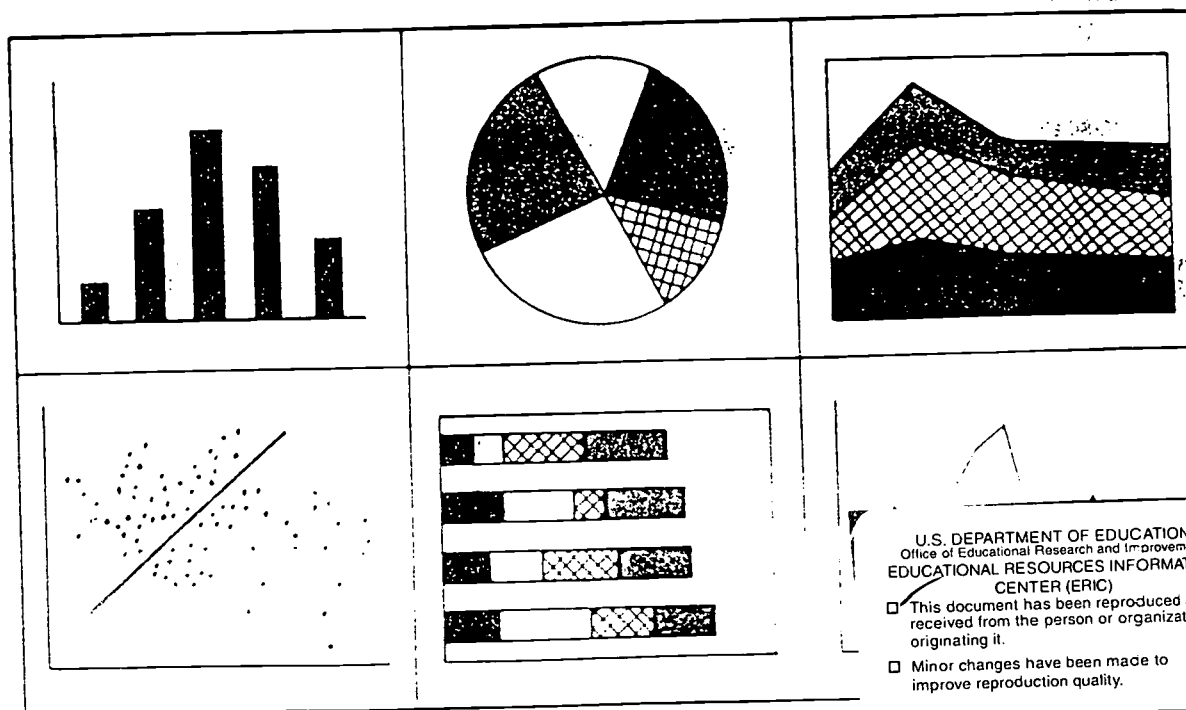
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## Working Paper Series

### *Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey*

Working Paper No. 97-38

November 1997



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***Reinterview Results  
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Working Paper No. 97-38

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**November 1997**

## Foreword

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**Reinterview Results for the Parent and Youth Components  
of the 1996 National Household Education Survey**

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**U.S. Department of Education  
Office of Educational Research and Development  
National Center for Education Statistics**

**November 1997**

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## 1. Background

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES), which has as its legislative mission the collection and publication of data on the condition of education in the Nation. The NHES is specifically designed to support this mission by providing information on those educational issues that are best addressed by contacting households rather than schools or other educational institutions. The NHES provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the United States.

The NHES is a telephone survey of the noninstitutionalized civilian population of the U.S. Households are selected for the survey using random digit dialing (RDD) methods, and data are collected using computer-assisted telephone interviewing (CATI) procedures. Approximately 45,000 to 60,000 households are screened for each administration, and individuals within households who meet predetermined criteria are sampled for more detailed or extended interviews. The data are weighted to permit estimates of the entire population. The NHES survey for a given year typically consists of a Screener, which collects household composition and demographic data, and extended interviews on two substantive components addressing education-related topics. In order to assess data item reliability and inform future NHES surveys, each administration also includes a subsample of respondents for a reinterview.

Throughout its history, the NHES has collected data in ways that permit estimates to be tracked across time. This includes repeating topical components on a rotating basis in order to provide comparative data across survey years. In addition, each administration of the NHES has benefited from experiences with previous cycles, resulting in enhancements to the survey procedures and content. Thus, while the survey affords the opportunity for tracking phenomena across time, it is also dynamic in addressing new issues and including conceptual and methodological refinements.

A new design feature of the NHES program implemented in the NHES:96 is the collection of demographic and educational information on members of all screened households, rather than just those households potentially eligible for a topical component. In addition, this expanded screening feature included a brief set of questions on an issue of interest to education program administrators or policymakers. The total Screener sample size was sufficient to produce state estimates of household characteristics for the NHES:96.

The NHES has been conducted in 1991, 1993, 1995, and 1996. Topics addressed by the NHES:91 were early childhood education and adult education. The NHES:93 collected information about school readiness and school safety and discipline. The 1991 components were repeated for the NHES:95, addressing early childhood program participation and adult education. Both components underwent substantial redesign to incorporate new issues and develop new measurement approaches. In the NHES:96, the topical components were parent/family involvement in education (PFI) and civic involvement (CI). The NHES:96 expanded Screener included a set of questions on public library use.

In addition to its topical components, the NHES system has also included a number of methodological investigations. These have resulted in technical reports and working papers covering diverse topics such as telephone undercoverage bias, proxy reporting, and sampling methods. This series of technical reports and working papers provides valuable information on ways of improving the NHES and other telephone surveys more generally.

## **1.1 Purpose and Overview of Reinterview Analysis**

This report examines errors arising in interviewing respondents in the Parent PFI/CI and Youth CI components of the NHES:96. The estimates from these components and every survey are subject to both sampling error and nonsampling error. Sampling errors, the differences between the population values and the sample estimates that arise because data are obtained from only a sample of the population, are generally well understood and can be estimated from the survey data themselves. Nonsampling errors, on the other hand, arise from a variety of sources and are more difficult to measure. Important components of nonsampling error for the NHES:96 include coverage, nonresponse, and measurement errors.

In this analysis, measurement errors are estimated by reinterviewing a sample of respondents and asking them a subset of the same questions included in the original interview. The reinterview procedure does not account for all the measurement errors in the interviewing process. For example, systematic errors that would be made in both the original interview and the reinterview are not discovered with this approach. Rather, the statistics produced by comparing the original and reinterview responses estimate the consistency of reporting, assuming both interviews were conducted under the same general conditions. A general review of the design and analysis of reinterviews is given by Forsman and Schreiner (1991). Brick *et al.* (1994) discuss the use of reinterviews in the context of other nonsampling errors. Brick *et al.* (1996a) and Brick *et al.* (1996b) use these methods in the analysis of the NHES:93 and the NHES:95 reinterview data respectively.

When the same respondents are asked the same questions on different occasions, different responses may be obtained. Not all the differences are necessarily the result of measurement error. Discrepancies in responses can be grouped into four categories:

- Circumstances related to the topic under study may have changed between the first report and the second; both answers, although different, may be correct.
- The original response may have been recorded (interviewer error) or reported (respondent error) incorrectly.
- The reinterview response may have been recorded or reported incorrectly.
- Both the original and reinterview responses may have been recorded or reported incorrectly.

For certain questions in the NHES:96 reinterviews, when the reinterview response was different from the original response, the interviewer asked the respondent whether the event in question had occurred since the original interview. For example, if the respondent said in the original interview that in the past twelve months the child's parent/guardian had not written or telephoned an editor or public official or signed a petition about issues that concerned him/her, but replied during the reinterview that he/she had done so, then a question was asked to determine whether the action had occurred since the time of the original interview. For ease of discussion, this third question will be referred to as a "time change assessment" question. If the action had occurred since the original interview, then it is likely that the original interview response was correct; if the action had not occurred since the original interview, then there appears to be a discrepancy in the responses, which many be attributable to a number of reasons, such as recall error, recording error, or reporting error. The time change assessment questions were used to create new variables, called "presumed true value" variables, that are based on the responses to the three questions, as described later.

The primary objectives for the NHES:96 reinterview program were:

- To identify survey questions that were not reliable, *i.e.*, the two interviews did not elicit the same response;
- To quantify the magnitude of the response variance for groups of questions collected from the same respondent at two different times; and
- To provide feedback to improve the design of questions for future surveys.

An objective in many reinterview programs is to provide a check on interviewers who might be recording entire interviews without speaking to the respondents. Since the NHES:96 was a computer-assisted telephone interview (CATI) survey operated in a centralized location, there was no need to design reinterviews to verify that the interviews were genuine. The CATI interviews were routinely monitored throughout data collection, and it was highly unlikely that a telephone interviewer could invent whole interviews.

A subset of the original Parent PFI/CI and Youth CI questions was included in the reinterview program for the NHES:96. This was done to reduce the burden on respondents who had already completed one or more full interviews and to prevent asking some questions that were very time dependent. The appendix contains a copy of the reinterview questions. In general, they were selected based on the following criteria:

- Questions that were key statistics or used for calculating critical estimates;
- Questions required for critical skip patterns or that provided information for displays for the subsequent sections and questions;
- Questions that were not time dependent (for example, it would be inappropriate to ask, "During the past week, did you work at a job for pay or income?"); and
- Questions that were new to the NHES and had not been tested in other surveys.

Questions were selected from specific subject areas. For the Parent reinterview, those subject areas are as follows:

- Student experiences
- Family/school involvement and school practices
- Family involvement in schoolwork
- Support for families of preschoolers
- Family involvement outside of school
- Health and disability
- Activities that promote civic involvement

For the Youth reinterview, the specific subject areas are:

- Family involvement in education

- Activities that promote or indicate personal responsibility
- Service activities
- Activities that promote civic involvement

Section 2 of this report summarizes some of the critical features of the sample design of the NHES:96 and the design for the reinterview program. In Section 3, the analysis methods used to assess the reliability of reporting reinterview data are described. The gross and net difference rates for the NHES:96 reinterview data are presented in Section 4 as well as a discussion of the implications of the results for the analysis of estimates from the Parent PFI/CI and Youth CI components of the NHES:96 and the planning for future PFI and CI studies. The final section summarizes the findings and provides some recommendations for future work.

## **2. Design Considerations**

### **2.1 Sample Design of NHES:96**

The NHES:96 was a random digit dial (RDD) telephone survey conducted with persons in a sample of telephone households in the 50 States and the District of Columbia between January and April 1996 using computer-assisted interviewing. First, a screening interview was administered to identify households and eligible persons within the households. The screening interview also asked about the household composition and questions on the use of public libraries. The study included three components: an Adult Civic Involvement (CI) interview of adults 18 and older and not enrolled in elementary or secondary education; a Parent and Family Involvement (PFI) and CI interview of the parents of children ages three through twelfth grade (with a maximum age of 20 years); and a CI interview of youths enrolled in grades six through twelve (with a maximum age of 20 years). The respondent for the Adult CI interview was the sampled adult. The respondent for the Parent PFI/CI interview was the parent or guardian who knew the most about the child's care and education. The respondent for the Youth CI interview was the sampled youth.

Since only persons in telephone households were surveyed, the household-level weights were adjusted so that the state-level totals were consistent with the total number of households, including both telephone and nontelephone households. The person-level weights were adjusted to national control totals of the number of persons living in both telephone and nontelephone households. Screening interviews were completed with 55,838 households. The estimated response rate for the screening of households was 69.9 percent, where the response rate is the percentage of all possible interviews that

were completed, weighted using the probabilities of selection. Parents and youth were sampled for the Parent PFI/CI and Youth CI interviews in the remaining households. Table 1 shows the number of interviews sampled and completed, as well as the weighted completion rate (the percentage of sampled eligible persons who completed the interview) and the overall response rate.

Table 1.—Number of Parent PFI/CI, Youth CI, and Adult CI interviews, and weighted completion and response rates

Type of interview	Number sampled	Number completed	Weighted completion rate (%)	Weighted response rate (%)
Households for screening	161,446	55,838	69.9	69.9
Parent PFI/CI	23,835	20,792	89.4	62.5
Youth CI	10,949	8,043	85.5	53.4
Adult CI	2,600	2,250	84.1	58.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

## 2.2 Reinterview Design

The NHES:96 Parent PFI/CI and Youth CI reinterviews were conducted with the original interview respondents and were designed to provide information about the reliability of the data collected. Nine random samples of completed interviews were selected on a weekly basis, beginning during the fourth week of data collection and ending on March 28, two weeks before the close of data collection. The reinterview sampling was terminated on March 28 because the target numbers of completed reinterviews had been exceeded. The eligibility criteria and reinterview sampling methods are described in this section. Households in the Adult CI sample were excluded from reinterview sampling. It was not anticipated that adults sampled for the Adult interview would be different from parents on the issues that the reinterview was designed to examine.

Table 2 gives the number and percent of households eligible for reinterview sampling as well as the reasons for ineligibility. The first part of the table shows that 9.5 percent of the sampled households with completed screeners were excluded because they were in the Adult sample or were completed after March 28. The other exclusions given in the bottom portion of Table 2 were implemented by reviewing completed extended interviews for eligibility. The completed interviews

excluded at this stage would have been eligible for sampling if other conditions (outlined in the paragraphs below) were satisfied.

Parent PFI/CI and Youth CI interviews within the households were eligible for reinterview sampling once all of the interviews in the household were completed (all completes or a combination of completes and ineligible). Thus, if some of the interviews in the household were not completed and others were completed, none of the completed interviews in the household were eligible for reinterview sampling. This occurred most often when the sampled respondent could not be contacted at a convenient time to complete the interview. This restriction in the sample was implemented to prevent the reinterview activity from disrupting the completion of the original interviews. As shown in Table 2, 2,444 households were ineligible because all of the interviews in them were not finalized by the time the last reinterview sample was drawn. In another 762 cases, all interviews in the household were finalized, but were not all completes and ineligibles. It was also possible that all interviews in a household received final ineligible codes, making the household ineligible for reinterview sampling. This occurred in 362 cases, or 2 percent of the households with at least one interview sampled.

Table 2.—Number of households eligible for reinterview sampling

	Number of completed screeners	Percent of completed screeners
Total completed screeners	55,838	100.0%
Screeners completed after March 28	2,845	5.1%
Adult sample-ineligible	2,453	4.4%
Remaining eligible	50,540	90.5%
Households with at least one Parent PFI/CI interview sampled	18,312	100.0%
Exclusions from sampling:		
All interviews finalized, but not all complete or ineligible	762	4.2%
All interviews in household coded ineligible	362	2.0%
Not all interviews finalized	2,444	13.3%
Not all interviews sufficiently "aged"	1,402	7.7%
All interviews in household conducted in Spanish	263	1.4%
Total eligibles excluded	5,233	28.6%
Total eligible for reinterview sampling	13,079	71.4%

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.



To be eligible, original interviews must have been completed at least 2 weeks (14 days) prior to the reinterview sampling date. This restriction was implemented so that respondents were unlikely to simply remember and repeat their earlier responses. This time restriction was relaxed for the last reinterview sample (drawn March 28) so that more interviews had an opportunity to be sampled. A total of 1,402 households were ineligible because all interviews within them were not sufficiently “old” enough at the time of the final reinterview sampling.

Interviews were reviewed for other eligibility criteria before they were included in the reinterview samples. One such criterion was that only those interviews conducted in English were eligible. By placing this restriction at the interview level, instead of the household level, it was possible, for example, to sample a Youth CI interview conducted in English, even if a Parent PFI/CI interview in the household had been conducted in Spanish. A total of 370 interviews (298 Parent; 72 Youth) were ineligible for sampling because they were not conducted in English. These interviews represent 263 households that were ineligible for reinterview sampling because *all* of the interviews in the households were conducted in Spanish.

Another consideration in sampling original interviews was the goal of limiting the burden on a household so that no more than one interview was sampled for reinterview from the same household. Eligible interviews were assigned to either the Parent or Youth reinterview frame, depending on interview type. The interviews in each frame were sorted by the household telephone number, and a systematic sample was selected using a random start. Interviews were sampled from the Youth frame first. Interviews in households sampled for the Youth reinterview were removed from the Parent frame before Parent reinterview sampling was done.

Parent PFI/CI and Youth CI interviews were sampled for the reinterview at different rates. The rates were set to achieve sample size goals of 750 completed reinterviews for each. The sampling rate for the Youth reinterview frame was 0.147, and the sampling rate for the Parent reinterview frame was 0.0607.

A sample 1,808 interviews (854 Parent; 954 Youth) were selected for reinterview. A total of 806 Parent PFI/CI reinterviews were completed for an unweighted completion rate of 94.4 percent. A total of 892 Youth CI reinterviews were completed for an unweighted completion rate of 93.5 percent. Table 3 shows the number of interviews sampled for reinterview, the number of those that resulted in completed reinterviews, and the unweighted completion rates. Completion rates were computed for subgroups defined by auxiliary information such as grade, and no sizable differences in completion rate were found among subgroups. Thus, there was no need to adjust the weights for nonresponse.

Table 3.—Number of sampled and completed reinterviews and unweighted completion rates, by interview type

Interview type	Sample size	Completed reinterviews	Unweighted completion rate
All	1,810	1,699	93.9%
Parent PFI/CI	854	806	94.4%
Youth CI	954	893	93.6%

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

The main reason for not completing a reinterview was the refusal of the respondent to participate. Of the sampled reinterviews that were not completed, approximately 40 percent of the Parent PFI/CI and 43 percent of the Youth CI reinterviews were final respondent refusals. The majority of the remaining nonresponse was due to the inability of interviewers to contact the respondent during the reinterview time period. Twenty-six percent of the Parent PFI/CI reinterview nonresponse and 10 percent of the Youth CI reinterview nonresponse cases received 14 or more call attempts without being able to interview the respondent. Other reasons for not completing a reinterview were: the telephone number had been disconnected or changed, respondent language or hearing/speech difficulties were encountered, or the respondent had moved to a new household with no telephone or forwarding number.

The reinterview was conducted using the same CATI system that was used in the original interview, modified to display the reinterview items instead of the original items. The interviewers read identical words to the same respondent who completed the original interview. After all of the items were asked, the original interview and reinterview responses for the participation in school and service activities questions were compared automatically by the computer. When the original interview and reinterview responses did not agree, time change assessment items were used to determine if the respondents' answers changed due to an occurrence since the initial interview. A typical screen used to resolve the differences is shown in Exhibit 1. Based on the response to this time change assessment question, in conjunction with the responses to the original interview questions, a variable reflecting the presumed true value at the time of the original interview (hereafter referred to as the "presumed true value" variable) was created.

### Exhibit 1.—Typical CATI time change assessment screen

91.19 RFY1

Since we talked to you on {MONTH DAY}, have you started participating in any school activities such as sports teams, safety patrol, or school clubs?

( )

1. YES

2. NO

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

### 3. Analysis Methods

Several statistics have been developed to assess the reliability of reporting using reinterview data. The two statistics used in this report are the gross difference rate and the net difference rate. These two statistics were used in previous NHES reinterview reports (Brick and West 1992; Brick *et al.* 1996a, Brick *et al.* 1996b) and are well documented in the reinterview literature (Hansen *et al.* 1964; Forsman and Schreiner 1991).

For dichotomous response variables, the gross difference measures the proportion of cases with different response in the two administrations of the interview. Thus, it is an estimate of the reliability or consistency of reporting. The net difference rate takes account of offsetting misclassifications. If the second interview is the true value for the respondent, the net difference rate estimates the bias.

Table 4 shows the general format of the possible reporting outcomes from the original interviews and reinterviews when the question has only two possible values. From tables formatted in this fashion, it is possible to estimate several features of the consistency of the reporting between the original survey and the reinterview. For example, the off-diagonal cells estimate the responses that were reported differently in the original interview and the reinterview. The definitions of the statistics used in this report are given below, where the cell counts are the weighted totals. Cases with missing values for the characteristic are dropped from the analysis.

Table 4.—General format of interview-reinterview results

Reinterview	Original interview		Total
	Number of cases with characteristic	Number of cases without characteristic	
Number of cases with characteristic	a	b	a + b
Number of cases without characteristic	c	d	c + d
Total	a + c	b + d	n = a + b + c + d

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

### 3.1 Gross Difference Rate

The gross difference rate is equal to the weighted number of cases reported differently in the original interview and the reinterview. The gross difference rate is the weighted ratio of the gross difference divided by the estimated total number of cases. The gross difference rate is:

$$gdr = \frac{1}{\sum_1^n w_i} \sum_1^n w_i \{x_{1i} - x_{2i}\}^2 \quad (3.1)$$

where  $x_{1i}$  is the response to the original interview question for case  $i$ ;  
 $x_{2i}$  is the response to the reinterview question for case  $i$ ; and  
 $w_i$  is the full sample weight for case  $i$  described in the previous section.

For characteristics that have exactly two possible outcomes, the gross difference rate, expressed as a percentage, can be written using the terms from Table 4 as

$$gdr = 100 \frac{b + c}{n} \quad (3.2)$$

This can easily be seen to be a special case of (3.1) where the  $x_i$  terms only take on the values of 0 or 1. The gross difference rates for all questions were computed using (3.2) and only data

from the original and reinterview responses, unless otherwise noted. For binary data, it is clear from (3.2) that the gross difference rate is an estimate of the percentage of cases not reported the same in both interviews, *i.e.*, those falling in the off-diagonal cells. The gross difference rate divided by 2 is a measure of the response variance. Forsman and Schreiner (1991) show that this is an unbiased estimate of response variance if the observations are independent and identically distributed. The response variance is defined as the variation associated with the responses to the same question when the survey is repeated under the same general conditions.

For nominal variables, neither (3.1) nor (3.2) can be used to compute the gross difference rate because the values assigned to the levels of the characteristic are not scaled. For such questions, a set of binary variables was computed based on the response to the original variable, and then the gross difference rate was computed for each new variable using (3.2). The number of binary variables created from each original variable was equal to the number of response categories for the original variable. For example, one of the questions in the Parent reinterview asked how often the child does homework at home (FHHOME2), and had five response categories: Never, less than once a week, 1 to 2 times a week, 3 to 4 times a week, and 5 or more times a week. Five binary variables were created from this variable. The first binary variable has the value 1 if the response was “Never” and has the value 0 otherwise; the second binary variable has the value 1 if the response was “Less than once a week” and has the value 0 otherwise; the third binary variable has the value 1 if the response was “1 to 2 times a week” and has the value 0 otherwise; the fourth binary variable has the value 1 if the response was “3 to 4 times a week” and 0 otherwise; and the fifth binary variable has the value 1 if the response was “5 or more times a week” and 0 otherwise. The same procedure of creating binary variables was used for net difference rates as discussed below.

### 3.2 Net Difference Rate

The net difference rate can be defined for characteristics that are binary or continuous. The net difference rate for a continuous variable is given by

$$ndr = \frac{1}{\sum_1^n w_i} \sum_1^n w_i \{x_{1i} - x_{2i}\} \quad (3.3)$$

where the variables are defined as in (3.1). The net difference rate is thus the average difference between the original and reinterview responses.

For the binary case, the net difference is the difference between the weighted number of cases with a characteristic as reported in the original interview and the weighted number of cases in the reinterview. That is,  $(a + c) - (a + b) = c - b$ , using the terms in Table 4. Thus, a positive net difference rate indicates that more adults reported having the characteristic in the original interview than in the reinterview. While the gross difference indicates differences in both directions, the net difference is the nonoffsetting part of the gross difference. Written as a percentage, the net difference rate is:

$$ndr = 100 \frac{c - b}{n} \quad (3.4)$$

If the reinterview response is the “true” value, or at least a better approximation to the true value, then the net difference rate is a measure of the bias (or reduction in bias) of the estimate. Generally speaking, this was not the case in the NHES:96 since the reinterview responses were collected under the same conditions as the original interview. Brick, *et al.* (1994) discuss this issue in more detail. In some surveys, it is assumed that when the original and reinterview differences are reconciled with the respondent, more accurate responses result. In these cases the net difference rate computed using the original and the reconciled responses is a valid estimate of the response bias. Brick and West (1992) and Brick, *et al.* (1994) found that there was little empirical support for this assumption, even for reconciled data.

The net difference rate computed from the original and reinterview data can be used to evaluate one of the assumptions associated with the gross difference rate. If the reinterview is an independent replication of the original interview, then the gross difference rate is a valid measure of response variance. Generally, it is assumed that this condition holds, but the net difference rate provides a means of partially evaluating this assumption. If the interviews are replications, then the estimated net difference rate should be equal to zero in expectation (the original interview and reinterview should have the same average value). Biemer and Forsman (1992) discuss this issue more fully. Thus, the net difference rates for the questions in the Parent PFI/CI and Youth CI reinterview studies presented below are used for this purpose.

#### 4. Findings

The gross and net difference rates for the reinterview questions are presented below along with a discussion of the implications of the results for the analysis of estimates from the Parent PFI/CI and Youth CI components of the NHES:96 and the planning for future NHES studies.

The analysis is divided into two sections. Section 4.1 considers questions from the Parent PFI/CI reinterview, while Section 4.2 covers questions from the Youth CI reinterview. For each section, the estimates and their standard errors are presented along with the gross and net difference rates and their standard errors. The estimates are the weighted percent of respondents reporting in the first response category of the question based only on the data from the respondents to the reinterview. Since these are restricted to the reinterview subsample, the estimates may differ from those from the full sample. The sample sizes vary from item to item because of skip patterns in the interviews.

The primary focus of the NHES:96 reinterview study was to measure the random component of measurement error using the gross difference rate based on the reinterview data. The net difference rate based on the presumed true value data is used as a gross measure of the direction and magnitude of the potential response bias, but this measure is limited. Other measures, such as the net difference rate based on the reinterview data, are presented for completeness and as checks of the validity of the gross difference rate as a measure of response variance.

Some rough rules of thumb for interpretation may be used for using the gross difference rate as an estimator of the impact of measurement error on the estimates. These rules are most applicable when the estimated characteristic is between 20 and 80 percent. The rules are, if the gross difference rate is:

- Less than 20, the impact of measurement error is low;
- Between 20 and 45, the impact of measurement error is moderate; or
- Greater than 45, the impact of measurement error is high.

If it is determined that measurement error is nonegligible, the next step might be to characterize the nature of the measurement error. For example, it would be useful to know whether the measurement error tends to be due to response error as opposed to a true change in conditions. The analyses involving the presumed true value variables attempt to remove effects of true change in conditions. For items where a time change assessment question was posed, the gross difference rates for the presumed true value variables are better measures of response variability than the gross difference rates for the reinterview variables.

Another hypothesis is that the time between the original interview and the reinterview might influence the response errors. A specific concern is that if the time between the interviews is short then the respondents might simply be recalling their previous responses. If this is true then the general expectation is that response error should increase as this lag time increases. In order to examine this hypothesis, gross difference rates for the reinterview variables and for the presumed true value variables are tabulated by LAGCAT, a variable which classifies the amount of time between the two interviews.

#### 4.1 Parent PFI/CI Reinterview Questions

Table 5 shows the estimates, the gross and net difference rates, and the standard errors for the questions from the Parent PFI/CI reinterview. The variable names given in the table can be referenced to the specific questions by looking at the reinterview questionnaire in the appendix. For example, SEWELCO2 is the question that asks whether the school welcomes the family's involvement with the school.

The gross difference rates for the Parent PFI/CI reinterview questions are all either low or moderate, for questions with estimates between 20 and 80 percent. (All subsequent discussions of gross difference rates are only for those estimates in this range.) Of the 46 items in the table with estimates between 20 and 80 percent, 16 have low gross difference rates and the remaining 30 have moderate gross difference rates. The mean and median gross difference rates of 22.3 and 22.0, respectively, also suggest that the overall impact of measurement error is low or moderate.

The net difference rates in Table 5 are based on the comparison of the original and reinterview values. The net difference rates for only 5 of the 46 items would be statistically different from zero using the standard t-test with a significance level of 0.05 (FSNOTES2, FSPHONES2, FSSPCDE2 (2,3), and FHHOME2(5)). Even if there were no changes in responses, 5 of the 46 items would have significant t-statistics for about 10 percent of all samples. The mean net difference rate is -0.6, and the median net difference rate is 0.1. Thus, for the most part, the estimates are consistent with the assumption that the reinterview was an independent replication of the original interview, at least for these questions. The assumption that the gross difference rate is a valid measure of response variability is supported by these results.

Table 6 presents the statistics on the subset of the variables in Table 5 for which the time change assessment question was asked, but the gross and net difference rates are computed using the responses to the "presumed true value" questions rather than the initial reinterview questions listed in



Table 5. The reinterview response was considered to be the presumed true value unless the respondent indicated through the time change assessment question that the response to the question had changed in the time between the interviews. First consider the net difference rates. If the difference between the original interview response and the reinterview response was due to a happening since the time of the original interview, then the net difference rates for the presumed true value variables should remove this effect and be more appropriate measures of bias in the estimates. For a few items, such as FSNOTES2, FSSPCDE2 (2, 3), and CPTELIS2, the difference in the net difference rates in Tables 5 and 6 is not negligible. Much of the difference seen for these items in Table 5 is due to changes in conditions, not response error. For the question on whether the child's school helps the parent/guardian understand what children at the child's age are like (FSSPCDE2), the error appears not to be due to changes in conditions, but instead due to response differences in ratings, attributable to the respondent giving a rating of "does it very well" during one interview and "just OK" during the other interview. For variables where response differences are due to changes in conditions, the more appropriate gross difference rate is that given in Table 6. That is, a more meaningful analysis involves using the gross difference rates given in Table 6 for such items (FSATCNF2, FSVOLNT2, FSNOTES2, FSMEMOS2, FSPHONE2, and CPTELIS2) and those given in Table 5 for all other items. When this approach is taken, of 46 items with percentage estimates between 20 and 80 percent, 17 have low gross difference rates and the remaining 29 have moderate gross difference rates.

The percent of Parent PFI/CI reinterview cases where the response discrepancy is due to an occurrence since the original interview is given in Table 7. These percentages were computed based on the responses to the time change assessment questions. For example, among the cases where there was a discrepancy between the responses to FSNOTES (the original interview question) and FSNOTES2 (the reinterview question), 29.3 percent of the discrepancies were attributed to the child's teachers having sent the child's family personal notes since the original interview. The percentages in Table 7 indicate that questions involving active participation between the family and school produce larger percentages (i.e., a larger percentage of discrepancies were due to changes since the original interview) as compared to those questions requiring little direct involvement between the family and school.

Table 8 presents the gross difference rates, where cases are classified according to the amount of time between the original interview and the reinterview. Of the 806 completed Parent PFI/CI reinterviews, 260 occurred within 21 days of the original interview, 398 occurred between 22 and 28 days after the original interview, and 148 occurred more than 28 days after the original interview. These categories do not represent large differences in lag time between interviews, but given the tight interviewing schedule, it is not possible to differentiate the lag times much more. In light of the results presented above, the gross difference rates in Table 8 correspond to the presumed true value variable for

those items where a time change assessment question was asked, and correspond to the reinterview variable otherwise. This table shows that, in general, time between interviews does not play a significant role in the magnitude of the measurement error, as the mean and median gross difference rates are not significantly different across the lag categories. However, there are a few exceptions. For example, the gross difference rate for the question about whether any of the child's teachers or school have sent the family personal notes (FSNOTES2) increases as the time between interviews increases. Thus, in this limited study there appears to be little support for the hypothesis that the time between interviews is important. Of course, shorter lag times between interviews might show effects due to the increased ability of respondents to recall their responses from the original interview, but it is not possible to examine this from these data.

Table 5.—Estimated percent, gross and net difference rates based on unreconciled reinterview responses, by Parent PFI/CI questions

Question	Sample size	Estimated		Gross difference rate		Net difference rate	
		percent	s.e.	estimate	s.e.	estimate	s.e.
<i>Student Experiences</i>							
SEWELCO2 (1)	621	53.9	2.6	28.0	2.3	3.7	2.7
SEWELCO2 (2)	621	40.5	2.5	31.6	2.5	-3.1	3.3
SEWELCO2 (3)	621	5.5	1.5	4.1	1.2	0.0	1.3
SEWELCO2 (4)	621	0.1	0.1	0.7	0.3	-0.5	0.3
<i>Family/School Involvement and School Practices</i>							
FSATCNF2	756	69.4	2.2	14.8	1.9	-3.4	2.0
FSVOLNT2	755	41.2	2.3	12.6	1.6	-2.3	1.9
FSAGREE2	615	34.9	2.4	19.3	2.1	2.1	2.3
FSNOTES2	754	44.3	2.3	28.6	2.4	-14.3	2.4
FSMEMOS2	754	90.7	1.4	7.9	1.3	-1.2	1.1
FSPHONE2	754	42.4	2.4	22.8	2.1	-7.3	2.3
FSSPPER2 (1)	751	58.7	2.3	20.5	1.9	-0.8	2.3
FSSPPER2 (2)	751	28.1	2.4	25.9	1.9	-2.5	2.6
FSSPPER2 (3)	751	13.2	1.6	10.1	1.4	3.2	1.3
FSSPCDE2 (1)	751	38.8	2.2	23.2	1.7	0.7	2.4
FSSPCDE2 (2)	751	30.3	1.9	33.2	2.1	-5.6	2.5
FSSPCDE2 (3)	751	31.0	2.1	18.9	2.0	4.9	2.1
FSSPVOL2 (1)	750	62.8	2.2	22.3	2.0	1.8	2.3
FSSPVOL2 (2)	750	23.9	2.0	21.4	1.8	-2.2	2.1
FSSPVOL2 (3)	750	13.3	1.5	9.8	1.6	0.4	1.8

Table 5.—Estimated percent, gross and net difference rates based on unreconciled reinterview responses, by Parent PFI/CI questions—Continued

Question	Sample size	Estimated		Gross difference rate		Net difference rate	
		percent	s.e.	estimate	s.e.	estimate	s.e.
FSSPHOM2 (1)	742	41.6	2.6	20.6	1.9	1.7	2.1
FSSPHOM2 (2)	742	29.6	2.6	26.9	1.9	1.3	2.3
FSSPHOM2 (3)	742	28.7	2.0	15.1	1.3	-2.9	1.7
FSSPSER2 (1)	740	32.1	2.2	23.3	2.0	-1.9	2.1
FSSPSER2 (2)	740	36.5	2.5	32.2	1.8	0.5	2.9
FSSPSER2 (3)	740	31.5	2.1	18.6	1.5	1.4	1.9
FSSPHW2 (1)	615	36.0	2.8	21.2	1.9	-2.9	2.3
FSSPHW2 (2)	615	32.2	2.8	30.0	2.6	3.3	3.0
FSSPHW2 (3)	615	31.8	2.6	18.1	2.2	-0.4	2.3
FSSPCOU2 (1)	608	37.6	2.9	22.2	2.5	-1.5	2.6
FSSPCOU2 (2)	608	27.8	2.5	26.0	2.3	0.9	2.6
FSSPCOU2 (3)	608	34.7	2.3	19.6	2.0	0.6	2.2
FSSPCOL2 (1)	168	40.2	4.6	22.2	4.0	2.6	5.2
FSSPCOL2 (2)	168	33.3	5.1	31.5	5.0	-6.9	6.4
FSSPCOL2 (3)	168	26.4	4.3	15.4	4.1	4.3	3.5
FSSPWOR2 (1)	166	25.1	4.3	23.1	4.3	-3.4	5.3
FSSPWOR2 (2)	166	32.7	5.2	28.0	4.8	3.6	5.9
FSSPWOR2 (3)	166	42.2	5.0	24.3	4.2	-0.2	5.0
FSPROFI2	666	55.2	2.5	28.3	2.0	2.3	2.8
FSDECIS2	661	68.8	2.3	20.8	2.1	3.3	2.0
<b>Family Involvement in Schoolwork</b>							
FHHOME2 (1)	618	2.6	0.9	7.3	1.3	-2.3	1.4
FHHOME2 (2)	618	6.1	1.4	6.4	1.6	1.2	1.4
FHHOME2 (3)	618	14.3	1.7	14.4	1.7	-4.8	1.8
FHHOME2 (4)	618	42.6	2.5	24.3	2.3	-1.5	2.5
FHHOME2 (5)	618	34.5	2.6	15.5	1.9	5.1	1.9
FHHELP2 (1)	599	7.3	1.5	6.4	1.4	1.7	1.6
FHHELP2 (2)	599	16.8	2.0	14.1	2.0	-0.7	2.0
FHHELP2 (3)	599	34.8	2.5	22.9	2.1	-4.5	2.4
FHHELP2 (4)	599	29.5	2.5	19.0	2.3	1.3	2.3
FHHELP2 (5)	599	11.7	1.5	6.7	1.2	2.2	1.3
<b>Support for Families of Preschoolers</b>							
SFATTGR2	129	9.8	3.0	7.4	2.5	-1.4	2.7
SFATTCL2	129	12.8	4.0	10.0	3.4	3.0	3.6
SFSUPCT2	129	14.7	3.9	7.8	2.7	0.4	2.8
SFVISIT2	129	9.2	3.1	10.5	3.3	0.0	3.9

Table 5.—Estimated percent, gross and net difference rates based on unreconciled reinterview responses, by Parent PFI/CI questions—Continued

Question	Sample size	Estimated		Gross difference rate		Net difference rate	
		percent	s.e.	estimate	s.e.	estimate	s.e.
<i>Family Involvement Outside of School</i>							
FORBED2	367	96.9	1.1	4.4	1.6	0.1	1.6
FORTVTI2	367	78.8	2.9	12.5	2.2	-3.9	2.5
FORTVPR2	367	93.5	1.8	8.2	2.6	2.2	2.6
<i>Health and Disability</i>							
HDSCHL2	309	10.2	2.5	6.2	1.8	1.7	2.0
HDPHY2	311	12.3	2.7	17.7	2.8	0.8	3.3
<i>Activities That Promote Civic Involvement</i>							
CPRDNWU (1)	309	32.2	2.9	17.6	2.5	1.9	2.5
CPRDNWU (2)	309	33.0	3.7	32.9	3.5	0.4	3.9
CPRDNWU (3)	309	10.0	2.0	15.0	2.5	0.5	3.1
CPRDNWU (4)	309	24.9	3.3	20.5	3.0	-2.9	3.6
CPRDNWS (1)	231	44.0	4.5	17.4	3.0	-3.5	3.4
CPRDNWS (2)	231	27.8	4.4	21.7	3.3	-1.5	3.4
CPRDNWS (3)	231	6.7	2.0	8.5	2.1	2.2	2.1
CPRDNWS (4)	231	21.5	3.4	11.7	2.4	2.8	2.4
CPTELIS2	309	45.9	3.1	19.1	2.7	3.2	2.6
CPLETTE2	309	98.0	0.6	6.0	1.2	3.4	1.4
<b>MEAN*</b>				22.3		-0.6	
<b>MEDIAN*</b>				22.0		0.1	

\* Means and medians are computed based on items with percentage estimates between 20 and 80 percent only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Table 6.—Estimated percent, gross and net difference rates based on presumed true value reinterview responses, by Parent PFI/CI questions

Question	Sample size	Estimated		Gross difference rate		Net difference rate	
		percent	s.e.	estimate	s.e.	estimate	s.e.
<i>Family/School Involvement and School Practices</i>							
FSATCNF2	752	69.4	2.2	13.0	1.8	-1.5	1.9
FVOLNT2	753	41.2	2.3	9.6	1.4	0.8	1.6
FNOTES2	749	44.3	2.3	20.6	2.0	-6.3	2.1
FMEMOS2	753	90.7	1.4	5.7	1.2	1.0	1.0
FSPHONE2	752	42.4	2.4	17.1	1.8	-1.6	2.0
FSSPPER2 (1)	744	58.7	2.3	20.5	1.9	-0.8	2.3
FSSPPER2 (2)	744	28.1	2.4	25.9	1.9	-2.5	2.6
FSSPPER2 (3)	744	13.2	1.6	10.1	1.4	3.2	1.3
FSSPCDE2 (1)	744	38.8	2.2	23.2	1.7	0.7	2.4
FSSPCDE2 (2)	744	30.3	1.9	33.2	2.1	-5.6	2.5
FSSPCDE2 (3)	744	31.0	2.1	18.9	2.0	4.9	2.1
FSSPVOL2 (1)	744	62.9	2.2	22.2	2.0	1.9	2.3
FSSPVOL2 (2)	744	24.0	2.0	21.4	1.8	-2.2	2.1
FSSPVOL2 (3)	744	13.2	1.5	9.7	1.6	0.2	1.8
FSSPHOM2 (1)	728	41.7	2.6	20.6	1.9	1.7	2.0
FSSPHOM2 (2)	728	29.7	2.5	26.9	1.9	1.3	2.3
FSSPHOM2 (3)	728	28.7	2.0	15.1	1.3	-3.0	1.6
FSSPSER2 (1)	713	32.2	2.3	23.4	2.0	-1.9	2.1
FSSPSER2 (2)	713	36.6	2.5	31.9	1.8	0.8	2.9
FSSPSER2 (3)	713	31.2	2.1	18.3	1.5	1.1	1.8
FSSPHW2 (1)	609	36.1	2.8	21.2	1.9	-2.9	2.3
FSSPHW2 (2)	609	32.3	2.8	29.9	2.6	3.5	2.9
FSSPHW2 (3)	609	31.6	2.6	17.9	2.2	-0.6	2.3
FSSPCOU2 (1)	593	37.7	2.9	22.0	2.5	-1.1	2.6
FSSPCOU2 (2)	593	27.9	2.5	26.1	2.3	0.9	2.6
FSSPCOU2 (3)	593	34.4	2.3	19.3	2.0	0.3	2.3
FSSPCOL2 (1)	164	40.4	4.6	21.8	4.1	3.1	5.2
FSSPCOL2 (2)	164	33.5	5.1	31.7	5.0	-6.9	6.4
FSSPCOL2 (3)	164	26.1	4.4	15.0	4.0	3.8	3.7
FSSPWOR2 (1)	159	25.1	4.3	23.1	4.3	-3.4	5.3
FSSPWOR2 (2)	159	32.7	5.2	28.0	4.8	3.6	5.9
FSSPWOR2 (3)	159	42.2	5.0	24.3	4.2	-0.2	5.0

Table 6.—Estimated percent, gross and net difference rates based on presumed true value reinterview responses, by Parent PFI/CI questions—Continued

Question	Sample size	Estimated		Gross difference rate		Net difference rate	
		percent	s.e.	estimate	s.e.	estimate	s.e.
<i>Activities That Promote Civic Involvement</i> CPTE LIS2	209	45.9	3.1	18.0	2.6	4.3	2.6
MEAN*				22.0		-0.3	
MEDIAN*				21.6		0.1	

\* Means and medians are computed based on items with percentage estimates between 20 and 80 percent only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Table 7.—Percent of Parent PFI/CI reinterview cases where response inconsistency is due to an occurrence since the original interview, by question

Question	Number of inconsistencies due to an occurrence since the original interview	Total number of inconsistencies	Percentage of inconsistencies which were due to an occurrence since the original interview
FSATCNF2	16	87	18.4
FSVOLNT2	21	96	21.9
FSNOTES2	60	205	29.3
FSMEMOS2	18	58	31.0
FSPHONE2	48	175	27.4
FSSPPER2	14	214	6.5
FSSPCDE2	11	288	3.8
FSSPVOL2	4	196	2.0
FSSPHOM2	6	240	2.5
FSSPSER2	9	263	3.4
FSSPHW2	10	207	4.8
FSSPCOU2	13	208	6.3
FSSPCOL2	2	49	4.1
FSSPWOR2	6	56	10.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Table 8.—Gross difference rates (gdr) by LAGCAT, a categorization of the number of days between the original Parent PFI/CI interview and the Parent PFI/CI reinterview

Question	Sample size	LAGCAT = 1 Less than 22 days		LAGCAT = 2 22 to 28 days		LAGCAT = 3 More than 28 days	
		gdr estimate	gdr s.e.	gdr estimate	gdr s.e.	gdr estimate	gdr s.e.
<i>Student Experiences</i>							
SEWELCO2 (1)	621	34.5	4.5	23.7	2.9	28.5	6.8
SEWELCO2 (2)	621	36.9	4.4	29.2	3.5	29.5	6.8
SEWELCO2 (3)	621	2.4	1.1	5.6	2.3	3.4	1.6
SEWELCO2 (4)	621	1.4	0.8	0.2	0.2	0.7	0.7
<i>Family/School Involvement and School Practices</i>							
FSATCNF2	756	14.3	2.9	10.4	3.1	17.6	6.4
FVOLNT2	755	8.7	2.0	9.5	1.9	11.4	5.2
FSAGREE2	615	18.3	4.2	21.7	3.1	14.8	3.4
FNOTES2	754	17.5	2.9	19.3	2.1	30.1	6.9
FMEMOS2	754	7.4	2.8	4.9	1.3	4.6	2.7
FSPHONE2	754	17.2	3.5	16.6	2.6	18.2	3.4
FSSPPER2 (1)	751	22.1	3.3	19.5	2.4	20.6	6.0
FSSPPER2 (2)	751	26.4	3.1	25.2	2.9	27.0	6.1
FSSPPER2 (3)	751	12.6	3.1	8.2	1.6	10.6	3.3
FSSPCDE2 (1)	751	26.1	3.2	19.9	2.5	27.2	4.7
FSSPCDE2 (2)	751	34.2	3.8	33.3	3.0	31.4	4.4
FSSPCDE2 (3)	751	22.9	3.7	19.3	2.8	10.6	2.7
FSSPVOL2 (1)	750	21.0	3.8	21.4	2.6	26.6	5.8
FSSPVOL2 (2)	750	24.4	3.7	19.1	2.1	22.1	4.2
FSSPVOL2 (3)	750	12.6	2.9	7.5	2.0	9.9	5.5
FSSPHOM2 (1)	742	19.6	3.2	21.8	3.0	19.4	3.3
FSSPHOM2 (2)	742	24.9	3.5	27.2	3.0	29.7	4.5
FSSPHOM2 (3)	742	13.6	2.3	16.1	2.2	14.8	3.0
FSSPSER2 (1)	740	23.6	3.7	22.5	3.1	25.8	5.2
FSSPSER2 (2)	740	33.9	4.6	31.6	2.8	29.0	4.8
FSSPSER2 (3)	740	16.3	3.0	20.9	2.2	15.1	3.7
FSSPHW2 (1)	615	23.7	3.6	20.2	2.7	20.1	4.6
FSSPHW2 (2)	615	31.4	4.3	27.8	3.3	32.7	6.3
FSSPHW2 (3)	615	17.2	3.3	16.0	2.3	23.9	6.5
FSSPCOU2 (1)	608	19.5	3.9	22.0	3.3	26.1	4.3
FSSPCOU2 (2)	608	23.1	4.0	27.6	3.3	27.4	5.1
FSSPCOU2 (3)	608	15.9	3.3	23.2	3.1	15.4	3.9
FSSPCOL2 (1)	168	30.0	8.5	18.4	5.4	15.5	5.7
FSSPCOL2 (2)	168	44.2	8.9	29.2	7.2	17.1	5.9
FSSPCOL2 (3)	168	15.1	7.0	19.9	7.5	5.9	3.5

Table 8.—Gross difference rates (gdr) by LAGCAT, a categorization of the number of days between the original Parent PFI/CI interview and the Parent PFI/CI reinterview—Continued

Question	Sample size	LAGCAT = 1 Less than 22 days		LAGCAT = 2 22 to 28 days		LAGCAT = 3 More than 28 days	
		gdr estimate	gdr s.e.	gdr estimate	gdr s.e.	gdr estimate	gdr s.e.
FSSPWOR2 (1)	166	25.5	9.0	17.9	4.7	28.0	10.2
FSSPWOR2 (2)	166	32.6	9.7	21.5	5.3	32.0	10.4
FSSPWOR2 (3)	166	12.8	5.7	21.5	5.0	45.6	11.1
FSPROFI2	666	30.0	3.9	25.7	3.1	32.0	5.8
FSDECIS2	661	18.4	3.5	23.0	2.6	20.2	4.6
<b><i>Family Involvement in Schoolwork</i></b>							
FHHOME2 (1)	618	7.4	2.4	8.4	1.9	4.5	2.3
FHHOME2 (2)	618	7.8	3.0	7.0	2.8	2.5	1.1
FHHOME2 (3)	618	12.2	2.9	15.7	2.9	15.0	4.6
FHHOME2 (4)	618	22.2	4.0	23.9	3.0	28.9	6.0
FHHOME2 (5)	618	14.6	3.9	15.9	2.6	16.2	4.4
FHHELP2 (1)	599	6.3	3.0	5.9	1.7	7.2	3.7
FHHELP2 (2)	599	14.1	3.3	14.4	3.1	13.3	3.4
FHHELP2 (3)	599	23.6	3.9	20.3	2.8	27.6	5.3
FHHELP2 (4)	599	23.0	4.4	16.5	2.7	18.5	4.1
FHHELP2 (5)	599	4.6	2.1	8.4	2.0	6.4	2.1
<b><i>Support for Families of Preschoolers</i></b>							
SFATTGR2	129	9.0	4.0	5.7	3.4	8.5	9.0
SFATTCL2	129	6.2	4.1	8.5	4.5	24.1	14.9
SFSUPCT2	129	6.2	3.9	11.8	4.7	0.0	0.0
SFVISIT2	129	12.0	6.5	11.6	5.2	3.5	3.7
<b><i>Family Involvement Outside of School</i></b>							
FORBED2	367	5.1	3.4	5.1	2.0	0.9	0.9
FORTVTI2	367	13.7	5.3	12.5	3.1	9.9	4.3
FORTVPR2	367	4.3	1.8	9.7	3.5	12.0	12.1
<b><i>Health and Disability</i></b>							
HDSCHL2	309	2.1	1.3	7.8	3.3	8.0	3.9
HDPHY2	311	24.9	6.3	15.5	3.9	12.9	4.3



Table 8.—Gross difference rates (gdr) by LAGCAT, a categorization of the number of days between the original Parent PFI/CI interview and the Parent PFI/CI reinterview—Continued

Question	Sample size	LAGCAT = 1 Less than 22 days		LAGCAT = 2 22 to 28 days		LAGCAT = 3 More than 28 days	
		gdr estimate	gdr s.e.	gdr estimate	gdr s.e.	gdr estimate	gdr s.e.
		<i>Activities That Promote Civic Involvement</i>					
CPRDNWU (1)	309	16.9	4.6	20.2	3.9	12.9	3.8
CPRDNWU (2)	309	33.7	7.2	34.8	5.1	28.1	7.3
CPRDNWU (3)	309	19.5	5.4	15.5	4.0	8.1	3.6
CPRDNWU (4)	309	23.6	6.2	20.8	4.3	15.8	6.9
CPRDNWS (1)	231	18.3	5.8	18.1	4.3	15.1	6.9
CPRDNWS (2)	231	18.0	6.9	26.4	5.2	17.4	6.8
CPRDNWS (3)	231	15.3	5.5	7.8	2.4	2.2	1.6
CPRDNWS (4)	231	11.0	5.5	16.2	4.0	4.5	2.4
CPTELIS2	309	21.7	5.4	17.5	3.6	13.9	4.1
CPLETTE2	309	2.7	1.7	7.9	2.2	6.4	2.6
<b>MEAN*</b>		22.5		21.4		21.7	
<b>MEDIAN*</b>		22.2		20.9		20.4	

\* Means and medians are computed based on items with percentage estimates between 20 and 80 percent only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

#### 4.2 Youth CI Reinterview Questions

Table 9 gives the estimates, the gross and net difference rates, and the standard errors for questions from the Youth reinterview. The gross difference rates in Table 9 correspond to the presumed true value variable for the two items where a time change assessment question was asked (PRSCHAC3 and PRGRPAC3), and correspond to the reinterview variable otherwise. Of the 25 questions with estimates between 20 and 80 percent, 10 have low gross difference rates and the remaining 15 have gross differences rates in the moderate range. The mean and median gross difference rates are 21.8 and 23.4, respectively, further indicating that the overall effect of measurement error is low or moderate.

The mean and median net difference rates are 0.6 and 0.6, respectively. These are relatively small, given the magnitude of the estimated percents shown in the second column of the table. The net difference rates for 9 of the 25 items would be statistically different from zero using standard t-test with a

significance level of 0.05 (FEPRID12(1), PRSCHAC2, PRGRPAC2, CYRONEW2(4), CYISTAL2 (2,3,4), CYCRSE2, and CYCRSLS2). Of the 25 questions, the net difference rates were positive for 14 questions and negative for the other 11, indicating the direction for the differences was not consistent. Although the larger than expected number of statistically significant estimates may be an indication of some systematic differences between the original interview and the reinterview, this is unlikely. No such difference was suggested by the net difference rates for the Parent PFI/CI reinterview, and the same methodological and operational approaches were used for the Youth CI reinterview. Thus, the gross difference rate should be a valid measure of response variability in the Youth CI interview.

Among the cases where there was a discrepancy between the responses to PRGRPACT (the original interview question) and PRGRPAC2 (the reinterview question), 22 percent of the discrepancies were attributed, upon examination of the response to the time change assessment question, to the child having started participating in activities outside of school since the original interview. Among the discrepancies between the responses to PRSCHACT and PRSCHAC2, none of the discrepancies were attributable to the child's having started participating in school activities since the original interview.

The gross difference rates for the three categorizations of the time lag between interviews are given in Table 10. Of the 892 completed Youth CI reinterviews, 397 occurred within 21 days of the original interview, 365 occurred between 22 and 28 days after the original interview, and 130 occurred more than 28 days after the original interview. As was the case for the Parent PFI/CI reinterview, the gross difference rates are not significantly different across lag categories, suggesting that in general the time between interviews does not have a significant effect on response variability. However, for a few items such as those that solicit the child's opinion about his school (FEWATCH2 and FELISTE2), time lag may affect response variability. Response to these items involve a rating scale (with responses of "Strongly agree", "Agree", "Disagree", and "Strongly disagree"), so the effect of time lag could be attributable to changes in strength of opinion over time (e.g., from "Agree" to "Strongly agree").

Table 9.—Estimated percent and gross and net difference rates for Youth CI questions

Question	Sample size	Estimated		Gross difference rate		Net difference rate	
		percent	s.e.	estimate	s.e.	estimate	s.e.
<i>Family Involvement in Education</i>							
FESCHOO2 (1)	886	1.9	0.5	1.9	0.6	0.7	0.5
FESCHOO2 (2)	886	1.9	0.5	3.3	0.7	0.5	0.7
FESCHOO2 (3)	886	7.9	1.1	11.0	1.2	-1.6	1.5
FESCHOO2 (4)	886	27.6	2.1	27.7	1.8	-0.2	2.5
FESCHOO2 (5)	886	60.7	2.1	24.1	1.6	0.6	2.2
FESCHIN2 (1)	884	6.8	0.9	8.6	1.3	0.1	1.2
FESCHIN2 (2)	884	72.4	2.1	19.4	1.8	-0.9	2.1
FESCHIN2 (3)	884	20.8	1.9	14.6	1.8	0.7	2.0
FERBED2	440	85.5	2.2	10.9	2.1	1.1	2.4
FERSCHN2	455	83.9	2.3	14.1	2.2	3.0	2.4
FERHMWR2	897	79.4	1.8	14.2	1.5	2.5	1.8
FETVPRG2	897	46.9	2.1	14.9	1.6	-0.5	2.0
FEPRIDI2 (1)	881	30.2	1.8	23.3	1.9	4.5	2.2
FEPRIDI2 (2)	881	60.6	2.1	31.7	2.0	-2.3	2.5
FEPRIDI2 (3)	881	7.6	1.3	11.7	1.5	-1.0	1.5
FEPRIDI2 (4)	881	1.5	0.5	2.7	0.7	-1.2	0.8
FEWATCH2 (1)	883	37.3	1.8	26.3	1.9	3.9	2.0
FEWATCH2 (2)	883	58.5	1.8	30.3	1.9	-3.8	2.1
FEWATCH2 (3)	883	3.6	0.7	4.4	0.9	-0.2	0.9
FEWATCH2 (4)	883	0.6	0.3	0.9	0.4	0.1	0.4
FELISTE2 (1)	881	13.3	1.4	14.1	1.7	0.8	1.4
FELISTE2 (2)	881	59.0	2.5	29.8	2.0	-2.7	2.2
FELISTE2 (3)	881	23.8	2.2	18.6	1.8	2.8	1.8
FELISTE2 (4)	881	3.9	0.9	4.6	0.8	-0.9	1.0
<i>Activities that Promote or Indicate Personal Responsibility</i>							
PRSTUGO2	852	82.0	1.7	10.6	1.7	-1.1	1.4
PRREPGO2	702	18.9	1.9	7.4	1.2	3.9	1.2
PRSCHAC2	882	75.3	1.8	9.6	1.5	9.6	1.5
PRGRPAC2	894	64.8	1.8	12.3	1.7	4.4	1.5
<i>Service Activities</i>							
SAARRSE2	851	84.9	1.6	15.4	1.4	1.1	1.7
SAREQSE2	831	13.0	1.6	11.2	1.7	-5.4	1.8
SASERVC2	886	57.0	1.9	17.4	1.6	1.4	1.9

Table 9.—Estimated percent and gross and net difference rates for Youth CI questions—Continued

Question	Sample size	Estimated		Gross difference rate		Net difference rate	
		percent	s.e.	estimate	s.e.	estimate	s.e.
<i>Activities that Promote Civic Involvement</i>							
CYRDNEW2 (1)	893	5.3	0.9	8.6	1.2	-3.5	1.3
CYRDNEW2 (2)	893	29.1	2.0	24.9	2.0	-2.0	2.1
CYRDNEW2 (3)	893	19.9	1.9	24.6	2.0	0.2	2.4
CYRDNEW2 (4)	893	45.6	2.2	20.6	1.5	5.3	2.0
CYWATCH2 (1)	893	39.5	2.2	18.1	1.8	3.2	2.0
CYWATCH2 (2)	893	29.3	2.1	26.0	1.6	-3.4	2.4
CYWATCH2 (3)	893	12.4	1.2	14.4	1.4	-0.6	1.5
CYWATCH2 (4)	893	18.9	1.7	15.0	1.8	0.8	1.8
CYISTAL2 (1)	889	3.6	0.8	7.8	1.3	-3.2	1.3
CYISTAL2 (2)	889	25.1	1.8	29.1	1.9	-8.1	2.6
CYISTAL2 (3)	889	24.9	1.6	27.0	1.7	6.4	2.1
CYISTAL2 (4)	889	46.5	2.0	24.2	1.6	4.9	2.4
CYLETTE2	451	95.4	1.2	6.8	1.4	1.5	1.5
CYMTG2 (1)	454	80.0	2.6	14.5	2.2	0.5	2.3
CYMTG2 (2)	454	17.9	2.5	14.2	2.3	-2.2	2.3
CYMTG2 (3)	454	2.1	0.7	2.3	0.7	1.6	0.8
CYCRSE2	890	51.0	1.9	23.4	1.7	-4.7	2.3
CYCRSLS2	884	49.1	2.1	23.4	1.6	-6.2	1.8
<b>MEAN*</b>				21.8		0.6	
<b>MEDIAN*</b>				23.4		0.6	

\* Means and medians are computed based on items with percentage estimates between 20 and 80 percent only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Table 10.—Gross difference rates (gdr) by LAGCAT, a categorization of the number of days between the original Youth CI interview and the Youth CI reinterview

Question	Sample size	LAGCAT = 1 Less than 22 days		LAGCAT = 2 22 to 28 days		LAGCAT = 3 More than 28 days	
		gdr estimate	gdr s.e.	gdr estimate	gdr s.e.	gdr estimate	gdr s.e.
<b><i>Family Involvement in Education</i></b>							
FESCHOO2 (1)	886	2.4	1.0	1.4	0.8	2.0	1.2
FESCHOO2 (2)	886	3.3	1.1	3.8	1.2	2.1	1.3
FESCHOO2 (3)	886	10.6	2.2	10.7	1.8	13.1	3.6
FESCHOO2 (4)	886	32.5	3.0	25.9	3.1	18.1	4.0
FESCHOO2 (5)	886	27.2	3.0	23.5	2.7	16.6	3.9
FESCHIN2 (1)	884	7.4	2.1	12.1	1.9	3.8	1.8
FESCHIN2 (2)	884	19.6	3.2	18.9	2.2	19.5	4.1
FESCHIN2 (3)	884	17.9	3.1	9.8	1.7	16.1	4.0
FERBED2	440	11.3	3.2	10.6	2.7	10.2	6.5
FERSCHN2	455	11.2	2.3	15.1	4.4	20.0	5.7
FERHMWR2	897	15.7	2.7	9.8	1.6	20.8	3.7
FETVPRG2	897	12.0	2.0	15.0	2.9	23.8	4.7
FEPRIDI2 (1)	881	25.1	2.9	20.3	2.5	25.4	4.6
FEPRIDI2 (2)	881	34.7	2.8	27.7	3.1	33.3	5.2
FEPRIDI2 (3)	881	14.6	2.7	9.4	1.7	8.9	2.7
FEPRIDI2 (4)	881	4.6	1.5	1.5	0.7	0.0	0.0
FEWATCH2 (1)	883	24.9	3.3	24.8	2.9	33.8	5.1
FEWATCH2 (2)	883	27.4	3.2	30.3	2.9	38.7	5.5
FEWATCH2 (3)	883	3.2	1.1	5.3	1.6	5.7	2.4
FEWATCH2 (4)	883	1.1	0.6	0.9	0.7	0.0	0.0
FELISTE2 (1)	881	13.4	2.6	13.5	1.9	16.9	4.3
FELISTE2 (2)	881	27.3	3.1	30.4	2.9	35.6	5.0
FELISTE2 (3)	881	17.6	2.6	17.8	2.5	23.6	4.1
FELISTE2 (4)	881	4.0	1.4	4.5	1.3	6.5	2.9
<b><i>Activities that Promote or Indicate Personal Responsibility</i></b>							
PRSTUGO2	852	10.9	2.5	10.5	2.5	9.7	3.1
PRREPGO2	702	7.1	2.0	9.4	2.2	3.6	1.8
PRSCHAC2	882	10.5	2.7	9.3	2.1	7.8	3.0
PRGRPAC2	894	10.9	2.8	13.7	2.3	12.9	3.0
<b><i>Service Activities</i></b>							
SAARRSE2	851	13.5	2.0	16.6	2.3	17.5	4.4
SAREQSE2	831	13.6	3.1	9.8	2.0	7.6	2.9
SASERVC2	886	18.3	2.3	16.3	2.7	17.1	4.0

Table 10.—Gross difference rates (gdr) by LAGCAT, a categorization of the number of days between the original Youth CI interview and the Youth CI reinterview—Continued

Question	Sample size	LAGCAT = 1 Less than 22 days		LAGCAT = 2 22 to 28 days		LAGCAT = 3 More than 28 days	
		gdr estimate	gdr s.e.	gdr estimate	gdr s.e.	gdr estimate	gdr s.e.
<i>Activities that Promote Civic Involvement</i>							
CYRDNEW2 (1)	893	5.8	1.4	11.6	2.2	8.9	2.7
CYRDNEW2 (2)	893	22.9	3.4	25.0	2.7	29.8	4.5
CYRDNEW2 (3)	893	25.5	2.9	21.9	2.9	28.6	4.4
CYRDNEW2 (4)	893	19.5	2.4	19.7	2.2	26.4	4.3
CYWATCH2 (1)	893	14.8	2.4	20.8	2.7	21.5	5.3
CYWATCH2 (2)	893	28.3	2.8	24.7	2.5	22.4	4.5
CYWATCH2 (3)	893	16.8	2.4	12.5	1.9	11.6	4.5
CYWATCH2 (4)	893	17.5	3.1	14.6	2.3	8.3	2.6
CYISTAL2 (1)	889	6.0	1.7	8.8	2.4	10.6	4.0
CYISTAL2 (2)	889	29.1	3.4	26.2	2.7	36.6	4.6
CYISTAL2 (3)	889	27.6	2.8	26.6	3.2	26.5	5.3
CYISTAL2 (4)	889	21.7	2.3	27.7	3.2	23.2	4.5
CYLETTE2	451	5.1	1.9	7.1	2.1	10.6	4.8
CYMTG2 (1)	454	12.5	3.0	17.1	4.2	13.9	5.0
CYMTG2 (2)	454	10.2	2.9	17.8	4.1	18.7	5.6
CYMTG2 (3)	454	2.3	1.1	1.2	0.7	4.9	3.2
CYCRSE2	890	21.7	2.1	25.3	2.8	24.0	3.4
CYCRSLS2	884	21.8	2.4	26.2	2.8	21.2	3.7
MEAN*		21.7		21.3		23.5	
MEDIAN*		21.7		23.5		23.2	

\* Means and medians are computed based on items with percentage estimates between 20 and 80 percent only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

## 5. Conclusions

The Parent PFI/CI and Youth CI reinterviews for the NHES:96 are used in this paper to examine how consistently respondents responded when asked the same questions on two occasions. The important findings of the reinterview analyses and their implications are summarized below, followed by some discussions of the methodology of the reinterview.

Overall, both reinterview analyses indicate that the impact of measurement error on the estimates is low to moderate, as measured by the gross difference rates. The mean gross difference rate for both the Parent PFI/CI and the Youth CI are 22 percent. In addition, the net difference rates support the use of the gross difference rates as measures of response variance.

The reinterviews served their major purposes of investigating to find questions with high error rates and providing feedback to help improve the design of the questions for future surveys. In this survey, there were no obvious questions that had high response errors. Due to larger sample sizes for most questions, the gross difference rates from the NHES:96 reinterviews generally attained adequate levels of precision. This is in contrast to the NHES:95 (Brick *et al.* 1996b) where some subgroups had small sample sizes and the reinterview could not provide precise measures of response variance.

For those variables where it was possible to account for the effect of events that happened between the original interview and the reinterview (i.e., “presumed true value” questions), there were only a few variables for which such an effect was significant. The time lag between interviews was not a significant factor in either reinterview. This is expected to hold true in future NHES reinterviews, as long as the requirement of at least 14 days between interviews is retained.

The process of obtaining presumed true value responses for a subset of the reinterview items helped shed light on the nature of response inconsistency by removing the effects of occurrences since the original interview which may have affected the reinterview response. As a result, for the items where follow-up reinterview questions were asked, the gross and net difference rates for the presumed true value responses are more informative than those for the initial reinterview responses.

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**APPENDIX**

**PARENT PFI/CI AND YOUTH CI REINTERVIEW QUESTIONNAIRES**

## NHES:96 Parent Reinterview

INTRO. [Hello, my name is (INTERVIEWER). A few weeks ago, someone from our staff conducted an interview with you about (CHILD) for the U.S. Department of Education. I'd like to ask just a few of the questions from the interview again, for quality control purposes. These questions usually take 5 minutes.

If FIPATH = N and [PC1 = 2 and PC2 = 2 (child not in center-based care)], go to RPH2. Else if FIPATH = N and [PC1 = 1 or PC2 = 1 (child in center-based care)], go to RPF1. Else, if [FIPATH = H and (grade/equivalent) = T, K, P, or 1 through 5) or grade equivalent = U, -7, or -8 and AGE95 >= 5 and <= 11)], go to RPI10. Else, if [FIPATH = H and (grade/equivalent = 6 through 12) or (grade equivalent = U, -7, or -8) and AGE95 >= 12], go to RPJINTRO. Else, if grade/equivalent = T, K, or P or PB4 (grade equivalent) = U, -7, or -8 and AGE95 <= 6, go to RPF1. Else, if FIPATH = M or S, or (grade equivalent = 1, 2, 3, 4, or 5), ask RPE1.

### Student Experiences [Path = E (not kindergarten), M, S]

RPE1. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statement:

	SA	A	D	SD	R	DK
NEW SEWELCO2 f. (CHILD)'s school welcomes my family's involvement with the school.....	1	2	3	4	-7	-8

### Family/School Involvement and School Practices [Path = E, M, S]

RPF1. Since (the beginning of this school year/September), have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]...

NHES:93/SSD

	YES	NO	R	DK
FSATCNF2 b. Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/ meeting with (CHILD)'s teacher or care provider]? .....	1	2	-7	-8
FSVOLNT2 d. Acted as a volunteer at the (school/ Head Start program/PROGRAM) or served on a committee? .....	1	2	-7	-8

If FIPATH = N, go to RPF13. Else, ask RPF11.

NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper case are not read.

RPF11. Some schools have written parent involvement agreements or learning compacts that say how parents and the school will share the responsibility for their children's education. Does (CHILD)'s (school/current school) have a written agreement like that?

NEW

<b>FSAGREE2</b>	YES.....	1
	NO.....	2
	REFUSED.....	-7
	DON'T KNOW.....	-8

RPF13. We're also interested in times the (school/Head Start program/PROGRAM) contacted you without your having contacted them first. (During this school year/Since September), have any of (CHILD)'s teachers or (his/her) (school/current school/Head Start program/PROGRAM)...

NEW

		HOME				
		YES	NO	HS	R	DK
<b>FSNOTES2</b>	a. Sent your family personal notes? .....	1	2	3	-7	-8
<b>FSMEMOS2</b>	b. Provided newsletters, memos or notices addressed to all parents? .....	1	2	3	-7	-8
<b>FSPHONE2</b>	c. Called you on the phone? .....	1	2	3	-7	-8

*If FIPATH = N or (grade/equivalent = T, K, or P) or [(grade equivalent = U, -7, or -8) and (AGE95 <= 5)], ask a through e of RPF14. Else, if (grade/equivalent = 1 through 5) or [(grade equivalent = U, -7, or -8) and (AGE95 >= 6 and <= 11)] or FIPATH = M, ask a through g of RPF14. Else, if FIPATH = S, ask a through i of RPF14.*

RPF14. For each statement that I read you, please tell me how well (CHILD)'s [school/current school/Head Start program/(PROGRAM)] has been doing the following things (during this school year/since September):  
 [IF NECESSARY, READ AFTER STATEMENTS FOLLOWING THE FIRST STATEMENT.]: Would you say (CHILD)'s [school/current school/Head Start program/(PROGRAM)] does this very well, just OK, or doesn't do it at all.  
 [ACCEPT "DON'T KNOW" AS AN ANSWER.]

EPST		Does it			Doesn't			
		very	Just	do it				
		well	OK	at all	R	DK		
<b>FSSPPER2</b>	a.	Lets you know (between report cards) how (CHILD) is doing in (school/the program). Would you say (CHILD)'s [school/current school/Head Start program/(PROGRAM)] does this very well, just OK, or doesn't do it at all.....	1	2	3	-7	-8	
<b>FSSPCDE2</b>	b.	Helps you understand what children at (CHILD)'s age are like.....	1	2	3	-7	-8	
<b>FSSPVOL2</b>	c.	Makes you aware of chances to volunteer at the (school/program).....	1	2	3	-7	-8	
<b>FSSPHOM2</b>	d.	Provides workshops, materials, or advice about how to help (CHILD) learn at home.....	1	2	3	-7	-8	
<b>FSSPSER2</b>	e.	Provides information on community services to help (CHILD) or your family.....	1	2	3	-7	-8	
<b>FSSPHW2</b>	f.	Provides information about how to help (CHILD) with (his/her) homework.....	1	2	3	-7	-8	
<b>FSSPCOU2</b>	g.	Provides information about why (CHILD) is placed in particular (groups or) classes.....	1	2	3	-7	-8	
<b>FSSPCOL2</b>	h.	Provides information on how to help (CHILD) plan for college.....	1	2	3	-7	-8	
<b>FSSPWOR2</b>	i.	Provides information about how to help (CHILD) plan for work after (he/she) completes (his/her) education.....	1	2	3	-7	-8	

*If FIPATH = N, go to RPF19. Else, ask RPF15.*

RPF15. Has (CHILD)'s current (school/school or district) given you [or (CHILD)'s (mother/stepmother/ foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] written information about students as a group, telling you about their standardized test scores or attendance rates?

NEW

<b>FSPROFI2</b>	YES .....	1
	NO.....	2
	REFUSED .....	-7
	DON'T KNOW .....	-8

RPF19. Does (CHILD)'s (school/current school/Head Start program/PROGRAM) include parents on committees or in other groups that make decisions about school policies having to do with the school budget, what will be taught, discipline, or other policies?

NEW

<b>FSDECIS2</b>	YES .....	1
	NO.....	2
	REFUSED .....	-7
	DON'T KNOW .....	-8

If FIPATH = N, go to RPH2. Else, if grade/equivalent = T, K, or P or (PB4 (grade equivalent) = U, -7, or -8 and AGE <= 6), go to RPI10. Else, go to RPGINTRO.

**Family Involvement in Schoolwork** [Path = E (not kindergarten), M, S]

RPGINTRO. Now I have some questions about (CHILD)'s homework.

RPG2. How often does (CHILD) do homework at home? Would you say...  
NEW

- FHHOME2**
- Never,..... 1 (GO TO BOX AFTER RPG3)
  - Less than once a week, ..... 2 (GO TO RPG3)
  - 1 to 2 times a week, ..... 3 (GO TO RPG3)
  - 3 to 4 times a week, or ..... 4 (GO TO RPG3)
  - 5 or more times a week?..... 5 (GO TO RPG3)
  - REFUSED.....-7 (GO TO BOX AFTER RPG3)
  - DON'T KNOW.....-8 (GO TO BOX AFTER RPG3)

RPG3. During this school year, how often did you [(or (CHILD)'s (mother/stepmother/foster mother/ father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] help (him/her) with (his/her) homework? Would you say...  
[DISPLAY RESPONSE CATEGORIES UP TO RESPONSE FOR RPG2.]

NELS:88

- FHHELP2**
- Never,..... 1
  - Less than once a week, ..... 2
  - 1 to 2 times a week, ..... 3
  - 3 to 4 times a week, or ..... 4
  - 5 or more times a week?..... 5
  - REFUSED.....-7
  - DON'T KNOW.....-8

If FIPATH = N, ask RPH2. Else, if FIPATH = E, go to RPI10.  
Else, go to RPJINTRO.

**Support for Families of Preschoolers** [Path = N]

RPH2. Since last September, have you [or (CHILD)'s (mother/stepmother/foster mother/father/ stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] gone to...

NEW		YES	NO	R	DK
<b>SFATTGR2</b>	a. Any support groups to help with parenting? .....	1	2	-7	-8
<b>SFATTCL2</b>	b. A parenting class? .....	1	2	-7	-8

RPH4. [Not counting any services that came from Head Start/the PROGRAM], have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] ever...

NEW

		YES	NO	R	DK	
<i>SFSUPCT2</i>	a. Gone to a family support center where parents can meet with other parents, go to training activities, and/or find resources or services? .....	1	2	-7	-8	
<i>SFVISIT2b.</i>	Received more than one home visit from someone trained to talk about raising children?.....	1	2	-7	-8	(GO TO BOX AFTER RPK22)

**Family Involvement Outside of School** [Path = E, H (grade equivalent T, K, P, or 1 through 5)]

RPI10. NSC& NHES:91/ECE	Are there family rules for (CHILD) about... ..	YES	NO	R	DK	
<i>FORBED2</i>	a. What time (CHILD) goes to bed on school nights? .....	1	2	-7	-8	
<i>FORTVTI2</i>	b. Rules about the amount of time (he/she) is allowed to watch television? .....	1	2	-7	-8	
<i>FORTVPR2</i>	c. Rules about what television programs (he/she) is allowed to watch? .....	1	2	-7	-8	(GO TO BOX AFTER RPK22)

**Health and Disability** [Path = M, S, H (grade equivalent 6-12)]

RPJINTRO. Now I have a few questions about (CHILD)'s health.

RPJ2A. Does (CHILD) have any physical, emotional, or mental condition which limits or interferes with (his/her) ability...

		YES	NO	R	DK
<i>HDSCHL2</i>	a. To do regular school work?.....	1	2	-7	-8
<i>HDPHY2</i>	b. To take part in sports, games, or other activities with children (his/her) age? .....	1	2	-7	-8

**Activities That Promote Civic Involvement** [Path = M, S, H (grade equivalent 6-12)]

*Information About Politics and National Issues*

RPKINTRO. Next I have some questions about the national news. This includes news about what is happening in Congress, what the President is doing, or what political candidates are saying.

RPK3. How often do you read about the national news in a newspaper or newsmagazine, like *Newsweek*, *Time*, or *U.S. News and World Report*? Would you say...

(YE3)<sup>i</sup>

NEW	Almost every day, .....	1
<i>CPRDNWU2</i>	At least once a week, .....	2
	At least once a month, or .....	3
	Hardly ever? .....	4
	REFUSED .....	-7
	DON'T KNOW.....	-8

<sup>i</sup>Items with comparable questions on the youth interview show that item number in parentheses.

If there are 2 or more adults (non-siblings) in the household who are related to the child, ask RPK4 about one other parent/related adult in the order preference listed.  
 Else, go to RPKINTR2.

RPK4. How about (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/ grandfather/aunt/uncle/cousin)?

NEW

ALMOST EVERY DAY.....	1
AT LEAST ONCE A WEEK.....	2
AT LEAST ONCE A MONTH.....	3
HARDLY EVER.....	4
REFUSED.....	-7
DON'T KNOW.....	-8

*Participation in Community and Political Activity*

RPKINTR2. Next, I have two questions about activities you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] participate in and interests you may have.

RPK18. Since (MONTH) 1995, have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]...

NLPS

	YES	NO	R	DK
CPTELIS2 d. Written or telephoned an editor or public official or signed a petition about issues that concern you? .....	1	2	-7	-8

*Political Attitudes and Knowledge*

RPK22. Suppose you wanted to write a letter to someone in the government about something that concerned you. Do you feel that you could write a letter that clearly gives your opinion?

(YE13)

CPSP

CPLETTE2

YES .....	1
NO.....	2
REFUSED .....	-7
DON'T KNOW .....	-8

If FIPATH = N and [PC1 = 2 and PC2 = 2 (child not in center-based care)], go to CLOSE. Else, if FIPATH = H and (grade/equivalent = T, K, P, or 1 through 5) or (grade equivalent = U, -7, or -8 and AGE95 \$ 5 and # 11, go to CLOSE. Else, go to box before RFP1.

**Questions About Changes Since the Last Parent Interview** [Path = E, M, S]

*If PF1b or PF2d = 2 (did not go to meeting) and RPF1b = 1 (did go to meeting), ask RFP1a. If PF1d or PF2f = 2 (did not volunteer) and RPF1d = 1 (did volunteer), ask RFPb. Else, go to box after RFP1.*

RFP1. Since we interviewed you about (CHILD) on (MONTH DAY), have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]...

NEW

		YES	NO	R	DK
<b>FSATCNF3</b>	a. Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]? .....	1	2	-7	-8
<b>FSVOLNT3</b>	b. Acted as a volunteer at the (school/Head Start program/PROGRAM) or served on a committee? .....	1	2	-7	-8

*If PF13a = 2 or 3 (school did not send personal notes) and RPF13a = 1 (school sent notes), ask RFP2a. If PF13b = 2 (school did not send newsletters) and RPF13b = 1 (school sent newsletters), ask RFP2b. If PF13c = 2 (school did not call on phone) and RPF13c = 1 (school called on phone), ask RFP2c. Else, go to box after RFP2.*

RFP2. Since we interviewed you about (CHILD) on (MONTH DAY), have any of (CHILD)'s teachers or (his/her) (school/current school/Head Start program/PROGRAM)...

NEW

		YES	NO	HOME HS	R	DK
<b>FSNOTES3</b>	a. Sent your family personal notes? .....	1	2	3	-7	-8
<b>FSMEMOS3</b>	b. Provided newsletters, memos or notices addressed to all parents? .....	1	2	3	-7	-8
<b>FSPHONE3</b>	c. Called you on the phone? .....	1	2	3	-7	-8

*If any PF14a-i = 3 (in original interview it was reported that the school did not do a particular practice) and the corresponding item in RPF14 = 1 or 2 (in reinterview it was reported that the school does a particular practice), ask the item(s) that changed in RR3. Else, go to box after RFP3.*



RFP3. Since we interviewed you about (CHILD) on (MONTH DAY), has (CHILD)'s [school/current school/Head Start program/(PROGRAM)] started doing any of the following things?

		YES	NO	R	DK
<b>FSSPPER3</b>	a. Letting you know (between report cards) how (CHILD) is doing in (school/program) .....	1	2	-7	-8
<b>FSSPCDE3</b>	b. Helping you understand what children at (CHILD)'s age are like.....	1	2	-7	-8
<b>FSSPVOL3</b>	c. Making you aware of chances to volunteer at the (school/program).....	1	2	-7	-8
<b>FSSPHOM3</b>	d. Providing workshops, materials, or advice about how to help (CHILD) at home .....	1	2	-7	-8
<b>FSSPSER3</b>	e. Providing information on community services to help (CHILD) or your family .....	1	2	-7	-8
<b>FSSPHW3</b>	f. Providing information about how to help (CHILD) with (his/her) homework.....	1	2	-7	-8
<b>FSSPCOU3</b>	g. Providing information about why (CHILD) is placed in particular (groups or) class .....	1	2	-7	-8
<b>FSSPCOL3</b>	h. Providing information on how to help (CHILD) plan for college .....	1	2	-7	-8
<b>FSSPWOR3</b>	i. Providing information about how to help (CHILD) plan for work after (he/she) completes (his/her) education .....	1	2	-7	-8

*If PK18d = 2 (in the original interview it was reported that a household member did not respond to an issue that concerned him/her) and RPK18 = 1 (in the reinterview it was reported that a household member responded to an issue that concerned him/her), ask RFP4. Else, go to CLOSE.*

RFP4. Since we interviewed you on (MONTH DAY), have you [or (CHILD)'s (mother/ stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]..

		YES	NO	R	DK
<b>CPTELIS3</b>	a. Written or telephoned an editor or public official or signed a petition about issues that concerned you? .....	1	2	-7	-8

CLOSE. Thank you, those are all the questions I have about (CHILD).

## NHES:96 Youth Reinterview

**YINTRO.** Hello, this is [INTERVIEWER]. A few weeks ago someone from our staff conducted an interview with you for the U.S. Department of Education. We are reasking a few questions from the interview as a measure of survey quality. These questions only take about 5 minutes.

**Family Involvement in Education [Path = All]**

*If FIPATH = H, go to RYA10.*

**RYA1.** First, how often do you talk with [(your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)](ADULT RESPONDENT)/(or mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] about school? Would you say...

NHES:93/SSD

<b>FESCHOO2</b>	Never, .....	1
	Less than once a month.....	2
	Once or twice a month, .....	3
	About once a week, or .....	4
	Almost everyday? .....	5
	REFUSED .....	-7
	DON'T KNOW .....	-8

**RYA2.** Would you say that your family is less involved in your (current) school than you would like, about as involved as you would like, or more involved than you would like?

**EPST**

<b>FESCHIN2</b>	LESS THAN WOULD LIKE .....	1
	ABOUT RIGHT .....	2
	MORE THAN WOULD LIKE .....	3
	REFUSED .....	-7
	DON'T KNOW .....	-8

**RYA10.** Does your family have any rules for you about...

**NSC & NELS:88**

		YES	NO	R	DK
<b>FERBED2</b>	a. [GRD/EQ 6-8] What time you go to bed on school nights? .....	1	2	-7	-8
<b>FERSCHN2</b>	b. [GRD/EQ 9-12] What time you have to be home on school nights? .....	1	2	-7	-8
<b>FERHMWR2</b>	c. Doing your homework? .....	1	2	-7	-8
<b>FETVPRG2</b>	e. Rules about what television programs you are allowed to watch? .....	1	2	-7	-8

*If FIPATH = H, go to RYB5. Else, go to RYA5.*

RYA5. Now I'd like your opinion about your (current) school. Please tell me whether you strongly  
 (PE1a-e)<sup>ii</sup> agree, agree, disagree, or strongly disagree with the following statements:

		SA	A	D	SD	R	DK
NHES:93/SSD							
<i>FEPRDI2</i>	e. The principal and assistant principal maintain good discipline at my school.....	1	2	3	4	-7	-8
<i>FEWATCH2</i>	g. My family keeps a close watch on how I am doing in school.....	1	2	3	4	-7	-8
<i>FELISTE2</i>	h. In my school, the opinions of the students are listened to.....	1	2	3	4	-7	-8

**Activities that Promote or Indicate Personal Responsibility [Path = All]**

RYB1. Does your (current) school have a student government?  
 NEW

<i>PRSTUGO2</i>	YES .....	1	(GO TO RYB2)
	NO.....	2	(GO TO RYB3)
	REFUSED .....	-7	(GO TO RYB3)
	DON'T KNOW .....	-8	(GO TO RYB3)

RYB2. Have you worked for or served as an officer or representative in your student government  
 NEW this school year?

<i>PRREPGO2</i>	YES .....	1
	NO.....	2
	REFUSED .....	-7
	DON'T KNOW .....	-8

RYB3. During this school year, have you participated in any (other) school activities such as sports  
 NHES:93/SSD teams, safety patrol, or school clubs?

<i>PRSCHAC2</i>	YES .....	1
	NO.....	2
	SCHOOL DOES NOT OFFER ANY .....	3
	REFUSED .....	-7
	DON'T KNOW .....	-8

RYB5. During this school year, have you participated in any activities outside of school, such as music  
 NHES:93 lessons, scouting, church or temple youth group, or organized team sports like soccer?

<i>PRGRPAC2</i>	YES .....	1
	NO.....	2
	REFUSED .....	-7
	DON'T KNOW .....	-8

<sup>ii</sup>Items with comparable questions on the parent interview show that item number in parentheses.

NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper cases are not read.

**Service Activities [Path = All]**

*If FIPATH = H, go to RYC20.*

RYC8. Does your school arrange or offer any service activities that students can participate in?  
NEW

- SAARRSE2
- YES ..... 1
  - NO..... 2
  - REFUSED .....-7
  - DON'T KNOW .....-8

RYC9. Is participation in a service activity required for students in your school, for example, do all students have to do a certain number of hours of community service before graduating?

NEW

- SAREQSE2
- YES ..... 1
  - NO..... 2
  - REFUSED .....-7
  - DON'T KNOW .....-8

RYC20. [(Do either or both of your parents)/Does (your (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin))/(ADULT RESPONDENT)/(or your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(or any other adult in your household)] participate in any ongoing service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

(PK16)  
NEW

- SASERVC2
- YES ..... 1
  - NO..... 2
  - REFUSED .....-7
  - DON'T KNOW .....-8

**Activities that Promote Civic Involvement [Path = All]**

*Information About Politics and National Issues*

RYE3. Now I have some questions about the national news. This means, for example, news about what is happening in Congress, what the President is doing, or what political candidates are saying. How often do you read about the national news in a newspaper or newsmagazine like *Newsweek, Time, or U.S. News and World Report?* Would you say...

(PK3)  
NEW

- CYRDNEW2
- Almost every day, ..... 1
  - At least once a week, ..... 2
  - At least once a month, or ..... 3
  - Hardly ever?..... 4
  - REFUSED .....-7
  - DON'T KNOW .....-8

RYE5. How often do you watch the national news on television or listen to the national news on the radio? Would you say...

- (PK5)  
CPSP
- Almost every day, ..... 1
  - At least once a week, ..... 2
- CYWATCH2
- At least once a month, or ..... 3
  - Hardly ever? ..... 4
  - REFUSED ..... -7
  - DON'T KNOW ..... -8

RYE7. Thinking about the current school year, how often do you usually talk about politics or national issues with [(your parents) (your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)) (or mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]? Would you say...

- NAEP & SHSS
- Almost every day, ..... 1
  - At least once a week, ..... 2
- CRYSTAL2
- At least once a month, or ..... 3
  - Hardly ever? ..... 4
  - REFUSED ..... -7
  - DON'T KNOW ..... -8

*Political Attitudes and Knowledge*

*If FIPATH = S or [FIPATH = H and (grade equivalent = 9 through 12) or (grade equivalent = U, -7, -8 and AGE95 >= 14)], go to RYE13. Else, go to RYE16.*

RYE13. Suppose you wanted to write a letter to someone in the government about something that concerned you. Do you feel that you could write a letter that clearly gives your opinion?

- (PK22)  
CPSP
- YES ..... 1
  - NO ..... 2
- CYLETTE2
- REFUSED ..... -7
  - DON'T KNOW ..... -8

RYE14. Imagine you went to a community meeting and people were making comments and statements. Do you think you could make a comment or a statement at a public meeting?

- (PK23)  
CPSP
- YES ..... 1
  - NO ..... 2
- CYMTG2
- DEPENDS ON MEETING, DEPENDS ON ISSUE, ETC. .... 3
  - WOULD NEVER WANT TO MAKE A STATEMENT ..... 4
  - REFUSED ..... -7
  - DON'T KNOW ..... -8

RYE16. During this school year, have you had any courses that required you to pay attention to government, politics, or national issues?

- SHSS
- YES ..... 1
  - NO ..... 2
- CYCRSE2
- REFUSED ..... -7
  - DON'T KNOW ..... -8

RYE17. Last year, did you have any courses that required you to pay attention to government, politics, or national issues?

SHSS

CYCRSLs2

- YES ..... 1
- NO..... 2
- REFUSED .....-7
- DON'T KNOW .....-8

*If YB3 = 2 (in original questionnaire youth reports he/she does not participate in school activities) and RYB3 = 1 (in reinterview youth reports he/she does participate in school activities), ask RYF1. Else, go to box before RYF2.*

RFY1. Since we talked to you on (MONTH DAY), have you started participating in any school activities such as sports teams, safety patrol, or school clubs?

PRSCHAC3

- YES ..... 1
- NO..... 2
- REFUSED .....-7
- DON'T KNOW .....-8

*If YB5 = 2 (in original questionnaire youth reports he/she does not participate in out of school activities) and RYB5 = 1 (in reinterview youth reports he/she does participate in out of school activities), ask RYF2. Else, go to CLOSE2.*

RFY2. Since we talked to you on (MONTH DAY), have you started participating in any activities outside of school, such as music lessons, scouting, church or temple youth group, or organized team sports like soccer?

PRGRPAC3

- YES ..... 1
- NO..... 2
- REFUSED .....-7
- DON'T KNOW .....-8

CLOSERY. Those are all the questions I have. Thank you very much for your time.

### Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831  
if you are interested in any of the following papers

<u>Number</u>	<u>Title</u>	<u>Contact</u>
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

### Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk



### Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

### Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

### Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

### Listing of NCES Working Papers to Date--Continued

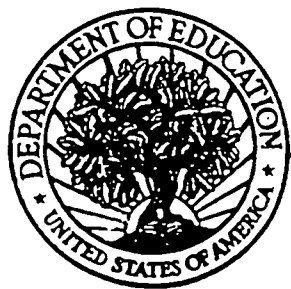
<u>Number</u>	<u>Title</u>	<u>Contact</u>
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

### Listing of NCES Working Papers to Date—Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-26 (Oct.)	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
97-27 (Oct.)	Pilot Test of IPEDS Finance Survey	Peter Stowe
97-28 (Oct.)	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-29 (Oct.)	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30 (Oct.)	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31 (Oct.)	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32 (Oct.)	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-33 (Oct.)	Adult Literacy: An International Perspective	Marilyn Binkley
97-34 (Oct.)	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35 (Oct.)	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-36 (Oct.)	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West

### Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
97-37 (Nov.)	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-38 (Nov.)	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler





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