

“PIERRE BOURDIEU’S THEORY OF CAPITAL AND PARENTAL SCHOOL CHOICE
DECISIONS: A NATIONAL STUDY”

By

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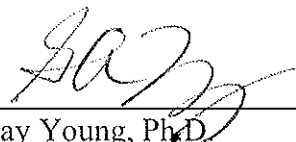
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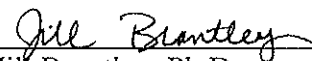
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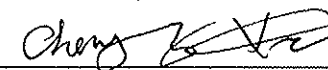
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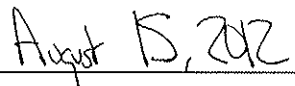
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ABSTRACT

School choice, whereby parents choose their child’s school rather than send them to their geographically assigned school, has been heavily researched from multiple angles and perspectives over the course of the past two decades. Both advocates and opponents of school choice have argued the benefits and detriments related to allowing parents to self-select their children’s schools. This study seeks to uniquely study the topic through the sociological lens of theorist Pierre Bourdieu. Using the National Household Education Survey (NHES), the study operationalizes, applies, and quantitatively analyzes the effect of Bourdieu’s four forms of capital; economic, cultural, symbolic, and social, on parental school choice decisions and their reasons for doing so.

Results indicate that cultural, economic, and symbolic capital are all valid predictors of school choice, such that those with high levels of capital will be more likely to choose a school for their child than those with low levels of these forms of capital. Results also found that parents with higher levels of cultural and economic capital were more likely to choose their child’s school for academic reasons, while those with lower levels of cultural and economic capital were more likely to report choosing their child’s school for logistical or practical reasons.

The study’s findings, through their operationalization and application, are an important contribution to Bourdieu’s theory of capital, lending powerful support to the way that the forms

of capital are reproduced to the next generation. The findings also provide warning that school choice may not be equitable, and that differences between those who choose and their reasons for doing so could be another source of the reproduction of social stratification.

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CHAPTER 1

INTRODUCTION AND THEORETICAL FRAMING

This dissertation makes two major contributions to the sociology of education. First, it contributes to one of the major contemporary education debates in the United States—whether school choice may be a mechanism for reducing inequality in educational experience and outcomes—by using a nationally representative data set called the National Household Education Survey (NHES). The dissertation uses the NHES to explore what is involved in how parents make school choices. Second, it places the issue of school choice within the framework of Pierre Bourdieu’s much-referenced theory of different forms of capital. Bourdieu proposes that an individual’s final place in the strata within societies depends not just on the traditional concept of capital as economic wealth but also on other types of capital, including social capital, cultural capital, and symbolic capital. This dissertation uses a major source of education-related data to explore which forms of capital seem most determinative of parental school choice decisions as measured in the NHES 2007 data set. The research also investigates the reasons for parental choice in the context of the forms of capital. The dissertation aims to join and reshape the debate over school choice and includes an analytic look at the measures related to capital in the NHES data.

Background of the Problem

School choice is the term used to describe the practice by which parents choose their child’s school rather than sending the child to the local public school to which the child would be geographically assigned. School choice is defined in many ways, and its utility in producing positive educational outcomes is much debated by educators, researchers, activists, parents, and policymakers. Earlier studies on school choice have often applied Pierre Bourdieu’s theory of

cultural capital, one of four forms of capital discussed by Bourdieu, to understand more fully and explain educational stratification. Researchers have also examined, although in fewer studies than those addressing cultural capital, the other forms of capital—economic, symbolic, and social—as they relate to school choice. Yet, to date, there has been no quantitative research conducted on a national data set examining all four forms of capital in relation to parents’ school choice decisions and the reasons for those decisions in the context of the various types of capital.

This dissertation (1) measures the extent to which Bourdieu’s four types of capital affect parents’ school choice decisions and (2) explores parents’ reasons for making school choice decisions within the framework of the forms of capital. Operationalizing these measures involves a careful evaluation of the NHES 2007 Parent and Family Involvement Survey in terms of how its questions yield data about each form of capital and the extent to which the forms of capital are or are not related to one another.

What is School Choice?

Despite interest in school choice in the United States dating back to the late 1700s when Adam Smith first advanced the idea of a voucher system, it was not until the 1980s, when Minnesota became the first state to authorize charter schools, that the U.S. educational system began to see a rapid increase in choice options, including magnet schools, public vouchers for private schools, charter schools, and within-district choice options for families. The reasons for the increase in school choice are many. One obvious reason is the simple fact of an increase in available options or objects of choice. Before Minnesota authorized charter schools, the options had been public, private, or religious school education. Charter schools seemed to enter a waiting market. Many researchers, policymakers, and parents were looking for alternatives to the monopoly-like structure of public education (Coons 1981; Chubb and Moe 1990) and were

disheartened with the way schools were educating children. Many argued that the current system was failing to meet the needs of certain subgroups, especially low-income minorities who were more likely to be enrolled in inferior schools than non-poor and non-minority children.

Moreover, school choice options were seen as offering the best route to improving educational opportunities for these students (Young and Clinchy 1992). School choice proponents envisioned school choice as a solution to creating a stronger educational system for the nation's children by allowing schools to compete with one another in a "free market competition" (Chandler 2012). The free market conceptualization touched on many popular values.

Although initiated with the best of intentions, the policy of school choice has created considerable debate on the merits and disadvantages of allowing parents to select their children's schools. The debate makes it important to understand how parents exercise choice—"do things" that create the phenomenon of school choice. The original idea behind school choice was that parents as educational consumers would influence educational stratification; that is, they would decrease educational stratification and increase educational quality by sparking competition among schools. But the question has emerged whether, because of varying amounts of capital, parents are in fact reproducing social, symbolic, cultural, and economic educational stratification in the form of school choice. An overarching issue is whether school choice reproduces general social stratification.

Characterizing school choice is not a simple task because definitions vary significantly as to what is considered choice. Tice et al. (2006) define school choice broadly as a student enrolled in one of the following: a private school (including religious schools), a public school selected by choice, or a home school. Schneider et al. (1997) provide a more narrow definition, arguing that school choice policies typically apply to traditional public schooling arrangements. Many

families already use residential location to choose the public schools their children attend, deliberately selecting neighborhoods based on the reputation of the local schools. Apart from the issues of public school options, parents may select a private school, as do 10 percent of parents across the nation. For this study, school choice follows the broader Tice et al. definition (but excludes home-schooled children because the smaller numbers in the data set limit the analyses) and includes cases in which parents have (1) chosen a private school, (2) moved into a neighborhood because of the public school, or (3) chosen a public school either within or outside their assigned district. As the most comprehensive of the definitions, the Tice et al. definition is preferable, and the data set allows for analyses at a broader level. This study focuses on types of capital parents exploit when making school choice decisions and how the forms of capital are related to parents' reasons for school choice decisions.

School Choice Policy

The debate over school choice has focused on two important questions: Does school choice improve the educational system? Does school choice improve education for individual children? Answers vary widely among experts. The issue of school choice has drawn the interest of many stakeholders. One stakeholder group includes researchers who study education and policymakers at all levels, including those who advocate for choice in their state or districts and those who work to implement it. Schools are stakeholders, too; new schools are created as choice expands while older schools that lose students to the new schools must find ways to bridge the funding gap and possible loss of some of their best students. Of course, parents are stakeholders. Some parents are on the front lines pushing for school choice and are well-informed and involved in the choice movement; others are not informed enough to know what to do or how to do it. Finally, children are the ultimate stakeholders and eventual participants in the school

choice movement. With so many stakeholders involved in and affected by school choice, how can we measure whether school choice is achieving its aims? What are the effects on children who move to schools of choice? What about those who do not? Does school choice reduce educational stratification? The answers to these questions are the subject of the next chapter, which reviews the literature on school choice. Here it is sufficient to say that the debate still rages.

Research Framework

School choice is an issue that warrants examination because of current controversies about the purported effects, positive and negative, of allowing parents to choose their child's school in lieu of placing their child in the local public school to which he or she would be geographically assigned. School choice is touted as a solution to increased integration and remedying the nation's failing schools. But how does school choice affect the individual child, family, school, and the overall education system? Current research shows a mix of findings that vary with the constituents.

School choice, national educational system, and stratification. Can school choice improve our nation's schools and student outcomes, close the achievement gap, and work toward the goal of an equal education for all children as expressed in *Brown vs. Board of Education*? This is one of the primary issues behind the debate over school choice in the U.S. educational system. Proponents argue that school choice will create competition between schools, prompting all schools to improve in order to attract students. Schools that fail to improve will be forced to close. Advocates also note that many schools of choice, particularly public charter schools, strive to serve and improve the outcomes of the nation's lowest-performing students. Yet, evidence indicates that the overall effects of school choice may increase racial and income stratification in

our nation's schools with little to no increases in achievement among the lowest-performing students (Frankenberg and Lee 2003; Howe 2006; Archibald and Kaplan 2004). The current research in the field makes it difficult to disentangle the implications of choice on overall student achievement, achievement by subgroups such as low-income and minority children, and income and racial stratification.

Effects of school choice on schools. Some argue that the competition between schools mimics that of the free market, forcing all schools to compete for students and thus requiring improvement if a school is to stay in business. Others say that school choice will drain the most problematic schools of their best students, most involved parents, and reduce the per-pupil funding of schools desperately in need of revenue, leaving troubled schools in worse financial condition and therefore unable to compete for students. School choice policy began to take effect during the Reagan years, when market factors may have played a stronger role in decision making than a commitment to equality (Howe 2006). Today, public schools are under great pressure to produce high scores on standardized tests. Accordingly, some schools may benefit by losing their lowest-performing students to charter or private schools via vouchers while seeing an increase in school test scores. Other schools, with active and involved parents who “speak with their feet” (Goldhaber 1999), may find that some of their best students leave their schools to attend specialized magnet or college preparatory charter schools. Current studies on school choice focus on how schools benefit or suffer as school choice takes root and proliferates.

School choice and families and children. For parents and families, the right to choose their child's school is an important one, especially as some studies have shown that school choice has been linked to the following positive student outcomes: improved test scores on

reading and mathematics tests (Nicholas and Ozek 2010), more years of schooling and higher high school graduation rates (Cullen, Jacob, and Levitt 2005), increased college attendance, and improved college performance and graduation, which ultimately could have a significant impact on a child's success trajectory in life. In a study of school choice in Milwaukee (Witte, Sterr, and Thorn n.d.), findings indicate that parents of "choice" children are more satisfied and more involved in their child's school when compared to similar families that are not in a school of choice. Therefore, the ability to select their child's school may be one more advantage or benefit that parents can bestow on their child in helping him or her succeed in later life.

Yet, extensive research and debates continue to question the effects of school choice on children. For individual children, some researchers argue that students perform better when attending a school of choice; others point to deleterious effects—such as racial, ethnic, and socioeconomic segregation—on the students left behind when students with certain characteristics, such as more involved parents, leave for a school of choice (Betts et al. 2006).

Researchers have been working to measure all of the above aspects of school choice. The purpose of this study is to examine one aspect of school choice that has not been well researched: the extent to which Pierre Bourdieu's forms of capital may be applied (1) to understanding the process of parents' school choice decisions and the reasons for those decisions and, more broadly, (2) to understanding educational stratification at a national level. The key component is to operationalize the forms of capital and then apply them to the issue of parents' school choice decisions in order to advance the theoretical understanding of the forms of capital and the extent to which they influence parents' school choice decisions.

Theoretical Framework:
Pierre Bourdieu and the Forms of Capital

The social theory of Pierre Bourdieu is useful because it offers a vocabulary for talking about how parents make school choices that are firmly rooted in an analysis of how social inequality is produced, reproduced, and experienced in society. Given that one purpose of school choice is to level the playing field, that is, reduce inequality in education experience and outcomes, we need a conceptual model that lets us identify inequalities that may affect the original action of choice itself. Bourdieu's theory is an ideal fit. For example, his *Distinction: A Social Critique of the Judgment of Taste* embodies his repeated pronouncement about his approach to sociology; he believes that any sociological investigation must begin with an empirical case. He states, "My entire scientific enterprise is indeed based on the belief that the deepest logic of the social world can be grasped only if one plunges into the particularity of an empirical reality, historically located and dated, but with the objective of constructing it as a 'special case of what is possible'" (Bourdieu 1991/2002: 268).

In this case, Bourdieu begins with the French education system. He finds, as he does again and again in his career, that plunging into any empirical situation brings the researcher directly into contact with people engaged in practices. A practice is something that is involved as part of staking out one's position in a field in social space. A field is considered a network of relations among positions in an area of social life or "a domain of social life that has its own rules of organization, generates a set of positions, and supports the practices associated with them" (Calhoun 2002: 262). The most important is the field of power, but fields are almost innumerable—art, higher education, family life, religion, economy, class, and relationships. In *Distinction*, Bourdieu examines the interplay between the fields of education and class

relationships, which, as suggested above, is the topic of this dissertation and is of interest to other researchers applying Bourdieu to issues of school choice.

As people engage in practices to establish, maintain, or improve their position in a given field, they draw on two resources—one is what Bourdieu terms their habitus and the other is the various forms of capital at their disposal. One's habitus is a system of dispositions arising out of one's social conditionings and the structuring of one's ongoing response to stimuli (Lengermann and Niebrugge 2005) or “the mental or cognitive structures through which people deal with the social world” (Ritzer 2001).

In Bourdieu's description of the habitus, “The conditionings associated with a particular class of conditions of existence produce habitus, systems of durable, transposable dispositions, structured structures predisposed to function as structuring structures, that is, as principles which generate and organize practices and representations that can be objectively adapted to their outcomes without presupposing a conscious aiming at ends or an express mastery of the operations necessary in order to attain them” (Bourdieu 1990/2002: 277).

The habitus one has in childhood is provided by the person's family and is the product of the family's struggles, defeats, and triumphs in various fields (perhaps most particularly the field of social class). A person's habitus evolves over time and may shift with a change in standing in key fields. For our purposes, we are primarily concerned with parents' present habitus to the extent that we can determine it from the NHES data.

The other key resource, and the one of primary interest here, is the types of capital available to the parent to tap when making a school choice decision. Capital is a key resource used to create the habitus out of which the parent approaches school choice. Types of capital are potentially more measurable than the characterization of habitus and therefore of greater appeal

to researchers. Bourdieu, as discussed above, identifies the four types of capital one brings to practice: economic capital (wealth or money), cultural capital (the ability to navigate the systems of knowledge deemed significant by a society, including technical, sociopolitical, and aesthetic knowledge), social capital (networks of relations), and symbolic capital (marks of prestige).

Cultural capital has been the variable most widely used by education researchers, partly as a reflection of Bourdieu and partly because of its bias in favor of education. In other words, choices about education are affected by degrees of education, which seem to create a closed system and, at the same time, validate the importance of education. In his discussion of cultural capital, Bourdieu brings together two understandings of culture—the anthropological and the social aesthetic, usually denoted as “taste” (Bourdieu 1979/1984) such that he is talking not only about knowledge of how things are done in a given society (anthropological understanding) but also about distinctions among the worth of ways of doing and being (social aesthetic understanding). The latter introduces into Bourdieu’s conception of cultural capital the idea that the dominant (or ruling class) culture legitimates the actor’s knowledge. In other words, what an actor knows is what people with power—certainly in the field of education and usually in other key fields—say that one should know.

With this as overview of Bourdieu’s general social theory, the discussion turns to the definitions of the types of capital that guide this study.

Defining Parent Capital

In a groundbreaking study in 1977, Bourdieu and Passeron attempted to explain inequities in educational outcomes by using as their framework a theory of cultural capital and cultural reproduction. Their framework was revolutionary in that it allowed the idea of capital, typically defined as the economic category of monetary exchange (Reay 2004), to be expanded

to include a person's cultural and social capital as additional resources that may be transmitted from one generation to the next through social reproduction. In *The Forms of Capital* (1986), Bourdieu defined cultural capital as "the forms of knowledge, skills, education, and advantages that a person has, which give them a higher status in society." Parents provide their children with more or less cultural capital by transmitting the attitudes and knowledge needed to succeed in the dominant high-culture educational arena. High culture is determined by the dominant cultural capital, and education is a form of social reproduction that provides children of those in high culture with the skills and knowledge they need to maintain that position in society. Education can also provide an opportunity for those with low cultural capital to improve their capital, but Bourdieu was primarily concerned with the ways in which the educational system maintained a system of stratification and inequality. The present study considers not only cultural capital but also Bourdieu's other forms of capital (symbolic, economic, and social) in order to uncover the extent to which parents use the various forms of capital in their school choice decision-making process. Below are definitions of each of the key theoretical concepts as used in this study. In addition, Table 1.1 provides a conceptual look at the dimensions that make up each form of capital.

Table 1.1. Conceptualizing the Forms of Capital

Type of Capital	Conceptual Indicators
Economic	Income, wealth, assets, possessions
Cultural	Formal education, participation in events that are deemed highly valued in society
Social	Ability to activate relational ties in pursuit of goals
Symbolic	Possession of traits and objects that confer social honor or prestige

Economic capital. Bourdieu saw economic capital as a person's cash and assets, such as properties owned (Bourdieu 1986). Although he argues that economic capital is the predominant form of capital in a society, he believes that economic capital is under constant challenge by people holding high levels of cultural, symbolic, and/or social capital. The various classes constantly struggle to increase particular forms of capital, thus changing their habitus. While Bourdieu defines economic capital in terms of a person's relationship to the means of production, his other three forms of capital, all of which are non-economic, may be converted into economic capital. Thus, the interaction of the forms of capital provide an interesting point in the theory and are relevant to this study, which also tests the interrelatedness of the forms of capital. For purposes of this study, economic capital is defined in terms of a family's household income.

Cultural capital. The interpretation of cultural capital has varied over time. The literature has largely defined cultural capital as "high-brow knowledge" of aesthetic culture, such as fine art and classical music (Lareau and Weininger 2003). However, the same authors argue that the definition of and research on cultural capital in the English language has become "unnecessarily narrowed" (p. 569). They encourage researchers to broaden the scope of their definition by providing the core elements of the definition. They emphasize, "[M]icro-interactional processes

whereby individuals' strategic use of knowledge, skills, and competence comes into contact with institutionalized standards of evaluation. These specialized skills are transmissible across generations, are subject to monopoly, and may yield advantages or 'profits'" p. 569.

Interestingly, researchers have defined cultural capital in many ways, showing the diverse use of Bourdieu's terminology and concept. For example, Lareau and Horvat (1999), in a study on African American parents, argued that "being white made it easier for parents to comply with the standard of a trusting, non-hostile relationship with the school." In other words, the study defined being white as a form of cultural capital. Parent involvement has also been used as a definition of cultural capital. For example, to test Bourdieu's theory of cultural capital, Lee and Bowen (2006) included five types of parent involvement in the academic achievement of elementary school children in one community in a southeastern city. Their five descriptions were (1) school-related involvement (including frequency of attendance at parent/teacher conferences, volunteering at the school or in the classroom, and going to the school for "fun" events), (2) out-of-school (home) involvement (including frequency of the parent/child discussing what happened in school, parent encouraging child to do well), (3) parent involvement related to child's homework, (4) parents' management of the child's time (such as non-school reading and limits on television time), and (5) parents' educational expectations for their children. Underwood (2011) also defined parent involvement (both volunteering at the school and checking the child's homework in conjunction with other variables) as cultural capital. These examples lend credence to using parent involvement and parent educational attainment as measures of cultural capital.

We have now defined cultural capital (see above) as "ability," specifically "the ability to navigate the systems of knowledge deemed significant by a society." To operationalize the

concept to see it reflected in parents' responses on the NHES, we need some indicators of parents' navigation of the systems of knowledge. Therefore, for purposes of this study, cultural capital will be taken as indicated by parent educational attainment and parent involvement in their children's in-school and out-of-school activities.

Social capital. Bourdieu defined social capital as the “aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition—or in other words, membership to a group” (Bourdieu 1986). Social capital amounts to a person's ability to access goods and services through his or her social relationships and networks, including group memberships. More important, Bourdieu argues that social capital may be used to reproduce inequality. But this argument is perhaps countered or at least amplified by Mark S. Granovetter's 1973 position that it is important to remember that social capital can include both weak and strong ties—that is, a person may sometimes be able to activate a weak tie in getting a connection to possible employment (Granovetter 1973). For purposes of this study, social capital is defined as parent networks to other parents that may potentially help parents formulate a school choice decision.

Types of capital may be present around school choice in two ways. First, capital may be what parents possess and activate when making school choice decisions. Second, capital may be “working capital” or what parents do not possess but are able to enact as needed. This two-part division is particularly evident with regard to cultural capital. In an example of a parent tapping capital that he or she does not possess, a parent with low personal cultural capital may have absorbed the dominant cultural capital view of what constitutes a good school despite lacking a first-rate education. The parent may place a high value on education for his or her child and seek information about the child's school, activate networks to learn about school choices, and

ultimately choose a different school for the child. Bourdieu would argue that such an example demonstrates the complexity of capital. The measures developed from the NHES questions that define the forms of capital may reflect both of these variations on the forms of capital.

Symbolic capital. Bourdieu views symbolic capital as any capital that is gained through socially constructed classification schemes, for example, prestige or honor. He sees it as hidden capital in that others recognize the symbols as providing legitimate power. It is difficult to separate symbolic capital from the other forms of capital. Parents choosing to pursue symbolic capital in their school choice decisions may be a function not just of their own symbolic capital but also of their knowledge of how to make the educational system work, that is, their cultural capital. In attempting to define symbolic capital, researchers have used several definitions. For example, in *Shades of Difference: Why Skin Color Matters*, Nakano Glenn argues that skin color is a form of symbolic capital because those with lighter shades of skin are afforded advantages based solely on skin color (2009). Linguistic anthropologist Harriet Joseph Ottenheimer notes that language is another powerful form of symbolic capital and that the more of it a person commands, the more that others will feel that the person has a right to speak and that the person's words will matter (Ottenheimer 2008). In addition, one's country of birth can be an important measure of cultural identification and cultural experiences. Those born outside the United States may be at a symbolic disadvantage in terms of knowing the U.S. educational system. Thus, for purposes of this study, symbolic capital is defined as parent capital that stems from the symbols of the parents' race, of English as their primary spoken language, and of both parents' birth in the United States.

At this point, we largely have anecdotal evidence as to whether parents possess various types of capital or lack a type of capital but have absorbed the dominant culture's definitions of

important capital and are able to act on it. For instance, two best sellers united by the theme of education and fate have dealt successfully with the same matter in the case of African American men. In *The Other Wes Moore*, author Wes Moore describes his childhood and his shaky rise to become a Rhodes Scholar, juxtaposed against a similar childhood of another boy also named Wes Moore who is serving a life sentence for murder. While economic capital for each Wes Moore was similar, small differences in the cultural capital of the parents and grandparents as specifically related to education played a critical role in changing the author's habitus. This is exactly the case outlined in Ron Suskind's contemporary classic *A Hope in the Unseen*, which traces the rise of Cedric Jennings, an African American male student from Ballou High School, a low-performing school in the District of Columbia, to Brown University. Suskind shows the actions of Cedric's mother Barbara in facilitating her son's progress. A study looking at Barbara's objective cultural capital or the cultural capital she absolutely possesses would seemingly show low cultural capital, but her working cultural capital is extraordinarily high—that is, what she has absorbed informally about how the world works. Barbara has sufficient cultural capital to desire for Cedric the symbolic capital of the Ivy League, a goal Cedric comes to share. Indeed, in Suskind's telling, the symbolic capital of admission to the Ivy League is the only thing in the eyes of his peers that would justify Cedric's past sacrifices in his attempts to succeed as a student.

So, as described later in the measurement section of this study, the effort to measure and assign a culture capital rank to the study's survey participants reflects both the individual's acting on the knowledge of the dominant culture's understanding of how the school system works and some degree of educational attainment. The NHES survey provides ample data on cultural capital in terms of possession, enactment, and desire for the child, but it simply asks too

few questions to allow us to explore economic, social, and symbolic capital; nonetheless, the principle holds in general about different ways a person may access these three forms of capital.

Measuring Parent Capital

It is argued that education is one of the most important forms of capital (DiMaggio 1982; Bourdieu 1984; Sikkink and Emerson 2008) and is so powerful that most Americans are led to attempt to maximize a child's life chances by seeking out a high-quality education for their child (Sikkink and Emerson 2008). It may be that the dominant class capital ideal—that is, beliefs that (1) education is important, (2) the best education is available at a good-quality school, and (3) a good-quality school is currently defined as a school offering good academics, as indicated by high test scores—has become part of the habitus of nearly everyone in the society.

Cultural capital is measured in two ways. The first measure uses a section from the NHES instrument entitled Family Involvement in School. Though the section's title might at first suggest a social capital issue, the questions measure parents' behaviors that support their child in his or her school work and provide enrichment opportunities that are enablers in academic work. This first measure of cultural capital is an important concept in terms of parents' knowledge and ability to make the educational system work in order to build their child's capital. In fact, current research has found links between parent involvement and school choice. For example, Bomotti (1996) found that parents who choose alternative schools tended to be more attuned to educational issues and were actively involved in their children's education when compared to similar families that had not chosen their child's school. Schneider et al. (2000) found that parents who selected their child's school were more likely than those who had not to be involved with in-school activities such as PTA membership and volunteering at the school. For Lee and Bowens (2006), they used parent involvement in out-of-school or home activities as one of five

types of parent involvement in their study on cultural capital; the present study uses the same measure as well.

The second measure of cultural capital is a function of parent education and is defined by examining the mother's highest level of education. Goldhaber (1999) argues that more educated parents are more likely to exercise school choice than parents with less education. This concept is useful when thinking about cultural capital because it shows one mode of transmission of educational cultural capital from one generation to the next. Further, Pishghadam and Zabihi recently included mothers' and fathers' educational attainment as part of their measurement of cultural capital and its effects on students' school achievement (2011). Research has also found that the mother's educational attainment is correlated to her child's educational achievement (Stevenson and Baker 1987), so the analysis in this dissertation focuses on the mother's education. Thus, the present study measures cultural capital as the extent to which parents are involved in their children's in-school and out-of-school activities and the level of mother's educational attainment.

Symbolic capital. An analysis of the NHES survey instrument indicates that, while lacking important questions for measuring symbolic capital (such as parents' occupational prestige), the instrument includes parent race, parent immigrant status, and parent primary language, three important measures of symbolic capital that could affect a parent's ability to know about and proceed with a school choice decision. The present study measures symbolic capital by using parent race (white versus non-white), parent immigrant status (born in the United States versus not born in the United States), and parents' primary language (English versus non-English).

Social capital is measured by several questions that ascertain the existence and extent of parent networks. Use of social networks may permit parents with lower levels of cultural or economic capital to increase their levels of knowledge about the educational system and gain access to the dominant thinking on what makes for high-quality education. Indeed, research in this area points to evidence that parent knowledge may be linked to school choice. Parents with high levels of social capital receive information about schools and what is considered a strong academic school from, for instance, their various networks (Ball and Vincent 1998), including family members and friends—important sources of information about school choice alternatives (Beales and Wahl 1995). Schneider et al. (2000) found that lower-income and minority families tend to have smaller social networks, placing them at a disadvantage with respect to school choice information. Social capital therefore is measured by examining how parents' links to other parents affect parent school choice decisions.

Economic capital is measured in terms of household income. Evidence shows a strong correlation between parents who choose their child's school and socioeconomic status (Goldhaber 1999). Schneider et al. (2000) found that families at higher versus lower socioeconomic status (SES) are more likely to exercise the school choice option.

Interactions Among the Forms of Parent Capital in School Choice

Bourdieu viewed the forms of capital as distinct but interacting components. The present study examines how the forms of capital interact with one another in the context of parents' school choice decisions. Jencks et al. (1972:2000) noted that children with economically successful parents (economic capital) obtain more credentials (cultural capital) than children

with economically unsuccessful parents. To determine the extent to which economic capital relates to the other forms of capital, the study assesses the measures for correlation effects. Analyzing the relationships among the forms of capital is important for understanding how the forms of capital affect parents' choice decisions.

To sum, the research is just starting to assess many important issues related to school choice: impacts on students, impacts on schools, and the effects of choice on the goal of equal education for America's children. But school choice is complex. Several factors contribute to researchers' and policymakers' understanding of the issue and efforts to determine the effectiveness of school choice. Despite considerable and growing research on the effects of choice at the child level, little research has addressed other aspects of choice, including its effects on schools or educational policies governing racial, ethnic, and socioeconomic stratification and equality. Further, no studies have yet attempted to apply Bourdieu's four forms of capital to a national data set to study parents' school choice decisions.

This study focuses on school choice by examining choice from parents' perspective. What motivates parents to choose a school for their child, and how are variations in capital related to this decision making process? Among parents who choose a school for their child, what is their primary reason for doing so, and how are the forms of capital related to these reasons? To answer these questions, this study operationalizes and applies Pierre Bourdieu's four forms of capital to examine if and how parents vary on the four forms of capital. The study uses a national data set to examine parents' decision making and rationale for school choice decisions in relation to the forms of capital. If the nation's education system is moving toward a choice model, we must fully understand parents' capacity for making school choice decisions and the

types of parents making choices so that educators can ensure that all families have equal access to high-quality schools for their children.

While numerous studies have demonstrated both positive and negative consequences of school choice, no study has used national data and attempted to apply Bourdieu's four forms of capital as a theoretical and analytic model. The findings from this study will lend an important voice to sociological theory by discussing quantitatively how parents exercising choice vary on the forms of capital. Ultimately, the study is important for understanding how variations in capital affect school choice and social stratification stemming from the educational system. In fact, Lareau (2011) notes that Bourdieu's work provides a "dynamic model of structural inequality; it enables researchers to capture 'moments' of cultural and social reproduction" (p. 363). In so doing, Lareau argues that researchers should look at the "contexts in which capital is situated, the efforts by individuals to activate their capital, the skill at which they do so, and the institutional response to the activation of resources" (p. 363). The study demonstrates how the forms of capital influence parental school choice decisions while the analysis of parents' most important reasons for choosing a school for their child reveals whether and how those reasons relate to the forms of capital. Such analysis provides researchers, schools, and policymakers with critical information needed for better understanding what types of parents are seeking school choice and their rationale for doing so. It is hoped that this information will be used to enhance the understanding of educational stratification and to reach out to particular groups that school choice proponents have been unsuccessful in reaching to date.

The remaining chapters review the literature on school choice, outline the study methodology, describe the results, and conclude with a discussion of what the findings mean in terms of Bourdieu's theory, and educational equality.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Parents are increasingly choosing their child's school, as evidenced by data from the Center for Education Research (2003; 2007), which show an 81 percent increase in student enrollment in charter schools between 2003 and 2007 (cited in Vanderhoff 2008). Given the trend toward school choice, an important research question emerges: What are the reasons parents decide to choose their child's school rather than simply send him or her to the local neighborhood or assigned public school? What characteristics distinguish parents who choose their child's school? Are there differences in parents' capital that affect school choice decisions? To provide context and justification for the study, a review of the relevant literature examines the arguments for and against school choice; provides background for understanding the reasons behind parent school choice; investigates the current research on factors, namely, demographics and parent involvement, that may play a role in parent school choice; and ties school choice to Bourdieu's theory of capital.

The Argument for School Choice

Several researchers and policymakers have successfully touted the benefits of school choice, leading to fairly drastic changes to the educational system since the 1980s. Despite 20 years of increase in school choice options and the number of families exercising these options, the topic of who most benefits from school choice remains divisive.

Proponents of school choice argue that public schools are failing the nations' students, particularly subgroups of students from families of lower socioeconomic status. One solution is to allow greater school choice for families so that, regardless of where they live, parents may

select their child's school. A major part of the argument for school choice is termed by Archibald (2004) the "liberation model." It assumes that school choice will reduce economic segregation among children in public schools by creating access among lower-income families to schools outside their neighborhoods, with the choices supported by public transportation, information about school options, and registration for these schools.

Clearly, the proponents of school choice have children's best interests at heart. Studies demonstrate that class and racial segregation continues to plague neighborhoods and neighborhood schools (Kahlenberg 2001; Orfield et al. 1997). Poor and minority children reside in families with limited options about where they can live owing to several social, economic, and political factors that interact to create enclaves of poverty and racial isolation (Archibald 2004). The schools in high-poverty, high-minority neighborhoods are deemed deficient as measured by low scores on standardized tests, high rates of teacher turnover, low-achieving students facing a myriad of personal and family stressors, and physical buildings in need of major renovations (Kozol 1991). Researchers and proponents of public school choice recognize the stratification and inequities and regard school choice as one solution to the problem. For example, Kahlenberg (2001) advocated a system of public schooling that makes "middle class school available to all students" (p.101). Young and Clinchy (1992) argued that "... controlled choice increases educational opportunities and equity for economically disadvantaged or minority families by allowing them to select from among many or all of a district's schools" (p. 13). In short, proponents of school choice argue that, by allowing and encouraging school choice, schools will improve, parents will become more involved in their children's education, and lower-performing and underserved children will receive a higher-quality, improved education.

The Argument Against School Choice

Opponents of school choice agree that many of the nations' schools are failing to provide an equal education to all children, but they question whether public school choice is the solution to reducing stratification and inequities in the schools. Some argue that school choice will increase, not decrease, social class and racial segregation in public schools. In fact, Archibald cautions that many believe school choice increases segregation of the poorest children and has the "potential to create or worsen between-school economic segregation by income because of class-related inequalities among parents in access to information, academic support capabilities, transportation, political influence, and other factors" (p. 286). Such findings are already clearly documented (Lee, Croninger, and Smith 1994; Rapp and Eckes 2008) and show racial segregation within charter schools. Other researchers echo the same concerns, arguing that school choice is the "new improved sorting machine" (Moore and Davenport 1989) and creates a dual system within school districts (Witte and Walsh 1990). Pearson (1993) argues, "Choice will also drain these schools of a precious human resource, the highest motivated and achieving students with the most involved parents. The concentration and proportion of the most at-risk children will be increased in the poorest schools, which will have even fewer resources to work with" (p. 105). Thus, opponents of school choice worry that the schools most in need of improvement will lose per-pupil funding and that parents not already involved in schools will be unaware of and unable to navigate the school choice options, leaving students most in need of a strong school and educational environment in schools drained of money and other resources.

Do Parents Who Make School Choices Differ From Parents Who Do Not?

It is important to address and examine the issue of educational stratification as we investigate the implications of school choice. Use of the forms of capital as the theoretical framework permits an investigation of stratification by the four types of capital. After nearly three decades of expanding school choice, it is time to ask about the differences among families and parents who do or do not exercise school choice options. Can we address the concerns of school choice critics who argue that parents with high levels of cultural capital, that is, those most informed and involved, disproportionately use school choice options? Do we know that it is solely cultural capital that plays a role, or are other forms of capital at play?

Demographic differences. Current research strongly demonstrates differences in various family characteristics when it comes to choosing a child's school. For example, Bulman (2004) found evidence that choice may be related not only to race, income, and parent education but also to a family's "culture," which includes parents' own educational aspirations, what they believed it takes to get ahead, and their comfort level and familiarity with various schools. Stuart Wells (1996) found that students who participated in the school choice option tended to have parents who were employed and more highly educated than students who did not make use of school choice. Using an earlier wave of the NHES, Tice et al. (2006) reported similar findings when examining school choice between 1993 and 2003. Another study used the 1993 NHES to examine school choice in terms of the characteristics of families who choose schools (McArthur, Colopy, and Schlaline 1995). The findings demonstrated racial differences between parents who chose or did not choose a school for their child. Black students were more likely than white students to have their parents choose a school other than the assigned public school, and black students were more likely to attend a chosen public school than their white student counterparts

while white students were more likely than black students to attend private school. The study also found differences by household income such that students in households with higher incomes were more likely to be in a chosen school than students in households with less income. In addition, household income was related to type of school the child attended. When household income exceeded \$50,000, private schools were more often the choice than public schools; when household income was \$30,000 or less, students were much less likely to attend private school (McArthur, Colopy, and Schlaline 1995). These demographic findings provide insight into the types of families that exercise school choice and the types of schools they choose. However, the study did not examine some important cultural and social capital indicators, such as parent involvement and parent networks. It is also important to investigate the substance of the 1993 findings in terms of the most current data (2007), as the present study does.

Parent involvement and school choice. Current research findings indicate that parents who are more involved or want to be more involved in school-related activities are more likely to choose a school for their child than parents who are less involved. For example, Goldring and Philips (2008) found that parent involvement in the metropolitan Nashville schools was the most important factor that drew parents to private schools; parents perceived that their school involvement was more valued at a private school. Bomotti (1996) found that parents who chose schools for their children were well informed on educational issues and already involved in their children's education.

While these studies point to differences in measuring parent involvement in school choice, none of the studies used national quantitative data or Bourdieu's theory of capital as a framework for analysis. And no current studies examine the different reasons that parents decided to exercise school choice. The present study, by contrast, performs analyses that allow

generalizations about how parent involvement in school-related and home activities is crucial components of cultural capital in school choice.

Why Parents Choose Their Child's School

School choice is not feasible unless parents seek out information about their school choice options and take action by choosing a school for their child. Yet, the reasons parents seek out particular schools for their children remain poorly understood as little research has addressed this important aspect of school choice. Nonetheless, studies have identified two main factors that motivate a parent to seek out a new school for their child: (1) academic factors, such as test scores, drop-out rates, and graduation rates, and (2) non-academic factors, such as safety and convenience.

Academic reasons. One group of findings indicates that academic standards, such as high test scores, play a critical role in parents' decision-making process. For example, Fossey (1994) examined school choice factors in Massachusetts and found enrollment patterns indicating a strong tendency among families to enroll their children in districts with higher median family incomes and better-educated adult populations than in their home communities. He also found that students transferred to districts with "higher standardized test scores at high school, lower out of school suspension rates, lower dropout rates, and higher per-pupil funding" (p. 330). In other words, in Massachusetts, parents were making conscious choices to move their children into higher-performing schools.

In a meta-analysis of research on school choice, Teske and Schneider found that, in nearly every study, parents cite academic factors as the most important reason for making school choices (2001). They mention studies with similar findings, for example, a study conducted in Milwaukee, in which Witte (2000) found that even low-income parents who choose schools

indicate the importance of high academic standards and other academic factors. Studies conducted in Cleveland (Greene, Howell, and Peterson 1998) and San Antonio (Martinez et al. 1995) found analogous results. A 2008 study by James VanderHoff found that the academic effectiveness of a school and of schools that stress academic excellence in their mission statements translate into substantially longer wait lists in New Jersey schools than those of their counterparts and that other school characteristics do not affect parent choice. In fact, his findings indicate that a school's test scores directly and significantly affect the number of wait-listed students for that school, indicating high demand for enrollment in schools with higher test scores. These studies highlight the importance that parents place on academics when choosing a school for their child, indicating that these parents are likely well informed of their choice options, which ties strongly to Bourdieu's concept of habitus and parental knowledge. To what extent do these parents have higher levels of cultural capital? Parents with higher levels of cultural capital would likely be more in tune with the dominant cultural expectations of the characteristics of a successful school, which may be the case in the aforementioned studies.

Non-academic reasons. Another set of studies found evidence that parents do not consider only school test scores or academics when selecting a school for their child and that variation in school choice reasons may be related to certain demographic factors such as a family's socioeconomic status. Collectively, the studies found that some parents choose their child's school for reasons of safety or convenience to the home. Hamilton and Guin (2005) found that, while educational effectiveness is an important factor influencing school choice overall, parents in poor neighborhoods were more concerned about safety and hours of school instruction, whereas parents in wealthier neighborhoods were concerned about the number of honors classes offered by a school. In a study of school choice in Chicago, Glazerman (1998)

found that other factors were related to parent choice, including parental socioeconomic status, parental race, and distance of the school from home. Bomotti (1996) found in interviews that many parents at one school chose that school because it encouraged parent involvement, maintained discipline, and taught values such as respect and responsibility. Parents at another school reported choosing that school because it offered bilingual education and cultural diversity.

Thus, even though academic reasons are important to parents seeking a school for their child, other factors such as safety, convenience, values, and diversity may be equally important. Current research indicates that variation in reasons for school choice may differ by parents' demographic factors, showing an interesting bifurcation in reasons for school choice and a potential point of investigation for the present study in terms of the four forms of capital, particularly economic capital.

Current research points to academic and non-academic motives for school choice, but parents' reasons for choice have never been investigated by using a large, national sample of families, as with the present study's focus on the forms of capital parents possess and activate.

Conclusion

Studies on the effects of school choice vary greatly, each addressing particular components or outcomes and arriving at disparate results. The present study is not intended to lend a voice to the opponents or proponents of school choice but instead to examine the characteristics of parents who make school choices and whether their forms of capital, as defined by Bourdieu's theory, play a role in the decision-making process. The literature review disclosed little national data on the characteristics of parents exercising school choice; moreover, the limited data that are available are outdated. In sum, an extensive review of the literature provides important evidence with regard to school choice as follows: (1) little data exist on the

characteristics of parents who do/do not exercise school choice options, with no studies examining the four forms of capital as a theoretical framework for choice; (2) of the available data, just a handful of studies use quantitative analysis (qualitative studies predominate); (3) no national studies examine reasons among choosers and how capital affects parents' reasons for choice; and (4) no national estimates use newly released 2007 estimates, including the reasons for school choice, from the parent perspective.

Through the review of the current literature, it is clear that the present study can make important contributions to the current understanding of how the forms of capital affect school choice decisions and the implications for educational stratification. Examining these differences using just released 2007 data indicates if and to what extent variations occur. The analyses and findings provide a richer understanding of the application of Bourdieu's theory to data, the types of parents who exercise school choice, their reasons for doing so, and whether the measures of the forms of capital are distinct or interrelated.

CHAPTER 3
METHODOLOGY
Introduction

The study follows two lines of inquiry. First, it tests for any differences among the four forms of capital between parents who choose a school for their child and parents who do not do so. Second, it investigates further the parents who made a school choice decision, exploring whether the forms of capital are related to their reason for school choice. The two lines of inquiry lead to the following research questions and testable hypotheses.

Research Question 1. How do the various forms of capital influence parent engagement in school choice?

Hypothesis 1a. More cultural capital will increase the likelihood of parents engaging in school choice.

Hypothesis 1b. More social capital will increase the likelihood of parents engaging in school choice.

Hypothesis 1c. More economic capital will increase the likelihood of parents engaging in school choice.

Hypothesis 1d. More symbolic capital will increase the likelihood of parents engaging in school choice.

Research Question 2. How and to what extent are the various forms of capital associated with parents' primary reason for making a school choice?

Hypothesis 2a. Parents with high levels of the various types of capital will be more likely to report the main reason for school choice as academic/test score when compared to logistical or social reasons.

Examination of these research questions are based on secondary data analysis, with data drawn from the 2007 Parent and Family Involvement (PFI) survey of the National Household Education Surveys Program. The NHES is a random digit dial (RDD) telephone survey conducted approximately every two years by the National Center for Education Statistics (NCES) of the U.S. Department of Education (ED) with the goal of collecting information from the nation's households on various education-related topics. Using data collected through the PFI survey, the present study examines parent engagement in school choice, parents' reasons for school choice, and the variations by the four forms of capital parents possess and activate in that process.

Subjects

The study participants come from the NHES, as described above. To date, ED has conducted the survey in 1991, 1993, 1995, 1996, 1999, 2001, 2003, 2005, and 2007. The survey topics vary each administration year but are also often repeated (Table 3.1), and it is typical for several surveys on different topics to be fielded simultaneously. The present study uses data from the 2007 PFI module. The 2007 data are the most current data available on this topic and were released to the public in fall 2008.

Table 3.1. National Household Education Surveys Program (NHES) Selected Survey Topics: 1991–2007

Survey Topics	NHES Survey Administration								
	1991	1993	1995	1996	1999	2001	2003	2005	2007
Early childhood education/program participation	√		√		√	√		√	
Adult education/life-long learning	√		√		√	√	√	√	
School readiness		√			√				√
School safety and discipline		√							
Parent and family involvement in education				√	√		√		√
Civic involvement				√	√				
Before- and after-school programs and activities			√		√	√		√	
Household and library use				√					

Source: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program, 2007.

During 2007, the NHES conducted the PFI survey component, which asked parents of children in kindergarten through grade 12 about family involvement in school, school practices intended to involve and support families, parent involvement in children’s schoolwork outside school, and parent involvement in non-school activities. The survey also collected extensive information about parents’ educational attainment, employment status, and other important parent and household characteristics.

Westat, a research firm hired by NCES, conducted the 2007 survey from January through May 2007. Each sampled household was first administered a screener to determine eligibility for

the PFI survey and/or the other survey simultaneously conducted under NHES:2007. For the overall study, 54,034 respondents across the nation completed the screener for a weighted unit response rate of 52.8 percent and an overall weighted response rate of 52.8 percent (Table 3.2). The PFI study completed 10,681 interviews for a weighted unit response rate of 74.1 percent and a weighted overall response rate of 39.1 percent. As in all household studies, many telephone numbers sampled for the screener interview were never reached. Based on results from the vendor-assisted method calculations, 37.6 percent of the numbers with unsuccessful contact were assumed to be residential and were added to the denominator for the calculation of the screener completion and response rates. The remaining cases were deemed ineligible for the NHES study (e.g., business, non-working telephone).

Table 3.2. Response and Completion Rates for 2007 PFI Survey

	Number of Completed Interviews	Unit Response Rate ¹	Overall Unit Response Rate ²
Screener	54,034	52.8	52.8
PFI survey	10,681	74.1	39.1

¹The unit response rate is the percentage of completed interviews for a specific stage of the survey (i.e., the screener or PFI interview). It is a ratio of the number of completed interviews to the number of units (e.g., households, household members) sampled for the interviews. For many telephone numbers sampled for the screener interview, no contact was ever made. Based on the results of the vendor-assisted method calculations, 37.6 percent of these numbers were assumed to be residential and were added to the denominator for calculation of the screener response rate.

²The overall unit response rate indicates the percentage of possible interviews that have been completed, taking all sampling stages into account. The unit response rate and overall unit response rate is the product of the screener unit response rate and the interview unit response rate. For the PFI survey, the calculation for the overall unit response rate is $100 \times 0.647 \times 0.839 = 54.3$.

Source: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program, 2007.

Respondents to the PFI survey were those considered by the household to be the person most knowledgeable of the sampled child(ren). The respondent provided all information about

the child and about him- or herself, and, if married, demographic information for him- or herself or his or her spouse.

Instrumentation

A survey instrument collected data for the PFI study. A survey is the most common data collection mode for a national study; it collects data uniformly from a large sample and yields aggregated frequencies best analyzed through quantitative analyses. The PFI instrument is well tested and considered a reliable and valid instrument.

The PFI interview involves four major paths: elementary school (kindergarten through grade 5), middle/junior high school (grades 6 through 8), senior high school (grades 9 through 12), and home school (kindergarten through grade 12). All parents receiving the PFI interview were asked a series of demographic questions about their child and themselves.

The final PFI data used for the present study were weighted, and all missing data were imputed (a common statistical technique for filling in missing values by using donor cases similar to the case with missing values) so that the final data file contains no missing data. For most of the data items collected in the survey, the median item response rate was high at 99.0 percent. Only five questions had item response rates higher than 10 percent. However, for purposes of weighting and for ease of analysis, all missing data were imputed by using a hot-deck procedure (Kalton and Kasprzyk 1986).

Given the PFI data's extensive and detailed nature and the fact that the PFI is recognized as a high-quality, reliable, and valid source of national household data, the use of the NHES PFI instrument is a logical choice for purposes of the present study.

Procedures

The PFI survey took place during winter/spring 2007. Data collection relied on Computer Assisted Telephone Interviewing (CATI) procedures, with interviews conducted in both English and Spanish.

Sampling. The sample size for the NHES was determined by the precision requirements of the survey modules to be conducted (Hagedorn et al. 2008). In 2007, the overall sample size was a function of the PFI and a second survey that was also being fielded, along with the need to make precise estimates on some key indicator. In particular, the PFI sample size was largely determined by the need to produce key estimates for the percentage of children whose parents report that school practices were done very well, the percentage of children whose parents participated in six or more home learning activities, and the key analytic subgroups: race/ethnicity, two-year grade groups, parents' educational attainment, school type, and school size. These estimates are key estimates of parent involvement in education and school practices, and the subgroups are the key subgroups used in NHES data analysis (Hagedorn et al. 2008). Thus, a target of 14,150 PFI completes was necessary to ensure adequate cases for key estimates.

To achieve the desired number of completes for the PFI survey (and the other survey fielded), interviewers screened about 62,000 households across the United States. Households were sampled by using the list-assisted method (Casady and Lepkowski 1993), whereby an equal-probability random sample of telephone numbers is selected from all telephone numbers that are in 100-banks where at least one residential telephone number is listed in the white pages directory. In telephone surveys, telephone numbers are grouped into "banks" of 100 based on area code, three-digit prefix, and the first two digits of the suffix. The sample includes both listed and unlisted numbers, and telephone numbers in 100-banks with no listed telephone number

were not sampled. The sample frame was MSG's Genesys frame of all telephone numbers in 100-banks with one or more telephone numbers listed in the white pages in third- quarter 2006 (Hagedorn et al. 2008). A stratified list-assisted sample supported the design goals described previously for national and subdomain statistics for the PFI survey.

To produce reliable national estimates, telephone numbers were selected using a two-phase stratification procedure. In the first phase, to increase the likelihood of conducting subgroup analyses for race/ethnicity, a sample of 476,167 telephone numbers was drawn, with telephone numbers in areas with high percentages of black and Hispanic residents sampled at higher rates than telephone numbers in areas with low percentages of black and Hispanic residents. This information was obtained from a sampling frame containing Census 2000 counts of persons in the area by race/ethnicity. A 100-bank was classified as a high-minority concentration stratum if its population was either at least 20 percent black or at least 20 percent Hispanic. The sampling rate in the high-minority concentration stratum was nearly twice that of the low-minority concentration stratum (Hagedorn et al. 2004).

In the second phase of sample selection, telephone numbers were classified as either mailable or non-mailable based on whether the telephone number could be matched to a mailing address (from either the white pages or other databases). The result was four strata defined by combinations of minority concentration and mailable status; based on the strata, telephone numbers were sampled at different rates. In the low-minority/mailable stratum, telephone numbers were sampled at a rate about 42 percent higher than numbers in the non-mailable stratum. In the high-minority stratum, telephone numbers in the mailable stratum were sampled at a rate about 38 percent higher than those numbers in the non-mailable stratum. The yield was a

sample of 251,826 telephone numbers for the two 2007 surveys (special procedures led to the removal of several business and non-working numbers).

Selecting the respondent. When interviewers called a household, they first administered the screener questionnaire to determine eligibility for the PFI study. To respond to the screener, the subject had to be age 18 or older and a household member (Appendix A). To be eligible for the PFI study, the household must have had a child between age 5 years through grade 12th but no older than 20 years. If there were two children in the household, both were selected with certainty into the study. If more than two children in the household were eligible for the study, the children had an equal probability of selection, and two were selected. Households that did not meet the eligibility requirements for the PFI study were sent to a set of questions asking about the number of telephone lines in the household (to assist with weighting procedures) or, if eligible for the other module being fielded, sent to that module. The selection procedure left only the PFI-eligible households that then received the PFI module.

The household respondent was self-determined as the person in the household who knew the most about the sampled child or children's education. Such respondent was most often the mother. Once the appropriate respondent was on the line, the interviewer administered the PFI questionnaire (Appendix A).

Operationalizing Capital

Most research testing Bourdieu's theory of capital focuses on cultural capital. The studies typically define and then attempt to measure the concept by using a narrow, traditional definition of cultural capital. For example, studies linking education and cultural capital have defined cultural capital as the set of variables that measure "high-brow" status through cultural practices—participation in what are considered high-brow cultural activities such as visits to

museums, theatre, and concerts and certain personal tastes, credentials, and manners (e.g., DiMaggio 1982; De Graff 1986; Kastillis and Robinson 1990; Eitle and Eitle 2002). In particular, quantitative studies linking cultural capital to the field of education (DiMaggio and Mohr 1985) have examined cultural capital by using responses from a survey that asked about high-culture interests and activities, finding that cultural capital so defined showed significant effects on educational attainment, college attendance and completion, and marital selection. Recently, researchers have been attempting to broaden the definition of cultural capital, expanding the set of measures used to define and determine an individual's cultural capital. The studies have examined reading practices, types of television shows or movies watched, school behavior, academic habits, and motivation in order to provide an indication of cultural capital (Coessens and Van Bendegin 2008). Researchers have used high-powered statistical analysis techniques to examine cultural capital, both within and outside the field of education.

While cultural capital as a theoretical framework for understanding the factors related to education has been and continues to be studied, few studies have addressed the other three forms of capital as related to education. Economic capital and education have been the focus of comprehensive study, particularly in terms of the relationship between a family's economic status and its educational attainment and outcomes. In terms of school choice, economic capital has been strongly correlated with private schools (Isenberg 2006).

A newly published book of studies examining various components of Bourdieu's theories (Sanders and Robson 2009) includes several studies that measure cultural capital and highlight the extent of research about how to make the link between theory and methods in order to test theory. For instance, one study defined cultural capital as the mother's and father's education and the father's occupation, the student's grade point average in English and social studies classes,

and the highest level of education wanted and expected, among other variables (Andres 2009). Using longitudinal data, that study then compared those measures of cultural capital to the highest credential earned 10 years later by analyzing the data with structural equation modeling. In another study, Robson used time-use diaries to examine retrospectively how teenagers spent their time, especially in high-culture-type activities and then looked at current data on how the now-adults of the diaries had converted their cultural capital into economic and social capital. Analyses for that study relied on Ordinary Least Squares (OLS) and logistic regression. Kaufman and Gabler (2004) used probit regression as part of the analytic work to measure the effects of students' extracurricular activities on the college attainment process.

Attempts by researchers to define and quantitatively measure Bourdieu's forms of capital provide useful insights into the variables and models constructed to measure and analyze capital. The present study seeks to build from earlier work in this area by applying Bourdieu's theory to data to test the relationships among capital, school choice, and stratification and to learn more about how the forms of capital are related to one another and to school choice.

Study Measures

The present study uses quantitative analyses to address the research questions and to test the hypotheses. Provided below are descriptions of the variables, including their question number (see Appendix A for the instrument) used for the analysis.

School choice (uses PG1 and PG2). This variable was based on items PG1 and PG2 from the NHES and grouped parents who have chosen a school for their child (including private and public) and those who have not chosen a school for their child.

Reason for choice (uses PG8). This variable was created from item PG8, which asked parents for their primary reason for choosing child's school. There were 22 categories, which

were then combined into four substantive groups for this created variable. These groups were: (1) academic reasons, (2) logistical/practical reasons, (3) social reasons, and (4) other reasons.

Cultural capital. Four measures comprise cultural capital: mother's education, parent involvement in out of school activities, parent involvement in home activities, and parent involvement in school-related activities.

- Mother's education (uses MOMEDUC1) is measured in terms of the mother's highest educational attainment.
- Parent involvement in school (uses PI1) is measured by using a battery of 8 questions about whether the parents have participated in specific school-related activities. A scale was created from 0 to 8, where a parent with a score of 0 did not participate in any of the school-related activities since the start of the school year, while a score of 8 meant that a parent has participated in all school activities since the start of the school year.
- Parent involvement in out-of-school activities (uses PN15) is a created scale of activities from 0-7, with 0 being the parent did none of these types of activities with the child in the past month, and a score of 7 meaning that the parent did all 7 activities with the child in the past month.
- Parent involvement in home activities (PN12d and PN13a and PN12c and PN13b). This variable was created by combining PN12d + PN13a which asks whether the parent worked on a project with the child at home, such as making or fixing something and it combined PN12c + PN13b which asked parents if they had played a sport or exercised together in the last week.

Social capital (uses PG6, PG7, and PP1) is measured by questions about the extent of parent networking about school choice, including whether parents were aware of school choice, whether parents sought information on the performance of a school, and whether they spoke with other parents about the schools their children attend. These are independent variables included in the regression models.

Symbolic capital (uses PS5, PS6, PS8, PT4, PT5, and PT7) is measured by using the following: (1) mother's and father's race, (2) parents' primary language, (3) parents' immigration status, and (4) a dummy variable to examine households where fathers live in the

household compared to families that report no father living in the household. These are independent variables included in the regression models.

Economic capital (uses HHINCOME, S51, and PL1) is a measure of total household income. This is an independent variable included in the regression models. Assessment of the correlation of this variable to other independent variables was conducted prior to running the regression models.

Analysis

Described below are the analyses and procedures used to test the hypotheses related to research questions 1 and 2. Table 3.3 indicates each PFI item used for the analyses.

The first step was to examine the data frequencies for outliers and variability in the proposed items. Next, a correlation matrix was run to examine whether correlations exist, and their strength, between the independent variables. Next, the measures associated with each of the four types of symbolic capital (as previously described) were run in a binary logistic regression. The independent variables were the measures associated with the various forms of capital, and the dependent variable were the dichotomous variable created to compare parents who have chosen any type of school for their child to parents who have not chosen a school for their child.

Logistic regression is a statistical technique that allows a researcher to predict the probability of an occurrence of an event (the dependent variable, which in this case is parents choosing or not choosing a school for their child) based on the values of one or more independent variables (the forms of capital).

Table 3.3. Study Measure, Questionnaire Item Number, and Question

Study Measure	Questionnaire Item	Description of Question
School Choice	PG1	Does child go to a public or private school?
	PG2	Is it his or her regularly assigned school or a school of choice?
Cultural	PIa–h	Since the beginning of the school year, have you or any adult in your household.... (school involvement)
	PN12d and PN13a and PN12c and PN13b	In the past week, has anyone in your family done the following things with child? (home activities)
	PN15a–h	In the past month, has anyone in your family done the following things with child? (out of school activities)
	MOMEDUC	Mother's highest educational attainment
Symbolic	No father in household	A dummy variable created to compare households with a father to those with no father living in the household
	PS5	What language do you speak most at home?
	PS6	In what state, country, or territory were you born?
	PS8	What is your race?
Social	PG6	In deciding between schools, did you seek information on the performance of the schools you were considering, such as test scores, dropout rates, and so on?
	PG7	Did you talk with other parents about the schools their children attend?
	PP1	About how many parents do you talk to regularly in your neighborhood, community, or child's school who have children about the same age as your child?
Economic	HHINCOME	Derived variable for household income

The result of the logistic regressions will be a model that summarizes the relationship between the dependent and independent variables. Logistic regression is ideal for the analyses because the dependent variable is dichotomous and categorical for each of the hypotheses in research questions 1.

A multinomial logistic regression model was used to test hypotheses 2a. The dependent variable was a categorical variables of the four main reasons parents choose their child's school (academic, logistical/practical, social, and other), and the independent variables were the forms of capital (cultural, economic, symbolic, and social). The results are intended to indicate whether the forms of capital are predictors of parent reasons for choosing a child's school for academic or logistical/practical reasons.

Significance

The study's findings will have important implications for sociologists and education researchers interested in applying Bourdieu's forms of capital to understanding the process of parent school choice decisions and parents' reasons for making a choice decision. The results provide much-needed insight into the topic of public school choice and educational stratification. In addition, the study will advance the theoretical understanding of the forms of capital and the extent to which they influence parents' school choice decisions and their reasons for choosing.

CHAPTER 4

RESULTS

This study investigated Bourdieu's four forms of capital in relation to parental school choice decisions. Specifically, this study was designed to answer the following two research questions:

- 1) How do the various forms of capital influence parent engagement in school choice?
- 2) How and to what extent are the various forms of capital associated with parents' primary reason for making a school choice?

Each research question was tested through a series of hypotheses that broke each research question down into the four forms of capital. The results described in this chapter will be structured to discuss each of the research questions and their underlying hypotheses. Each hypothesis was tested using quantitative methodology and the analyses and results are discussed next.

Research Question 1 Analysis Procedures

As stated, research question 1 contained 4 testable hypotheses. Each hypothesis was tested using binary logistical regression of the NHES:2007 PFI survey data. Table 4.1 provides demographic data on the key variables used for the analysis. A variable was created to indicate whether a child's family was a "chooser" or "non chooser" and table 4.1 shows the overall demographics and then breaks them down by chooser or nonchoosers. Choosers were defined as parents' who had chosen a private or public school of choice for their child, or moved into their neighborhood in order to attend a particular school. While homeschoolers are a population of

interest, they were excluded from this study due to the small sample sizes that would not have allowed for that group to be analyzed separately.

Descriptive Statistics. Table 4.1 provides descriptive data on the unweighted number of choosers and nonchoosers, as well as basic demographic information for each of these two groups. Of the 10,681 unweighted cases, 26% of parents reported choosing their child's school compared to 74.5% of parents who did not choose a private or public school and instead used the child's assigned school (or homeschooled). These parents varied greatly on the selected demographic variables. For example, a higher percentage of black mothers reported choosing their child's school when compared to the percentages of either white or Hispanic mothers who did so. In terms of household income, those in the highest income category (over 100K per year) showed a higher percentage of choosing their child's school, while those in the two lowest income categories had the lowest percentage of parents who reported they choose their child's school. Mother's level of education also appears to relate to school choice. Mother's with the least amount of education were the least likely to report that they choose their child's school, and the percentage of mothers' reporting they chose their child's school appeared to increased with each increased level of education. Mothers with graduate or professional school had the highest percent of all mothers in terms of selecting their child's school. This same pattern is seen with father's education. This may be due to mother and father's education being correlated with one another, and that correlation is further examined in later analyses.

Removal of variables. During the preliminary analysis stage, several variables were determined as problematic for the logistic regression model and these variables were removed from the analysis. The first problematic variables were those surrounding fathers in the study. The frequency of father's who are not in the household is quite high (nearly 20%). This high

distribution of households without a father led to a substantive decision to solely use the mother variables with regard to race, education, language, and country of birth. The one exception was that a dummy variable was created for education which grouped all cases where a father was not living in the household and allowed that group to be compared to all other fathers.

Two other variables removed at this stage were two of three variables intended to measure social capital. Upon examining the frequencies for these variables, PG6 (whether parents reviewed test scores about schools when making school choice decisions) and PG7 (whether parents spoke with other people about schools when making school choice decisions), it was determined that there was very little variation in the response options and that these variables would not produce reliable estimates if used in the regression models. For both variables, there was a high level of inapplicability (or logical skip because the questions did not apply to the respondent) and of those who did get the question, most responded yes. For both questions, over 90 percent of the sample was either inapplicable or responded yes. Therefore, both of these items were dropped, leaving just one measure of social capital remaining in the model.

Logistic Regression Analysis. Each hypothesis for research question 1 was examined using a binary logistic regression. This type of statistical analysis was used because the dependent variable of “CHOICE” is both binary and categorical (“chooser” and “nonchooser”) making this method the ideal choice (Bohrnstedt and Knoke 1994). Twelve predictive factors were included in the first logistic regression model. Using SPSS, a total of 10,681 cases were available for analysis.

The preparatory examination of the data consisted of tests for normality, correlation, and identification of outliers. To determine normality, a plot of the distribution of responses for each

predictor variable was run and analyzed. No outliers were identified because they are cleaned prior to the finalization of the public data set, therefore the data do not contain outliers.

A correlations matrix was run between the demographic variables to determine the strength and to assess the degree of degree of correlation among the variables.

Table 4.2 provides the results for the correlation tests and their level of significance. When assessing correlations, the Pearson's R statistic is used and the closer that number is to 1, the stronger the correlation between the two variables. Results that are .500 or higher may indicate that a moderate to strong correlation exists between the variables.

The correlation results indicate that for this sample, mothers racial categories are correlated to one another, as expected because of the way these variables were created (dummies). In addition, mother's primary language shows a strong correlation with mother's place of birth, which would also be expected. Lastly, mother's primary language is moderately correlated with the mother is Hispanic variable. This correlation also substantively makes sense. The correlations between mother's language and mother's place of birth and Hispanic ethnicity were monitored closely during the regressions.

Research Question 1 Results

Based on the preparatory examination of the data, the final model contained 12 predictor variables. The results from Model 1, which tested the four types of capital in a binary logistic regression using blocking methods, are shown in table 4.3. The first block contained the sole measure for economic capital, which was household income.

Block 2 added in the cultural capital measures of mother's education, a measure of parental involvement in out of school activities, the measure of family involvement in child's education, and the measure for home activities conducted by the parent. Block 3 added the

Table 4.1. Unweighted Frequencies and Percents of Total Sample, Choosers, and Nonchoosers, by Demographic Variables

Variable	Total		Choose School (Choosers)		Did Not Choose School (Nonchoosers)	
	N	Percent	N	Percent	N	Percent
TOTAL	10,681	100	2,845	26.6	7,836	73.4
Mom Race/Ethnicity						
White	8,083	75.7	2,110	26.1	5,973	73.9
Black	1,207	11.3	402	33.3	805	66.7
Hispanic	1,762	16.5	410	23.3	1,352	76.7
Other/not in household	1,715	16.0	211	7.4	607	74.2
Dad Race/Ethnicity						
White	7,047	66	1,840	26.1	5,207	73.9
Black	720	6.7	221	30.7	499	69.3
Hispanic	1,298	12.2	298	23.0	1,000	77.0
Other/not in household	1,616	15.1	486	30.1	1,130	69.9
Household Income						
30k or less	2,145	20.1	443	20.7	1,702	79.3
30,001-50k	1,799	16.8	389	21.6	1,410	78.4
50,001-75k	2,375	22.2	604	25.4	1,771	74.6
75,001-100k	1,655	15.5	468	28.3	1,187	71.7
Over 100k	2,707	25.3	941	34.8	1,766	65.2
Mom's Highest Level of Education						
No mother in the household	394	3.7	88	22.3	306	77.7
Less than HS diploma	799	7.4	132	16.5	667	83.5
High school graduate or equivalent	2,409	22.5	489	20.3	1,920	79.8
Voc/Tech Degree or some college	3,134	29.3	777	24.8	2,357	75.2
College graduate	2,346	21.9	739	31.5	1,607	68.5
Graduate or professional school	1,599	15.0	620	38.8	979	61.2

Variable	Total		Choose School (Choosers)		Did Not Choose School (Nonchoosers)	
	N	Percent	N	Percent	N	Percent
Dad's Highest Level of Education						
No father in the household	2,117	19.8	567	26.8	1,550	73.2
Less than HS diploma	647	6.1	102	15.8	545	84.2
High school graduate or equivalent	2,210	20.7	443	20.0	1,767	80.0
Voc/Tech Degree or some college	2,160	20.2	570	26.4	1,590	73.6
College graduate	1,948	18.2	580	29.8	1,368	70.2
Graduate or professional school	1,599	15.0	583	36.5	1,016	63.5
Number of Children in the Household Younger than 18						
0	300	2.8	73	24.3	227	75.7
1	3,813	35.7	1,064	27.9	2,749	72.1
2	4,077	72.5	1,128	27.7	2,949	72.3
3	1,747	16.4	398	22.8	1,349	77.2
4 or more	744	7.0	182	24.5	562	75.5
Mother's Work Status						
Works 35 hours or more per week	4,993	46.7	1,411	28.3	3,582	71.7
Works less than 35 hours per week	2,290	21.4	612	26.7	1,678	73.3
Looking for work	393	3.7	81	20.6	312	79.4
Not in the labor force	2,611	24.4	653	25.0	1,958	75.0
No mother in hh	394	3.7	88	22.3	306	77.7
Father's Work Status						
Works 35 hours or more per week	7,479	70.0	1,997	26.7	5,482	73.3
Works less than 35 hours per week	336	3.1	104	30.9	232	69.0
Looking for work	169	1.6	33	19.5	136	80.5
Not in the labor force	580	5.4	144	24.8	436	75.2
No father in hh	2,117	19.8	567	26.8	1,550	73.2

Variable	Total		Choose School (Choosers)		Did Not Choose School (Nonchoosers)	
	N	Percent	N	Percent	N	Percent
Parents in Household						
Mother and Father	7,983	74.7	2,144	26.9	5,839	73.1
Mother Only	1,886	17.7	520	27.6	1,366	72.4
Father Only	358	3.4	81	22.6	277	77.4
Nonparent Guardians	454	4.5	100	22.0	354	78.0
Child's Gender						
Female	5,183	48.5	1,407	27.1	3,776	72.9
Male	5,498	51.5	1,438	26.2	4,060	73.8

Note: Some numbers will not total to the total n or sum to 100%. These are cases where there is no mother and/or father in the household.

Table 4.2. Correlation Matrix between Independent Variables- Model 1

	1	2	3	4	5	6	7	8	9	10	11
1 Household income	1										
2 Mother's educational attainment	.418**										
3 Father's not in the household	-.365**	-.063**									
4 Parental out of school activities	.183**	.235**	-.059**								
5 Family involvement in child's education	.236**	.224**	-.110**	.335**							
6 Family home activities	.072**	.089**	-.098**	.326**	.209**						
7 Country of mother's birth	.195**	.356**	.028**	.066**	.104**	.057**					
8 Mother's primary language	.263**	.474**	.027**	.115**	.134**	.074**	.761**				
9 Mother is Hispanic	-.270**	-.204**	.079**	-.085**	-.088**	-.032**	-.452**	-.500**			
10 Mother's race- other	.001	-.336**	-.101**	.009	-.025**	-.004	-.470**	-.415**	-.128**		
11 Mother's race-black	-.158**	-.001	.272**	.031**	.007	-.052**	.065**	.120**	-.108**	-.103**	
12 Parent spoke with other parents who have children same age	.256**	.239**	-.164**	.300**	.292**	.202**	.163**	.172**	-.138**	-.066**	-.144**

** . Correlation is significant at the 0.01 level (2-tailed).

measures for symbolic capital, which included mother's primary language, mother's country of birth, a dummy variable which compared households with fathers in the home versus households with no father in the home, and mother's race.

Block 4 added in the single measure for social capital, which was number of other parents spoken to this past month with children who are close in age to your child. The results of Model 1 did not support the goodness-of-fit of the entire model with the data (Nagelkerke R square = .077), likely due to many nonsignificant variables. Table 4.3 provides the B (unstandardized coefficient), the standard error, the standardized coefficient, the percent change, and the significance for each of the variables in Model 1. The results provide information on numerous predictor variables that were significant however.

First, holding all other variables constant, mother's education is a highly significant predictor of parental school choice engagement ($p = .000$). This variable has an unstandardized coefficient of .200 and a standardized coefficient of .320 with a percent change of .221, indicating that the likelihood of parents' choosing their child's school increases by about 22 percent for each increased level of education that the mother has obtained.

Second, in Model 1, an interesting result occurred with the dummy variable that compared households with fathers living in the home vs. households with no fathers living in the home when all other variables were held constant. This variable was also significant ($p = .001$, with a standardized of .093, and a percent change of .249, meaning that, when all else is equal, when compared to households with fathers who live in the home, households with no fathers in the home see the likelihood of a family choosing their child's school increase by almost 25 percent.

Next, table 4.3 indicates that family involvement in child's education is shown to be a significant predictor of parents' choosing their child's school ($p=.000$).

Table 4.3. Predicted Probability of Parental School Choice-Model 1

Overall Model

Omnibus $X^2=562.154^{***}$

Nagelkerke $R^2=.077$

Percentage Correct=73.4

Predictors	B	SD	X-Standardized	Percent Change	P-Value
Household income	.100	1.46	0.157	0.105	.000
Mother's education	.200	1.39	0.320	0.221	.000
Dummy no father in household	.222	.399	0.093	0.249	.001
Out of school involvement	.027	1.576	0.043	0.027	.104
Family involvement in school activities	.177	1.974	0.418	0.194	.000
Family involvement in home activities	-.111	.734	-0.078	-0.105	.001
Mother's primary language	.107	.356	0.039	0.113	.349
Mother is Hispanic	.160	.371	0.061	0.174	.056
Mother's race-black	.430	.317	0.146	0.537	.000
Mother's race- other	.013	.266	0.003	0.013	.916
Mother's country of birth	.107	.408	0.045	0.113	.075
Number of parents talked with	.040	1.188	0.049	0.041	.065

This variable has a standardized coefficient of 0.418 and a percent change of .194, indicating that, when all other factors are held constant, for every one-unit increase of participating in activities related to a child's education, the likelihood of the parents choosing their child's school increases by nearly 20 percent.

The variable home activities is shown to be a significant and negative predictor variable ($p=.001$, standardized coefficient $-.078$). This indicates that, when all other variables are held constant, for every one-unit increase in parental participation in home activities such as arts and crafts, playing sports, or working on a project with the child, there is a decreased likelihood of nearly 11 percent that the parents will not choose their child's school.

The economic capital measure of income was also highly significant ($p=.000$, standardized coefficient $=0.157$). When all other factors were held constant, income appears to increase the likelihood of choosing your child's school by about 11% for every increase in income category.

Lastly, with regard to mother's race/ethnicity, white mothers, when compared to black mothers, and more weakly, Hispanic mothers, when all other variables are held constant, are less likely to choose their child's school. The difference between white and black mothers was much stronger ($p=.000$) than Hispanic mothers ($p=.056$). Examining the percent change statistic, black mothers are nearly 54 percent more likely than white mothers to make a school choice decision, while Hispanic mothers were about 17 percent more likely than white mothers to do so.

To summarize the results of Model 1, it seems that three of the forms of capital are significant predictors of whether a parent will choose their child's school. Results for hypothesis 1a, which tested cultural capital, hypothesis 1c, which tested economic capital, and hypothesis 1d, which tested symbolic capital, provided sufficient evidence to conclude that parents with higher levels of cultural, economic, and symbolic capital are more likely to choose their child's school than parents with lower levels of these types of capital. There was insufficient evidence for Hypothesis 1b, which tested social capital. Recall that two of the three intended variables to measure the relationship between social capital and school choice were dropped due to lack of

cases and insufficient response variation. As will be discussed further in the next chapter, the social capital measure was weakened by dropping these variables and examination of social capital as it relates to school choice will be a suggested area for further research and improved measures.

Research question 1, which asked, how do the various forms of capital influence parent engagement in school choice, can be answered based on the results of model 1. The response to this question is that parents with higher levels of economic, symbolic, and cultural capital are more likely to engage in a school choice decision than parents who have less amounts of each of these types of capital.

Next, research question 2 is analyzed and the results are provided.

Research Question 2 Analysis Procedures

The second measure created was the second independent variable, which was used to assess the second research question of this study. This measure, CHOICE, was created to examine the four forms of capital and whether they varied by parental reports of main reason for choosing their child's school. Table 4.4 provides the unweighted frequencies of families who chose their child's school and their main reason for choosing a school for their child, by various demographic variables. The hypothesis for research question 2 was analyzed using multinomial logistic regression, in order to identify the relationship between the dependent variable and the independent variables. Like binary logistic regression, multinomial logistic regression is very powerful in its ability to estimate the individual effects of continuous or categorical variables on categorical dependent variables (Wright 1995). Multinomial logistic regression is useful for modeling where the dependent variable is a discrete set of more than two choices (Agresti 1996). The analysis and results follow.

Descriptive Analysis. Table 4.4 provides illustrative data about which families appear to choose schools for academic reasons, logistical/practical reasons, and for social reasons. For example, 17 percent of parents who reported choosing their child's school, did so for academic reasons, while 9 percent did so for logistical reasons, such as location or transportation, and nearly 4 percent did so for social reasons such as religious or family/friends. Of those who reported choosing their child's school for academic reasons, these parents were more often black, high-income, and well-educated. These families also tended to have a mother who worked full-time or was currently looking for work, and, similar to the results for research question 1, had a higher percentage of cases where there was no father in the household. These were more often families with just the mother in the household. The group that reported choosing their child's school for academic reasons appeared different based on the percentages, from families that reported choosing their child's school for logistical/practical reasons. Parents who reported that logistical/practical reasons were their main reason for choice were more often Hispanic, lower income, the least educated (less than a high school diploma), were looking for work, and the children more often lived with nonparent guardians. Lastly, parents who reported choosing their child's school for social reasons were more often white, middle income, had a college degree, had a large family with 4 or more children under 18 years of age living at home, had mothers who either worked part-time or were not in the labor force, and were more often a family where the mother and father lived together in the same household. The multinomial logistical regression will compare parents who selected their child's school for logistical reasons to those who did so for academic or social reasons.

The descriptive data in table 4.4 provide interesting insight into what the multinomial logistic regression may reveal in terms of predicting which types of capital are most strongly related to parental reports of main reason for choosing a school for their child.

Logistic Regression Analysis. A multinomial logistic regression was run using the variable “reason for choice” as the dependent variable and using the same predictive variables that were used for research question 1 analysis, which are intended to measure the four forms of capital (economic, cultural, social, and symbolic). This model was run to address research question 2, and the category of choosing a child’s school for logistical/practical reasons was selected as the reference category. The model compared parents who choose their child’s school for academic reasons, those who chose for social reasons, and those who chose for some other reason, to those who chose for logistical/practical reasons. The focus of this dissertation analyzes the results only of the comparison between those who choose a school for academic reasons compared to those who chose for logistical/practical reasons. The results are shown in Table 4.5.

Table 4.4. Unweighted Frequencies and Percent of Parents Reporting their Main Reason for School Choice, by Selected Demographic Variables

Variable	Total		Main Reasons for Choice							
			Academic Perf/Test Scores/Program/Philosophy/school size		Logistical/Practical Reasons		Social Reasons		Other	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
TOTAL	2,845	100	1,401	49.2	326	11.5	617	21.7	500	17.7
Mom Race/Ethnicity										
White	2,110	74.2	1,020	48.3	207	9.8	526	24.9	357	16.9
Black	402	14.1	225	56.0	55	13.7	44	10.9	78	19.4
Hispanic	410	14.4	177	43.2	98	23.9	59	14.4	76	18.5
Other/not in household	211	7.4	107	50.7	35	16.6	28	13.3	41	19.4
Dad Race/Ethnicity										
White	1,840	64.7	886	48.2	173	9.4	468	25.4	313	17.0
Black	221	7.8	121	54.8	28	12.7	34	15.4	38	17.2
Hispanic	298	10.5	132	44.3	61	20.5	48	16.1	57	19.1
Other/not in household	680	17.1	353	51.9	102	15.0	102	15.0	123	18.1
Household Income										
30k or less	443	15.6	200	45.1	108	24.4	57	12.9	78	17.6
30,001-50k	389	13.7	184	47.3	54	13.9	85	21.9	66	17.0
50,001-75k	604	21.2	299	49.5	70	11.6	130	21.5	105	17.4
75,001-100k	468	16.4	204	43.6	40	8.5	128	27.4	96	20.5
Over 100k	941	33.1	514	54.6	55	5.8	217	23.1	155	16.5
Mom's Highest Level of Education										
No mother in the household	88	3.1	40	45.5	16	18.2	10	11.4	22	25.0
Less than HS diploma	132	4.6	40	30.3	39	29.5	24	18.2	29	22.0
High school graduate or equivalent	489	17.2	221	45.2	81	16.6	97	19.8	90	18.4
Voc/Tech Degree or some college	777	27.3	382	49.2	91	11.7	156	20.1	148	19.0
College graduate	739	26.0	356	48.2	53	7.2	210	28.4	120	16.2
Graduate or professional school	620	21.8	362	58.4	47	7.6	120	19.4	91	14.7

Variable	Total		Main Reasons for Choice							
			Academic Perf/Test Scores/Program/Philosophy/school size		Logistical/Practical Reasons		Social Reasons		Other	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Dad's Highest Level of Education										
No father in the household	567	19.9	294	51.9	86	15.2	85	15.0	102	18.0
Less than HS diploma	102	3.6	39	38.2	21	20.6	14	13.7	28	27.5
High school graduate or equivalent	443	15.6	198	44.7	63	14.2	88	19.9	94	21.2
Voc/Tech Degree or some collage	570	20.0	253	44.4	71	12.5	137	24.0	109	19.1
College graduate	580	20.3	291	50.2	41	7.1	163	28.1	85	14.7
Graduate or professional school	583	20.5	326	55.9	45	7.7	130	22.3	82	14.1
Number of Children in the Household Younger than 18										
0	73	2.6	41	56.2	10	13.7	9	12.3	13	17.8
1	1,064	37.4	568	53.4	104	9.8	176	16.5	216	20.3
2	1,128	39.6	546	48.4	128	11.3	271	24.0	183	16.2
3	398	14.0	181	45.5	62	15.6	96	24.1	59	14.8
4 or more	182	6.3	65	35.7	23	12.6	65	35.7	29	15.9
Mother's Work Status										
Works 35 hours or more per week	1,411	50.0	729	51.7	154	10.9	281	19.9	247	17.5
Works less than 35 hours per week	612	21.5	292	47.7	53	8.7	166	27.1	101	16.5
Looking for work	81	2.8	42	51.9	16	19.8	8	9.9	15	18.5
Not in the labor force	653	23.0	298	45.6	88	13.5	152	23.3	115	17.6
No mother in hh	88	3.1	40	45.5	16	18.2	10	11.4	22	25.0
Father's Work Status										
Works 35 hours or more per week	1,997	70.2	973	48.7	200	10.0	478	23.9	346	17.3
Works less than 35 hours per week	104	3.7	51	49.0	13	12.5	25	24.0	15	14.4
Looking for work	33	1.2	16	48.5	8	24.2	3	9.1	6	18.2
Not in the labor force	144	5.1	67	46.5	20	13.9	26	18.1	31	21.5
No father in hh	567	19.9	294	51.9	86	15.2	85	15.0	102	18.0

Variable	Total		Main Reasons for Choice							
			Academic Perf/Test Scores/Program/Philosophy/school size		Logistical/Practical Reasons		Social Reasons		Other	
Parents in Household										
Mother and Father	2,144	75.4	1041	48.6	219	10.2	517	24.1	367	17.1
Mother Only	520	18.3	273	52.5	73	14.0	80	15.4	94	18.1
Father Only	81	2.8	38	46.9	14	17.3	10	12.3	19	23.5
Nonparent Guardians	100	3.5	49	49.0	21	21.0	10	10.0	20	20.0
Child's Gender										
Female	1,407	49.5	685	48.7	157	11.2	301	21.4	264	18.8
Male	1,438	50.5	716	49.8	170	11.8	316	22.0	236	16.4

Research Question 2 Results

Table 4.5 provides the data for model 2, which examined the four types of capital and the extent to which we can predict parents choosing their child's school for academic reasons as compared to logistical/practical or social reasons. The table provides the data for the comparison of logistical/practical reasons and social reasons, but the hypothesis did not focus on this comparison and therefore these findings will not be discussed as part of this dissertation. Model 2 tests hypothesis 2a, which is:

Hypothesis 2a: Parents with high levels of the various types of capital will be more likely to report the main reason for school choice as academic/test score when compared to parents who choose their child's school for logistical/practical reasons.

The results from this model show support that when all else is held equal, parents with higher degrees of the forms of capital are more likely to report the main reason for school choice as academic when compared to parents who choose schools for logistical/practical or social reasons. The results for each form of capital are discussed.

Choice for Academic Reasons and Economic Capital. Table 4.5 indicates that parents who choose their child's school for academic reasons compared to those who choose for logistical/practical reasons are more likely to have higher household income, when all other variables are held constant. Looking at the percent change column for this variable, we can conclude that for every increase in the household income category, parents are about 25 percent more likely to choose their child's school for academic reasons than those who reported choosing their child's school for logistical/practical reasons.

Choice for Academic Reasons and Cultural Capital. The measures in the model to assess cultural capital are mother's education, an out-of-school activities involvement scale, a family involvement in school activities scale, and a family involvement in home activities scale. The results provide strong evidence that when all other variables are held constant; those with higher levels of cultural capital are likely to report they chose their child's school for academic reasons when compared to those who reported choosing their child's school for logistical/practical reasons. Mother's education had the strongest influence in the model (β -standardized = .239) and was significant at the $p=.000$ level. Based on that, we can conclude that for each increase in mother's education, a family will be nearly 17 percent more likely to choose their child's school for academic reasons rather than logistical/practical reasons. Involvement in out of school activities and in school-related activities both also showed a positive relationship with choosing a child's school for academic reasons compared to logistical/practical reasons. For example, for every additional out of school activity a parent reported participating in, there was an increased chance of nine percent that that family would choose their child's school for academic reasons rather than logistical/practical reasons ($p=.002$). A similar pattern is seen for parents reporting involvement in child's school activities, with an 11 percent chance of choosing a child's school for academic reasons compared to logistical/practical for each additional school activity the parent participates in. The participation in home activities variables were not significant at the $p=.05$ level of significance. Based on these results, the model strongly indicates that with all other factors held constant, cultural capital, when comprised of mother's education and parental participation in out of school activities and school-related activities are predictors of parents choosing their child's school for academic reasons. This finding supports the hypothesis.

Choice for Academic Reasons and Symbolic Capital. Table 4.5 indicates that the measures in the model to assess symbolic capital were mother's primary language (English vs. non-English) and country of birth (U.S. versus non U.S.), a dummy variable that looks at fathers in the household compared to no father in the household, and Mother's race/ethnicity as compared to white mothers. None of these measures were significant, indicating that mother's language, country of birth, the dummy variable for fathers not in the household compared to those in the household, and racial/ethnic differences compared to white mothers are not significant predictors of choosing a school for academic reasons compared to logistical/practical reasons.

Choice for Academic Reasons and Social Capital. The single variable that was used in the model to measure social capital, the number of parents that the respondent spoke with in the past month who have children around the same age as their children, was not significant. This means that when all other variables are held constant in the model, there are no differences with regard to social capital between parents who choose their child's school for academic reasons and those who do so for logistical/practical reasons.

Summary

The results presented in this chapter, provide evidence that testing and examining the four forms of capital with regard to school choice is an important endeavor. The response to research question 1, found that parents with higher levels of economic, symbolic, and cultural capital are more likely to engage in a school choice decisions than parents who have less amounts of each of these types of capital. This finding was in line with the hypotheses presented to examine research question 1, although not all of the variables within each measure were significant predictors.

Table 4.5. Predicted Probability of Parental Reason for School Choice, Academic and Social Reasons Compared to Logistical/Practical Reasons-Model 2

Overall Model

Omnibus X2 = 995.473

(p=.000)

Nagelkerke R2 = .103

Predictors	B	SD	X-Standardized	Percent Change	P-Value
Reason: Academic					
Household income	.221	1.46	0.381	0.247	.000
Mother's education	.154	1.39	0.239	0.166	.000
Out of school activity involvement	.085	1.576	0.143	0.089	.002
Family involvement in school activities	.107	1.974	0.235	0.113	.000
Family involvement in home activities	-.156	.734	-0.108	-0.144	.006
Mother's primary language	.254	.356	0.095	0.289	.149
Mother is Hispanic	-.234	.371	-0.083	-0.209	.077
Mother's race-black	-.173	.317	-0.053	-0.159	.132
Mother's race- other	-.302	.266	-0.077	-0.261	.092
Mother's country of birth	-.214	.408	-0.084	-0.193	.148
Dummy no father in household	.089	.399	0.036	0.093	.385
Number of parents talked with	.088	1.188	0.110	0.092	.018
Reason: Social					
Household income	.192	1.46	0.324	0.212	.000
Mother's education	.030	1.39	0.043	0.030	.515
Out of school activity involvement	.057	1.576	0.094	0.059	.111
Family involvement in school activities	.207	1.974	0.505	0.230	.000
Family involvement in home activities	-.197	.734	-0.135	-0.179	.007

Predictors	B	SD	X-Standardized	Percent Change	P-Value
Mother's primary language	.472	.356	0.183	0.603	.071
Mother is Hispanic	-.630	.371	-0.208	-0.467	.001
Mother's race-black	-.859	.317	-0.238	-0.576	.000
Mother's race- other	-1.001	.266	-0.234	-0.632	.000
Mother's country of birth	-.190	.408	-0.075	-0.173	.343
Dummy no father in household	-.115	.399	-0.045	-0.109	.422
Number of parents talked with	.176	1.188	0.233	0.192	.000
Reason: Other Reason					
Household income	.081	1.46	0.126	0.084	.005
Mother's education	-.025	1.39	-0.034	-0.025	.410
Out of school activity involvement	.010	1.576	0.016	0.010	.670
Family involvement in school activities	-.075	1.974	-0.138	-0.072	.000
Family involvement in home activities	-.083	.734	-0.059	-0.080	.094
Mother's primary language	-.075	.356	-0.026	-0.072	.617
Mother is Hispanic	-.407	.371	-0.140	-0.334	.000
Mother's race-black	-.703	.317	-0.200	-0.505	.000
Mother's race- other	-.648	.266	-0.158	-0.477	.000
Mother's country of birth	.027	.408	0.011	0.027	.835
Dummy no father in household	-.205	.399	-0.079	-0.185	.019
Number of parents talked with	.068	1.188	0.084	0.070	.036

Social capital, as measured here, did not serve as a predictor variable for parental school choice decisions and although this was an unexpected finding, it may be because the measure of social capital that was tested is a weak measure of social capital, rather than a result that social capital is not relevant for parental school choice decisions.

The results for research question 2 indicate that there are discrete reasons that parents may choose their child's school, and that the four forms of capital can be predictors of the main reason for choosing a child's school. When comparing parents who reported choosing their child's school for academic reasons to those who chose for logistical/practical reasons, those who were more likely to choose their child's school for academic reasons were more likely to have high levels of economic, cultural, and social capital, but symbolic capital did not make a difference. When comparing those who chose their child's school for social reasons, compared

to logistical/practical reasons, those who chose for social reasons were more likely to have higher economic capital, higher symbolic capital, and higher social capital. Cultural capital was a mix, where mother's education didn't matter, but home and school involvement did.

A discussion of these findings and their relevance to Bourdieu's theory of capital, the practical implications for education researchers and those interested in school choice, and thoughts on future research are provided in the next chapter.

CHAPTER 5

DISCUSSION

This chapter begins with a brief overview of the study and its results and is followed by a discussion of the implications of the findings in terms of educational inequality. Next is a discussion of the contributions this study makes to sociological theory. The chapter concludes with the limitations of the study and directions for future research.

Overview of the Study and the Study Results

Studies on the effects of school choice vary greatly, with findings, both positive and negative, also being highly-variable. The policy of school choice, both private and public choice, has created a sizeable discussion on the pros and cons of allowing parents to select their children's schools. The debate makes it important to understand why some parents exercise choice and others do not and how they go about making choices. What do these families look like and how are they different or similar to one another? Do families who choose their child's schools differ in such a way that reinforces schools as the "new improved sorting machine" (Moore and Davenport 1989)?

Given that one purpose of school choice is to level the playing field, that is, reduce inequality in education experience and outcomes, this study used a conceptual model to identify inequalities that may affect the action of choice itself. Bourdieu's theory of capital with its focus on stratification was an obvious fit. The theory has not been examined quantitatively using a large, national data set. As discussed in chapter 1 of this dissertation, Bourdieu identifies the four types of capital as: (1) economic capital (wealth or money), (2) cultural capital (the ability to navigate the systems of knowledge deemed significant by a society, including technical, sociopolitical, and aesthetic knowledge), (3) social capital (networks of relations), and (4) symbolic capital (marks of prestige). To understand the process of parents' school choice decisions, the reasons for those decisions and, more broadly, the possible implications on

educational stratification, the four forms of capital were operationalized to answer two research questions via a series of testable hypotheses. Research question 1 asked how and to what extent does the various forms of capital influence parent engagement in school choice? Research question 2 asked how, and to what extent, are the various forms of capital associated with parents' primary reason for making a school choice. A discussion of the findings for each research question is discussed in turn.

The Effect of the Four Forms of Capital on Parental School Choice Decision-Making

Understanding which types of families make school choice decisions is critical for understanding possible sources of stratification within the educational system. It's also extremely useful for schools, districts, and policy-makers, who may wish to reach out to particular groups to encourage choice, but are not sure which groups to target. The results of this study indicate that parents with high levels of cultural capital, economic capital, and symbolic capital will be more likely to choose their child's school than parents who have lower levels of each of these types of capital, and in fact, the gap in the likelihood of engaging in school choice between those who have more capital and those who have less is disturbingly large. For example, with regard to economic capital, the findings indicate that, holding all other variables constant, household income in and of itself led to an increase in the likelihood of participating in school choice for each increase in income category. Comparing the lowest and highest categories of income show a tremendous gap with regard to the probability that a family will choose their child's school. Families with a household income of over \$100,000 (the highest category) compared to those with a household income of less than \$30,000 (the lowest category) are five times more likely to choose their child's school. Even families in the middle income category (\$50,001 to \$75,000) were twice as likely to choose their child's school as those in the lowest income category (less than \$30,000). This finding highlights the substantial importance of economic resources with regard to who is choosing schools in this country.

Similarly, with regard to cultural capital the same argument can be made indicating that not only do certain measures of cultural capital matter, but they actually matter a great deal, creating a large chasm

between those with higher levels of cultural capital and those with lower levels. Taking mother's education as an example, the findings indicate that for every increase in mother's education level, a family was about 22 percent more likely to choose their child's school. Comparing families where the mother has less than a high school diploma to families where the mother has some graduate school (the lowest vs. the highest categories), those with the highest level of education are five times more likely to choose their child's school than those with the lowest level of education. The reported differences in the likelihood of engaging in choice are large, but when comparisons are made between the lowest and highest categories of income and mother's education, we find extremely large gaps, which are indicative of systematic inequality that appears to be recurring between those who have large amounts of economic and cultural capital and those with less.

Unfortunately, the social capital variable used in the analysis seems to be of limited validity, making it difficult to fully assess and make a conclusion about whether those with more or less social capital are more likely to choose their child's school. This was primarily a weakness of the NHES data used for this study; that the data set provided valid items to use to assess cultural capital, but the data set proved particularly weak with regard to items useful for assessing social and symbolic capital. This problem is discussed further in this chapter.

From these results however, one can conclude that important differences exist between families who ultimately choose their child's school and families who do not. Proponents of school choice argue that choice will reduce economic segregation among children in public schools by creating access among lower-income families to schools outside their neighborhoods. The findings from this study indicate that the realities of school choice do not appear to be in line with the goals of "leveling the playing field." In fact, it appears that the opposite is happening: families with higher incomes, in which mothers are highly educated, and parents are involved in out-of-school activities as well as in-school activities are the most likely to report choosing their child's school. Those who argue for school choice must find ways that those

with less capital are included in and able to make school choice decisions at the same rate as those who have more capital. If not, then school choice policy results in increased segregation with regard to cultural and economic capital advantages. This assertion is further supported by the results of the analysis of the second research question, which examined the reason parents make school choice decisions by the forms and degree of capital they possess.

The Effect of the Four Forms of Capital and Parental Primary Reason for School Choice

From the results, we can conclude that differences in capital do have an effect on the reason a family chooses a school for their child. The findings are strongly related to Bourdieu's theory of the transmission of advantages from parents to child through the various forms of capital. This study found that when holding all else equal, parents with high levels of economic and cultural capital are more likely to choose their child's school for academic reasons, than are parents who have less of these two types of capital. In other words, families with high levels of income, education and parental participation in both out-of-school and school-related activities are seeking schools that focus on strong academics as indicated by school test scores, the academic program or philosophy, or the student/teacher ratio. Assuming that capital "begets" capital this helps children obtain these same advantaged levels of cultural and economic capital that parents have. These parents likely view sending their child to a school with high quality academics, as a primary way to transmit economic and cultural capital to their children.

Conversely, families with low levels of economic and cultural capital make school choices for logistical or practical reasons, such as safety, transportation or location of the school. This could be due to concerns about safety in the neighborhood or in the local school itself that push parents to seek a safer environment for their child. If the family has no car, their school choices may be limited only to schools to which transportation is available. This interesting finding is in line with Bourdieu's theory of capital and its transmission; schools that are convenient and/or safe offer no particular advantage in terms of building children's capital. It also squares with literature on this issue, which points to variation in parental reasons

for school choice by parental demographic factors in that economic and cultural capitals are forms of capital that are analogous to parental characteristics of income and education.

In line with the results for research question 1, the findings provide startling evidence that those with higher levels of capital are doing something very different than those with lower levels of capital when it comes to school choice. For example, the results for economic capital indicated that for each increase in income category, families were nearly 25 percent more likely to report that they chose their child's school for academic reasons than for logistical/practical reasons. When comparing those with the highest levels of income (over \$100,000) with those reporting the lowest levels of income (less than \$30,000), the former (highest income) are over 5 times more likely to choose their child's school for academic reasons than the latter (lowest income). That extremely large gap in the likelihood of academic reasons over logistical/practical reasons as driving choice holds for differences in mother's education as well.

The two other forms of capital which were considered as predictors of parental reason for school choice were symbolic and social capital. The finding that neither social nor symbolic forms of capital seem to matter with regard to choosing a child's school for academic quality against logistical/practical concerns suggests that cultural and economic forms of capital may be more powerful and influential elements in schools our society, and therefore are more likely to drive parental decisions surrounding school choice. Although not a focus of this study (but certainly an area for future research), it appears that social capital may be linked to parents choosing their child's school for social reasons, for example, religious reasons or because other family members or friends attend.

Anomalous Findings

There were three results that were unexpected and call for separate discussion here; they also suggest directions for future research. The unexpected findings involve cultural capital but also symbolic

capital; when all other variables were held constant: 1) black mothers were much more likely than white mothers to choose their child's school, 2) families with higher levels of participation in home activities were less likely to choose their child's school, and 3) families reporting no father in the household were more likely than families with a father in the household to report choosing their child's school. These are discussed in turn.

Black mothers and school choice. If we assume that having high symbolic capital includes being white and that having low symbolic capital includes being black, the findings surrounding the race measures and their relation to capital do not hold. In fact, black mothers were astoundingly more likely to report choosing their child's school than were white mothers, when all other factors, including education and income, were held constant. This was a surprising and positive finding, showing that school choice is being seen by black mothers of all incomes and educational backgrounds, as a way of improving their child's educational experiences.

Home activities and school choice. If we assume that parents who are more involved in their child's activities- both at home and at school- are indicative of having higher cultural capital, and, further, that those with higher cultural capital are more likely to choose their child's school, then it must be noted that home activities as measure of cultural capital did not operate in the expected way. In fact, the results indicate an opposite effect was in place, such that parents who reported participating in more home activities with their child were less likely to choose their child's school, and of those who did chose their child's school, they were more likely to report that they did so for logistical/practical reasons rather than academic reasons.

This surprising finding could be a result of the questions used for home activities. While the instrument contains six items in the scale to measure this concept, not all of the items are applicable to every age/grade level. Because this study looks at all of the children in the data set, it was critical that only the items that were asked of all respondents were used in the analysis. That left two items. One item asked

“In the past week, has anyone in your family done the following things with child: Played sports, active games, or exercised together?” The second item asked “In the past week, has anyone in your family done the following things with child: Worked on another type of project with child that you didn’t think of as a chore, like building, making, or fixing something?” These two items taken out of the longer scale may represent activities that are not indicative of cultural capital that is relevant to academic endeavors. The results make sense in that context, as the findings for that measure run counter to all other cultural capital measures. Using just those two items as a measure of home activities is most likely not presenting a version of home activities that falls into line with the definition of cultural capital that is being used for this study. This is likely leading to the anomalous results found with this measure and is an area in need of future research.

No fathers in the household and school choice. Another interesting and surprising result from this analysis was that, when all other factors were held constant, families reporting no father in the household were more likely to report choosing their child’s school than families reporting there was a father in the household. If we assume that having a father in the household provides a higher level of symbolic capital than father absence then the results indicate that this measure of capital operated in an anomalous manner. This finding may be due to mothers or guardians feeling the need to compensate for no father in the household, and one of the ways they may compensate is to try and improve the child’s education. The results from model 2 found no difference between families with no father in the household and those with a father in terms of choosing a school for academic or logistical/practical reasons. However, future analysis should delve more deeply into this issue given that father absence made for a greater likelihood of choosing a school for social reasons

Theoretical Contributions

One of the primary goals of this study was to operationalize the forms of capital and apply them to the issue of parents' school choice decisions as a way to advance the theoretical understanding of the forms of capital and the extent to which they influence parents' school choice decisions. This study, as other studies have also done, has attempted to broaden the definition of cultural capital, by using a measure that combines mother's education and parental involvement in out-of-school activities, home activities, and school activities. This is a bit different than the typical interpretation of Bourdieu's definition of cultural capital as "high-brow knowledge" of aesthetic culture. Lareau and Weininger (2003) encouraged researchers to broaden the scope of their definition by providing the core elements of the definition and some have heeded that call, as discussed in chapter 2. This study has contributed to the field of sociological theory by measuring and testing alternative, but justifiable, definitions of cultural capital as engaging in activities that are highly valued in our society rather than "high-brow."

This approach allows for testing the theory using the variables in any society that are deemed as creating advantages for particular groups/classes. In the US today, much of what provides students with an educational advantage is having parents who know how to work within the education system, leveraging opportunities for their children, and in our current society, that includes knowing about and possibly acting on making a school choice decision to provide a better education. Bourdieu would be concerned by the results of this study, noting that economic and cultural factors are strongly connected to making school choice decisions. While this study is not concerned with the "high-brow" types of activities that denoted upper versus lower class in France during his time, it does use measures that are appropriate for US society in the early twenty-first century – and also suggests a disparate distribution of advantages.

This study also had a goal of applying Bourdieu's theory to a national data set, and conducting quantitative analysis on the four forms of capital. This was the first study of its kind and there were numerous challenges along the way, but the results indicate that it is possible to measure and test the

forms of capital in this way. Applying theoretical concepts to current issues allows for continual questioning and testing of important theories, pushing both the research and theory along in the field.

Limitations of the Study

This section describes two major limitations of this study, first the limitations of the survey instrument, and second, the limitations of the measures constructed for the analysis.

The NHES Instrument as a Data Source for Studying Capital. The NHES data provided a large, nationally representative sample of parents with sufficient cases to examine a subset of the cases, those who choose their child's school, in terms of four measures of capital. Using the literature as a guide, the measures were created with the intent of maintaining as much comparability to other studies' definitions of the forms of capital as possible, while using this large quantitative data source. . Yet, the data set also restrained the measures and definitions of the four types of capital. For example, while variables in the data set to measure economic and cultural capital were of relatively high quality in terms of both reliability and validity, the variables to measure symbolic and social capital were less so. The data set had very few questions that could be used to provide a robust and valid measurement of these two concepts. This is particularly true of the social capital measure, which was initially a measure constructed from three variables, but ultimately contained just one variable that alone was likely not the most valid measure of social capital. This problem limits the findings of this study with regard to social capital, simply because this measure may not have been valid.

The weaknesses of the NHES as a source for measures to study the four forms of capital must be taken into account alongside the results of the analysis. Ideally, future iterations of the NHES could add additional questions to strengthen the instrument as a valid (and reliable) source of measures for the four forms of capital. Starting with focus groups to better understand how parents utilize and act on their symbolic and social capital could provide useful information to craft quantitative questions that could be

included in the NHES. For example, to assess social capital, the NHES could add questions that measure respondents' access to and use of various resources and services, their communities and their networks within the community. To allow for measurement of symbolic capital, the NHES could add questions that probe into mother and father's occupations. Detailed information about the parents' industry and occupation could allow for those data to be coded using the Standard Industrial Class (SIC) and the Standard Occupational Class (SOC), which allow for classification of each respondent's industry and occupation. These data can then be coded for prestige, which would be a useful means by which to measure symbolic capital.

A second issue that should be noted regarding use of the NHES data is about the social desirability of the cultural capital questions especially. The items used to assess parental involvement in school, out-of-school, and home activities are questions about things parents likely know they should be doing, making them hesitant to report that they are not. One anecdotal piece of evidence of this is the high number of parents who reported doing all of the activities within a particular dimension. For example, out of the 10,681 cases, over 50 percent of respondents reported doing anywhere from five to eight (out of a maximum of eight activities) of the family involvement activities with their child in the past week. Unfortunately, there is no in-home observation component of the study to verify that proportion of parents were actually doing such a high number of activities with their child in the week prior to the telephone interview. The high number of dual working parents in the study raises questions about the reliability of those responses. It is possible that parents believe that reporting yes to more of these items is socially desirable and are indications that they are better parents. Although the NHES instrument goes through focus groups and cognitive interviewing during the development stage of the instrument to test for social desirability, it is highly likely that the frequencies to these items are positively skewed.

Limitations of the Constructed Measures. This study was guided heavily by the current research in this area, and when variables were constructed to measure the four forms of capital, the literature was a

key resource. Nonetheless, one of the objectives of this study was to attempt to provide new theoretically grounded understandings of factors influencing school choice that are relevant in today's educational realm. In so doing, this study attempted to create a range of measures for cultural capital, including the items tapping an array of relevant activities in which parent engage with and for their children. The findings of this study depend on how these measures were created and therefore could differ based on different approaches to measuring these same concepts. This issue arises even with a variable as seemingly straightforward as income. For this study, based on the frequencies in the data, it seemed appropriate to cut the income variable into 5 categories, ranging from less than \$30,000 to \$30,000-\$50,000, \$50,001-\$75,000, \$75,001 – \$100,000, and \$100,000 plus. It is appropriate to ask how the findings might differ if the income categories were regrouped, say into three or four categories or six or seven categories with more focus on the lower ends? Or by dividing the categories around median household income for the US? It is possible that the findings would change with using finer or grosser measures, and this issue should be tested in future research.

Future Research

As the first study to attempt to measure quantitatively all four forms of capital conceptualized by Bourdieu with the intention of analyzing which types of capital as measured influence in what way parental school choice decisions and reasons for that choice, there is substantial room for future research in this area. This includes testing and verifying the findings of this study and developing other ways to measure the forms of capital.

Testing and Verifying Findings of this Study. As with all research, it is critical that others attempt to replicate and verify the results of this study, ideally using other sets of data that are similar in nature to this data set (for example using parent respondents and asking similar questions). This tests the overall

concepts of this study (the four forms of capital) and also ensures that the findings were not dependent on the sample selected into the NHES study.

Variations in Measuring the Forms of Capital. Future research should focus on creating and testing high quality measures of each form of capital. The NHES data set contains hundreds of variables that might allow researchers to test different combinations, different covariates, and different scales that could be useful in measuring key concepts. One aim of this study was to quantify the four forms of capital, but each of these measures could be strengthened by adding additional questions and testing them.

For example, how could the measure of economic capital be strengthened? In this study, the variable selected was simply household income. But this measure could be strengthened. One could look at household income in terms of the number of household members to tap per person well-being. Other variables such as home ownership or car ownership could be included as measures of economic capital.

The social capital measure might also be improved. Two variables from the NHES that were initially part of the social capital measure were dropped due to insufficient variation in responses. Future iterations of the NHES should change the way these two items are asked to improve item-level variation so they could be tested in a model. Additional questions could also be added to try and get at social networking. Thinking about various ways the measures could be strengthened and testing different variable combinations would be useful in helping researchers further elaborate the complexities of school choice decision-making.

Further Investigations into the Anomalous Findings. The earlier section that discussed the anomalous findings of this study reveals a number of areas that would be highly important for future research. In particular, more examination, both qualitative and quantitative, into black mothers and school choice would be useful and informative to understanding how the experience of being black in this society effects school choice behaviors. A second area would be to excavate further comparisons between households with no father and households with a father when it comes to school choice. The results from

this study indicate that households where fathers are absent are more likely to choose a school for their child. What is the reasoning for doing so? Can this finding be understood as a compensatory strategy? That is, providing the child with educational advantages compensates for having no father in the household. Or is there another way to understand this finding? This would be a fascinating area for further research. Lastly, in line with the need to conduct future research using contemporary understandings of cultural capital, in particular the measure of activities engaged in at home, should be closely examined and redefined. The two items from the home activities scale used in this study were insufficiently rich as a measure of this form of capital. Developing measures that circumvent social desirability and capture greater variation in more activities would be more robust, and this broader array of items might measure a wider range of what is understood as cultural capital. This issue is most certainly an area for additional research.

Conclusion

In this dissertation, I have sought to contribute to sociological theory and the field of sociology of education by conducting a study using the four forms of capital developed by Bourdieu to determine the extent to which they influence parental school choice behaviors. And, for those who do choose their child's school, I tried to determine the forms of capital that predict the reasons for which parents choose a school for their child. The results provide strong evidence that the forms of capital are absolutely in play in the process of school choice and represent a key aspect of understanding school choice from the consumer side. Regardless of where one sits in the debate of school choice, it is absolutely imperative that school choice does not lead to increased educational stratification. Education researchers and policy makers must appreciate that when differences in any of the four types of capital predict whether or not a family will engage in school choice as well as predict the particular (academic) reason for choosing a school, stratification is being reinforced.

Finding ways to mitigate the forces for stratification emanating from the various forms of capital involves understanding the core of sources of stratification in our society. The institution of education is a microcosm of larger social structures. One potential advantage is the capacity for schools to reduce or eliminate the stratification with focused and intentional school policies. Results from this study could be used to encourage policy makers to provide more information about school choice options to families with less cultural, economic, and symbolic capital and to support them as they apply to schools of their choice. This study also reveals that families with less economic and cultural capital are choosing schools for logistical/practical reasons. What can be done to enable families, who are in need of transportation or have concerns about their child's safety at the assigned neighborhood school, to make choices based on academic quality?

These are examples of practical and achievable action that schools and districts can immediately implement to help families navigate the complexities of school choice decisions. By exposing families with less capital to the options of choice that are available and supporting their capacity to choose schools with high academic quality, we can attempt to reduce stratification.

APPENDIX A

NHES PARENT AND FAMILY INVOLVEMENT SURVEY INSTRUMENT

NHES:2007 SCREENER

- S1. Hello, this is (INTERVIEWER) and I'm calling for the United States Department of Education about a national research study. Are you a member of this household and at least 18 years old?
- * YES 1 (GO TO S5)
 NO 2 (GO TO S2)
 PROBABLE BUSINESS..... 3 (GO TO S5)
 ANSWERING MACHINE4 (BOX AFTER THANK3)
 RETRY AUTODIALER5
 NONWORKING, DISCONNECTED, CHANGES.....6 (CODE RESULT)[†]
 GO TO RESULT..... 4 (CODE RESULT)[†]
- S2. May I please speak with a household member who is at least 18 years old?
- [If needed: Household members include people who think of this household as their primary place of residence. It includes persons who usually stay in the household but are temporarily away on business, vacation, in a hospital, or living at school in a dorm, fraternity or sorority.]
- * AVAILABLE1 (GO TO S1)
 NOT AVAILABLE2 (GO TO RESULT, CALLBACK APPT.)
 THERE ARE NONE 3 (GO TO S3)
 GO TO RESULT..... 4 (CODE RESULT)[†]
- S3. May I please speak with the male or female head of this household?
- * PERSON ON PHONE..... 1 (GO TO S5)
 OTHER PERSON, AVAILABLE.....2 (GO TO S4)
 OTHER PERSON, NOT AVAILABLE3 (GO TO RESULT, CALLBACK APPT.)
 GO TO RESULT..... 4 (CODE RESULT)[†]
- S4. Hello, this is (INTERVIEWER) and I'm calling for the United States Department of Education about a national research study. Are you a head of this household?
- * YES 1 (GO TO S5)
 NO 2 (GO TO S3)
 GO TO RESULT..... 3 (CODE RESULT)[†]
- S5. Is this phone number for...
- * Home use,..... 1 (GO TO SCR_N_15)
 Home and business use, or 2 (GO TO SCR_N_15)
 Business use only? 3 (GO TO THANK1)
 GO TO RESULT.....4 (CODE RESULT)[†]

* An asterisk indicates that the variable does not appear on the data file.

[†] For a result code of "answering machine", go to the box after S59 at the end of the Screener.

SCRN_15. The U.S. Department of Education is conducting a voluntary and confidential study about the educational experiences of both children and adults. Are any of the people who normally live in your household age 20 or younger?

* YES 1
 NO 2
 GO TO RESULT..... 3

If household has children/youth age 20 or younger
 (SCRN_15 = 1), enumerate all HH members.

Else if HH does not have children/youth age 20 or younger
 (SCRN_15 NE 1) but is designated for adult enumeration
 (HHADLT = 1, 2), enumerate all HH members.

Else if HH does not have children/youth age 20 or younger
 (SCRN_15 NE 1) and is not designated for adult
 enumeration (HHADLT = -1) go to S42.

S6. I have a few questions to see if someone in your household qualifies for the study. They take about (3/5) minutes. Please tell me only the first names and ages of all the people who normally live in your household. Let's start with you.

What is [(your/his or her) first name/the name of the next person]?	Is (name) male or female?	How old is (name)?	SCREENER RESPONDE NT
*	SEX1-SEX(N)	AGE1- AGE(N)	*

If the age of any household member is missing (don't know, refused), go to S7 and ask for person(s) missing age.

Else go to S6VERF1.

S7. [Is (PERSON)] age 21 or older?

* YES (AGE 21 OR OLDER) 1 (GO TO S6VERF1)
 NO (AGE 20 OR YOUNGER) 2 (GO TO S8)

S8. Would you say (person) is...
[READ CATEGORIES]

* Age 2 or younger,..... 1
Age 3 to 7,..... 2
Age 8 to 15, or..... 3
Age 16 to 20?..... 4

S6VERF1. I have listed (NUMBER) people in your household. Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

MISSED SOMEONE, RETURN TO MATRIX 1
NO ONE WAS MISSED 2
GO TO RESULT..... 3

If any person in the HH is age 3 - 20, ask the series
S9 to S22 for each person age 3-20 or (AGE20 = 2,
3, 4). Else if no one in the HH is age 3 - 20, go to the
box before S26.

S9. [Are you/is (CHILD)] attending (or enrolled in) (school/nursery school, kindergarten, or school)?

* YES 1
NO 2

If AGE=4-18 (or AGE20 = 2, 3, 4), ask S10.
Else go to box after S11.

S10. [READ FIRST TIME: Some parents decide to educate their children at home rather than send them to school.] [Is (CHILD)/Are you] being schooled at home?

* YES 1 (GO TO S11)
NO 2 (GO TO BOX AFTER S11)

S11. So [(he/she)/you are] is being schooled at home instead of at school for at least some classes or subjects?

* YES 1 (GO TO S12)
NO 2 (GO TO BOX)

If S9 = 1 (child/person is enrolled in school), go to
S14. Else, go to box after S15.

S12. [Is (CHILD)/Are you] getting all of [(his/her)/your] instruction at home, or is [(he/she)/are you] getting some at school and some at home?

- * ALL AT HOME1 (GO TO S15)
SOME AT SCHOOL & SOME AT HOME2 (GO TO S13)

S13. How many hours each week [does (CHILD)/do you] usually go to a school for instruction?
Please do not include time spent in extracurricular activities.

- * HOURS (GO TO BOX)

If S13 >= 9 hours, then set SHOMFLG(n) = 1 (attends a school for at least 9 hours per week). Else,
SHOMFLG(n)= -1.
Then, go to S15.

S14. What grade or year of school [are you/is (CHILD)] attending?
 [PROBE FOR 94 OR 96: Is that before or after kindergarten?]

* NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD		
START.....	93	(GO TO BOX AFTER S15)
TRANSITIONAL KINDERGARTEN (BEFORE K).....	94	(GO TO BOX AFTER S15)
KINDERGARTEN.....	95	(GO TO BOX AFTER S15)
PREFIRST GRADE (AFTER K).....	96	(GO TO BOX AFTER S15)
FIRST GRADE.....	1	(GO TO BOX AFTER S15)
SECOND GRADE.....	2	(GO TO BOX AFTER S15)
THIRD GRADE.....	3	(GO TO BOX AFTER S15)
FOURTH GRADE.....	4	(GO TO BOX AFTER S15)
FIFTH GRADE.....	5	(GO TO BOX AFTER S15)
SIXTH GRADE.....	6	(GO TO BOX AFTER S15)
SEVENTH GRADE.....	7	(GO TO BOX AFTER S15)
EIGHTH GRADE.....	8	(GO TO BOX AFTER S15)
NINTH GRADE/FRESHMAN IN HIGH SCHOOL.....	9	(GO TO BOX AFTER S15)
TENTH GRADE/SOPHOMORE IN HIGH SCHOOL.....	10	(GO TO BOX AFTER S15)
ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL.....	11	(GO TO BOX AFTER S15)
TWELFTH GRADE/SENIOR IN HIGH SCHOOL.....	12	(GO TO BOX AFTER S15)
ABOVE TWELFTH GRADE.....	13	(GO TO BOX AFTER S15)
UNGRADED ELEMENTARY/SECONDARY.....	14	(GO TO S15)
SPECIAL EDUCATION.....	15	(GO TO S15)

[IF 94: In this interview, we will be referring to that as "kindergarten."

IF 96: In this interview, we will be referring to that as "prefirst grade."]

S15. What grade would [you/(CHILD)] be in if (you/he/she) were attending a school with regular grades/What grade or year is (CHILD) attending?)
[PROBE FOR 94 OR 96: Is that before or after kindergarten?]

*

NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD	
START.....	93
TRANSITIONAL KINDERGARTEN (BEFORE K).....	94
KINDERGARTEN.....	95
PREFIRST GRADE (AFTER K)	96
FIRST GRADE	1
SECOND GRADE	2
THIRD GRADE.....	3
FOURTH GRADE.....	4
FIFTH GRADE.....	5
SIXTH GRADE.....	6
SEVENTH GRADE.....	7
EIGHTH GRADE.....	8
NINTH GRADE/FRESHMAN IN HIGH SCHOOL	9
TENTH GRADE/SOPHOMORE IN HIGH SCHOOL.....	10
ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL	11
TWELFTH GRADE/SENIOR IN HIGH SCHOOL.....	12
ABOVE TWELFTH GRADE	13
UNGRADED/NO EQUIVALENT	14

[IF 94: In this interview, we will be referring to that as "kindergarten."
IF 96: In this interview, we will be referring to that as "prefirst grade."]

<p>If field group[†] = 0, repeat S9-S15 for each child ages 3-20. After last child, go to end of loop (box after S22). Else, if field group =1 and the case is sent for in-person collection, and [S9 = 1 (enrolled) and S11 NE 1 (not homeschooled)] and S14 (GRADE) = 94, 95, 96, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, RF, DK or (grade=14 or 15 and SGRDEQ NE 13) ask S16 (public or private school).</p> <p>Else go to box after S16.</p>
--

S16. Does (he/she) go to a public or private school?

*

PUBLIC	1
PRIVATE	2

If age =3 through 7 years & S9 = 2 (not enrolled in school),
 and S11 NE 1 (not homeschooled), ask S17 (center based
 care). If (not enrolled or homeschooled) or (SGRADE or
 SGRDEQ = 13) and age =>16, go to end of loop (box after
 S22).

Else go to S18 (parents in HH).

S17. Is (CHILD) now attending a daycare center, preschool, prekindergarten, or Head Start program?

*	YES	1
	NO	2

S18.	[Does (CHILD)/Do you] have ...	YES	NO
------	--------------------------------	-----	----

*	a. At least one mother, stepmother, or female guardian living in the household?	1	2
*	b. At least one father, stepfather, or male guardian in the household?.....	1	2
*	c. At least one brother or sister living in the household?.....	1	2
*	d. Any other relatives living in the household?....	1	2
*	e. Anyone else not related to [you/(NAME)] living in the household?	1	2

S19. [Are you/Is (CHILD)] of Spanish, Hispanic, or Latino origin?

*	YES	1
	NO	2

S20. What is [(CHILD)'s/your] race? You may name more than one. [Are you/Is (he/she)]... [IF "HISPANIC" PROBE "Is that White Hispanic, Black Hispanic, both, or something else?"] [CODE ALL THAT APPLY].

	YES	NO
* White,	1	2
Black or African American,	1	2
American Indian or Alaska Native,	1	2
Asian, or	1	2
Native Hawaiian or other Pacific Islander?	1	2
OTHER RACE?	91	
SPECIFY _____		

If [S9 = 1 (enrolled) and S11 NE 1 (not homeschooled) and grade or grade equivalent = 93, 94, 95, 96, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, or 15], or S17 = 1 (daycare), ask S21. Else, go to next box.

S21. Since the beginning of the school year, has an adult in your household done any of the following related to [(CHILD)'s/your] school:

	[HOW ABOUT...]	YES	NO
* a.	Attended a general (school/preschool) meeting, for example, an open house, or . back-to-school night?	1	2
* b.	Attended a meeting of a parent-teacher organization?	1	2
* c.	Gone to a regularly scheduled parent-teacher conference with [(CHILD)'s/your] teacher?	1	2
* d.	Attended a (preschool/school) or class event, such as a play, dance, sports event, or science fair because of [(CHILD)/you]?	1	2

If age = 3 through 7 years ask S22. Else, go to next box.

S22. How many times have you or someone in your family read to (CHILD) in the past week? Would you say...

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

<p>Repeat S9 through S22 for each child/youth age 3–20. After last child, go to next box.</p>
<p>Child Sampling Point: Children age 0 to 2 are ineligible.</p> <p>Children age 3 to 6 (or AGE20 = 2) and not yet in kindergarten (unenrolled or enrolled in preschool) are eligible for SR sampling.</p> <p>Children/youth age 3 to 20 (or AGE20 = 2, 3, 4) enrolled in grade/equivalent K–12 (including transitional kindergarten and prefirst), ungraded elementary/secondary, or special education (or homeschooled for these grades) are eligible for PFI sampling.</p> <p>Children/youth age 7 and older who are not enrolled in grades K-12 (including transitional kindergarten and pre-first), ungraded elementary/secondary, or special education are ineligible for SR and PFI sampling.</p> <p>Select child(ren) for SR and PFI interviews.</p> <p>If any children are selected and this is the first child, ask S23. If two children are sampled, for 2nd child, ask if the most knowledgeable parent for 1st child is also most knowledgeable for 2nd child (S24). (If yes, copy name, age, and sex of parent respondent to 2nd child interview.) Ask S25 for each child.</p> <p>If no children are selected, go to box before S27.</p>

S23. We would like to ask some (additional) questions about (CHILD)'s (care and) education. (Are you/Who is) the parent or guardian in this household who knows the most about (CHILD)'s (care and) education?

[DISPLAY HOUSEHOLD MEMBERS AGE 16 AND OLDER. RECORD PERSON NUMBER OF RESPONDENT FOR PARENT INTERVIEW.]

PERSON NUMBER ☐☐

S24. We would also like to ask some (additional) questions about (CHILD) (care and) education.

(Are you/Is [NAME of first child's MKR]) the parent or guardian in this household who knows the most about [Second child's (NAME)'s] education?

YES 1 (GO TO S25)
 NO 2 (GO TO S24)

S25. What is [your/(PERSON)'s] relationship to (CHILD)? [VERIFY IF KNOWN]

	MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER)	1
	FATHER (BIRTH/ADOPTIVE/STEP/FOSTER)	2
RESRELN(N)	BROTHER, INCLUDING STEP, ADOPTED, AND FOSTER	3
	SISTER, INCLUDING STEP, ADOPTED, AND FOSTER	4
	GRANDMOTHER	5
	GRANDFATHER	6
	AUNT	7
	UNCLE	8
	COUSIN	9
	OTHER RELATIVE	10
RESREL_OS/R	SPECIFY	
	NONRELATIVE	11
	SPECIFY	
	SAME SEX PARENT	12
	GIRLFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN	13
	BOYFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN	14

After a respondent for each SR and/or PFI interview is selected,
go to next box.

If adults are not to be sampled (HHADLT = -1 or (HHADLT = 2 and children were selected)), go to S42.
 Else if HHADLT = 1 and children were enumerated but none were selected, go to S26.
 Else if HHADLT = 1 and no children were enumerated or children were selected, go to S27.
 Else, if HHADLT = 2 and children were enumerated but none were selected, go to S26.
 Else if HHADLT = 2 and no children were enumerated, go to S27.

S26. In your household, the computer has not selected any interviews about children’s educational experiences, but we are also interested in learning about the educational activities of adults.

Go to box after S27.

S27. We are [also] interested in learning about the educational activities of adults.

If person is <16 years old or enrolled in grade 12 or below, ungraded elementary/secondary, or special education, he or she is ineligible for an AEWI interview.
Else go to next box.

For each eligible adult:
If field group[†] = 1 and case is sent for in-person data collection go to S28.
Else go to Box after S29.

S28. What is the highest grade or year of school that [you/(PERSON)] completed?

*	UP TO 8TH GRADE.....	1 (GO TO S29)
	9TH TO 11TH GRADE.....	2 (GO TO S29)
	12TH GRADE BUT NO DIPLOMA.....	3 (GO TO S29)
	HIGH SCHOOL DIPLOMA/EQUIVALENT.....	4 (GO TO BOX AFTER S29)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA, DEGREE, OR CERTIF...	5 (GO TO S29)
	VOC/TECH DIPLOMA, DEGREE, OR CERTIF. AFTER HIGH SCHOOL.....	6 (GO TO S29)
	SOME COLLEGE BUT NO DEGREE.....	7 (GO TO S29)
	ASSOCIATE'S DEGREE (AA, AS)	8 (GO TO S29)
	BACHELOR'S DEGREE (BA, BS).....	9 (GO TO BOX AFTER S29)
	ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL	10 (GO TO BOX AFTER S29)
	MASTER'S DEGREE (MA, MS).....	11 (GO TO BOX AFTER S29)
	DOCTORATE DEGREE (PHD, EDD).....	12 (GO TO BOX AFTER S29)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	13 (GO TO BOX AFTER S29)

[†] In addition to other adult Screener questions, households with eligible adults in which field group = 1 will receive questions S28 through S38.

S29. (Do you/(PERSON) have/Did you/(PERSON) later receive) a high school diploma or its equivalent, such as a GED?

* YES 1
NO 2

If field group = 1 and case is sent for in-person collection, go to S30.

If field group = 0, person is age ≥ 16 (or AGE21 = 1 or AGE20 = 4), is enrolled in school (S9 = 1), and grade is above 12th grade (S14 or S15 = 13), autocode S30 = 1 (participant) and go to S35.

Else, ask S30 for each person age ≥ 16 .

S30. During the past 12 months, [did you/did (PERSON) take classes, courses, programs, workshops, or training of any kind for any reason?

* YES 1
NO 2

If field group = 0 or field group = 1 and case is done by telephone (not sent to field), go to S35.

S31. During the past 12 months, [were you/was (PERSON)] enrolled in a program to earn a college or university degree, such as an associate's, bachelor's, or graduate degree(, or to earn a post- baccalaureate certificate, post-master's certificate, or post-doctoral certificate)?

* YES 1
NO 2

S32. During the past 12 months, (were you/was (PERSON)) enrolled in a program to earn a vocational or technical diploma, degree, or certificate [not counting vocational or technical high school]?
[IF RESPONDENT REPORTS THAT THEY ARE NOT ENROLLED IN A PROGRAM TO EARN A DIPLOMA, DEGREE, OR CERTIFICATE BUT THAT JUST TAKING A COURSE OR COURSES, CODE "2".

* YES 1
NO 2

S33. During the past 12 months, [were you/was (PERSON)] in a formal apprenticeship program leading to journeyman status in a skilled trade or craft?

* YES 1
NO 2

S34. [This question is about any training, workshops, seminars, courses, or classes (you/(PERSON)) took for work-related reasons in the past 12 months. This includes training or classes that had an instructor and were related to a job or career, whether or not (you/(PERSON)) had a job when (you/(he/she)) took them.](Not counting the (college) (or) (vocational/technical) (or) (apprenticeship) program(s) we talked about earlier,) (Did/did) (you/(PERSON)) take any work- related training, workshops, seminars, or courses in the past 12 months?

* YES 1
NO 2

S35. Did (you/PERSON) work at a job for pay or income at any time in the past 12 months, including self-employment?

* YES 1
NO 2

<p>If field group = 0 or field group = 1 and case is done by telephone (<u>not</u> sent to field), go to box at end of loop (after S38). If field group = 1 and case is sent for in-person data collection and S35 =1 (worked in past 12 months), go to S36 (worked in past week). Else go to S37 (Hispanic origin).</p>
--

S36. During the past week, did (you/(PERSON)) work at a job for pay or income, including self-employment?

* YES 1
NO 2
RETIRED..... 3
DISABLED/UNABLE TO WORK..... 4

S37. (Are you/Is he/she) of Spanish, Hispanic, or Latino origin?

* YES 1
NO 2

S38. Which of the following races (do you/does (PERSON)) consider (yourself/himself/herself) to be?
You may name more than one.
[IF" HISPANIC" PROBE: Is that White Hispanic, Black Hispanic, both, or something else?]
[CODE ALL THAT APPLY]

	YES	NO
* White,	1	2
Black or African American,.....	1	2
American Indian or Alaska Native,.....	1	2
Asian, or	1	2
Native Hawaiian or other Pacific Islander?	1	2
OTHER RACE?.....	91	
SPECIFY _____		

Go to the box before S28 and repeat S28 – S38 for each adult. After last adult, go to next box.

Adult Sampling Point:
Select adult for AEWI interview. If adult is selected and age < 65 or (AGE21 = 1, -7, -8), go to S39; if age is => 65, go to S42.

If no adult is selected, go to S42.

S39. Not counting the Reserves or National Guard, (are you/is PERSON) currently serving on active duty in the U.S. Armed Forces?

* YES 1 (INELIGIBLE. GO TO S42)
NO 2 (GO TO BOX)

Ask S40 if sampled adult is not the Screener respondent and is age 16–25 or AGE20=4. Else, go to S42.

S40. Is (PERSON) living at home, in student housing, or somewhere else?

* AT HOME 1 (GO TO S42)
STUDENT HOUSING [THIS INCLUDES ALL HOUSING OWNED, SPONSORED, OR LEASED BY THE SCHOOL SUCH AS A DORMITORY OR FRATERNITY OR SORORITY HOUSE.] 2 (GO TO S41)
OTHER PRIVATE HOME OR APARTMENT 3 (INELIGIBLE. GO TO S42)
INSTITUTION OR GROUP QUARTERS [THIS INCLUDES A JAIL OR DETENTION CENTER, MEDICAL FACILITY, REHABILITATION CENTER, MENTAL HEALTH FACILITY, MILITARY BARRACKS, OR GROUP FOSTER CARE.] 4 (INELIGIBLE. GO TO S42)

S41. Would you please give me (his/her) last name and telephone number so that we can call (him/her) to do a brief interview about (his/her) educational activities?

* LAST NAME _____
PHONE _____

S42. Because we are conducting this study by phone, and people with more telephone numbers have more chances of being in the study, I have some questions about the telephone numbers in your household.

* (Besides the number I called,) (Do/do) you have (other/any) telephone numbers in your household, not including cell phones?

YES 1 (GO TO S43)
NO 2 (GO TO S47)

S43. Including computer and fax phone numbers, how many of [your/these additional] phone numbers are for home use?

[IF NEEDED: Do not include cell phones.]

* NUMBER..... ☐☐ (GO TO BOX)

If S43 = 0 go to S51. If S43 = 1, ask S44. Else ask S45.

S44. Is this(additional) phone number used for a computer or fax machine?

* YES 1 (GO TO S46)
NO 2 (GO TO S51)

S45. Of these (NUMBER) (additional) home use phone numbers, how many are used for a computer or fax machine?

* NUMBER..... ☐☐ (GO TO BOX)

If S45 = 0 go to S51. If S45 = 1, go to S46. Else go to S48.

S46. Some households have telephone numbers that are used both for talking and for computer or fax. Is this number ever answered for talking?

* YES 1 (GO TO S49)
NO 2 (GO TO S51)

S47. Do you have any (additional) phone numbers for computers or fax machines?

* YES 1 (GO TO S48)
NO 2 (GO TO S51)

S48. Some households have telephone numbers that are used both for talking and for computer or fax. How many of these (NUMBER) computer or fax numbers are ever answered for talking?

* NUMBER..... ☐☐ (GO TO BOX)

If S48 = 0, go to S51. If S48 = 1, go to S49. Else go to S50.

S49. Is this computer or fax number answered for...

* Personal calls.....1 (GO TO S51)
Business calls.....2 (GO TO S51)
Both.....3 (GO TO S51)

S50. Of these (NUMBER) phone numbers that are answered, how many are answered for non-business related calls?

* NUMBER..... ☐☐ (GO TO S51)

S51. Do you...

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

If field group = 1 and case is being administered through telephone collection by the TRC (case has NOT been sent to the field) go to S52. Else go to S53.

S52. (I'd like to confirm your address./May I please have your address?)

* STREET ADDRESS [ENTER CHANGES OR PRESS ENTER IF NO CHANGES] APARTMENT NUMBER [ENTER CHANGES OR PRESS ENTER IF NO CHANGES] CITY [ENTER CHANGES OR PRESS ENTER IF NO CHANGES]
STATE [ENTER CHANGES OR PRESS ENTER IF NO CHANGES]
ZIP CODE [ENTER CHANGES OR PRESS ENTER IF NO CHANGES]

S53. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it...

* \$25,000 or less, or 1 (GO TO S55)
More than \$25,000?..... 2 (GO TO S54)

S54. Was it ...

* \$50,000 or less, or 1 (GO TO S56)
More than \$50,000?..... 2 (GO TO S57)

S55. Was it ...

* \$5,000 or less 1 (GO TO BOX)
\$5,001 to \$10,000 2 (GO TO BOX)
\$10,001 to \$15,000 3 (GO TO BOX)
\$15,001 to \$20,000, or 4 (GO TO BOX)
\$20,001 to \$25,000? 5 (GO TO BOX)

S56. \$25,001 to \$30,000 1 (GO TO BOX)
\$30,001 to \$35,000 2 (GO TO BOX)
\$35,001 to \$40,000 3 (GO TO BOX)
\$40,001 to \$45,000, or 4 (GO TO BOX)
\$45,001 to \$50,000 5 (GO TO BOX)

S57. \$50,001 to \$60,000, 1 (GO TO BOX)
\$60,001 to \$75,000, 2 (GO TO BOX)
\$75,001 to \$100,000, or 3 (GO TO BOX)
Over \$100,000?..... 4 (GO TO BOX)

<p>If any household members are sampled for extended interviews, go to THANK2. Else, go to THANK3.</p>
--

THANK1. Thank you, but we are only interviewing in private residences. Good-bye. (END)

THANK2. Thank you for answering our questions about your household. (Now I would like to talk with you further about (your educational experiences/(child's name) care and education)/Let me check to see who in your household I need to speak with next.) GO TO HHREVIEW

THANK3. Those are all the questions I have about your household. Thank you for your time. (END)

The answering machine message is displayed for the first answering machine result in the household. If the case has never been coded as a refusal, go to S58. If the case has been coded as a refusal, go to S59.

S58. [PLEASE READ THE FOLLOWING MESSAGE INTO THE ANSWERING MACHINE.]

Hello, this is {NAME} calling for the U.S. Department of Education from Westat, a social science research firm. We are conducting a study about the educational experiences of adults and children. We'll call back another time. To ask questions or make an appointment, please call our toll-free number, 1-888-696-5670. Thank you.

S59. [PLEASE READ THE FOLLOWING MESSAGE INTO THE ANSWERING MACHINE.]

Hello, this is {NAME} calling for the U.S. Department of Education from Westat, a social science research firm. We are conducting a nationwide study about the educational experiences of adults and children. Your phone number was randomly selected as part of this study. The information you provide will help us to represent households like yours and will be kept confidential. We'll call back another time. To ask questions or make an appointment, please call our toll-free number, 1-888-696-5670. Thank you.

2007 National Household Education Surveys Program
School Readiness and
Parent and Family Involvement in Education Survey

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School Readiness and
Parent and Family Involvement in Education Survey

[IF R WAS NOT SCREENER R AND THIS IS THE FIRST OR ONLY INTERVIEW FOR R: My name is (INTERVIEWER), and I am calling for the U.S. Department of Education. We are conducting a voluntary and confidential national study about the educational experiences of children and adults.]

I'd like to talk with you now about (CHILD). The interview is estimated to take about (25/20/20) minutes.

Age, Relationships, Language. This section is asked of parents of all sampled children (SR and PFI).

PA1. First, I'd like to confirm (CHILD)'s age. In what month and year was (he/she) born?

CDOBMM
CDOBY

MONTH

YEAR

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

Calculate AGE2006 = child's age on December 31, 2006.
Calculate current age for display in PA2. If current age does not match screener age or birth month is current month, ask PA2. Else, go to box after PA2.

PA2. That would mean that (CHILD) [is (AGE)/turns or turned (AGE) this month]. Is that right?

- * YES 1 (GO TO BOX)
NO 2 (RETURN TO PA1)

If AGE2006 (age on December 31, 2006) is <3 or >20, go to CLOSE1 (closing statement). Else, go to RELINTRO.

RELINTRO. Now I'd like to ask how all the people in your household are related to (CHILD).

Ask PA3 for each household member other than sampled child (for respondent, copy from Screener).

PA3. How (are you/is (PERSON)) related to (CHILD)?
[VERIFY IF KNOWN.]

RELATN(N)	MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER)	1 (GO TO PA4)
RELTOS(N)/R	FATHER (BIRTH/ADOPTIVE/STEP/FOSTER)	2 (GO TO PA5)
	BROTHER, INCLUDING STEP, ADOPTED, AND FOSTER.....	3 (GO TO BOX AFTER PA5)
	SISTER, INCLUDING STEP, ADOPTED, AND FOSTER.....	4 (GO TO BOX AFTER PA5)
	GRANDMOTHER.....	5 (GO TO BOX AFTER PA5)
	GRANDFATHER.....	6 (GO TO BOX AFTER PA5)
	AUNT.....	7 (GO TO BOX AFTER PA5)
	UNCLE	8 (GO TO BOX AFTER PA5)
	COUSIN	9 (GO TO BOX AFTER PA5)
	OTHER RELATIVE	10 (GO TO BOX AFTER PA5)
	SPECIFY	
	NONRELATIVE.....	11 (GO TO BOX AFTER PA5)
	SPECIFY	
	SAME SEX PARENT	12 (GO TO NEXT BOX)
	GIRLFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN	13 (GO TO BOX AFTER PA5)
	BOYFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN	14 (GO TO BOX AFTER PA5)

If [PA3 = 12 and sex = female (same sex parent/mother)], go to
PA4. If [PA3 = 12 and sex = male (same sex parent/father)], go to
PA5.

Else, go to next box.

PA4. [Are you/Is (PERSON)] (CHILD)'s ...

MOMTYPE1	Birth mother,.....	1
MOMTYPE2	Adoptive mother,	2
	Stepmother,.....	3
	Foster mother, or.....	4
	Other parent or guardian?.....	5

PA5. [Are you/Is (PERSON)] (CHILD)'s...

DADTYPE1	Birth father,.....	1
DADTYPE2	Adoptive father,	2
	Stepfather,.....	3
	Foster father, or.....	4
	Other parent or guardian?.....	5

Set HHMOM1:
1 = birth/adoptive mother; 2 = step or foster mother, other parent/guardian, including female same sex parent other than birth/adoptive, or female partner of parent;
3 = no mother or father, female respondent; 4 = else.

Set HHMOM2:
1 = birth/adoptive mother; 2 = step or foster mother, other parent/guardian, including female same sex parent other than birth/adoptive, or female partner of parent; 4 = else.

Set HHDAD1:
1 = birth/adoptive father; 2 = step or foster father, other parent/guardian, including male same sex parent other than birth/adoptive, or male partner of parent; 3 = no mother or father, male respondent; 4 = else.

Set HHDAD2:
1 = birth/adoptive father; 2 = step or foster father, other parent/guardian, including male same sex parent other than birth/adoptive, or male partner of parent; 4 = else.

PA6. What language does (CHILD) speak most at home?

CSPEAK	ENGLISH.....	1
	SPANISH.....	2
	ENGLISH AND SPANISH EQUALLY	3
	ENGLISH AND ANOTHER LANGUAGE EQUALLY	4
	(SPECIFY)_____	
	CHILD DOES NOT SPEAK.....	5
	ANOTHER LANGUAGE.....	91
CSPEAKOS/R	(SPECIFY)_____	

PA7. How about you? What language do you speak most at home?

RESPEAK	ENGLISH.....	1
	SPANISH.....	2
	ENGLISH AND SPANISH EQUALLY	3
	ENGLISH AND ANOTHER LANGUAGE EQUALLY	4
	(SPECIFY)_____	
	ANOTHER LANGUAGE.....	91
RESPEAOS/R	(SPECIFY)_____	

Current School Status. This section is asked of parents of all sampled children (SR and PFI).

If parent/guardian respondent was also the Screener respondent and Screener grade/grade equivalent = N (nursery/preschool/prekindergarten/Head Start), T (transitional kindergarten), K (kindergarten), P (prefirst grade), go to PB1.
If parent/guardian respondent was also the Screener respondent and Screener grade/grade equivalent = 1 - 15, copy responses to PB2 – PB8 and go to SET PATH box.
Else, go to PB2.

PB1. Earlier I recorded that (CHILD)’s grade is (GRADE/EQUIVALENT FROM SCREENER). Is that correct?

*

YES 1 (GO TO SET PATH BOX)
NO 2 (GO TO PB7)

PB2. Now I'd like to talk with you about (CHILD)'s school experiences. Is (CHILD) attending (or enrolled in) (preschool, kindergarten or) school?

ENROLL YES 1
NO 2

If AGE2006 => 4 and <= 18, go to PB3. Else, if [AGE2006 <4 or >18 and if PB2 = 1 (enrolled)], go to PB7. Else, if [AGE2006 < 4 or > 18 and PB2 NE 1 (not enrolled)], go to SET PATH box.

PB3. Some parents decide to educate their children at home rather than send them to school. Is (CHILD) being schooled at home?

HOMESCHL YES 1 (GO TO PB4)
NO 2 (GO TO 2ND BOX AFTER PB6)

PB4. So (CHILD) is being schooled at home instead of at school for at least some classes or subjects?

*

YES 1 (GO TO PB5)
NO 2 (GO TO 2ND BOX AFTER PB6)

PB5. Is (CHILD) getting all of (his/her) instruction at home, or is (he/she) getting some at school and some at home?

HOMEALL ALL AT HOME 1 (GO TO PB8)
 SOME AT SCHOOL & SOME AT HOME 2 (GO TO PB6)

PB6. How many hours each week does (CHILD) usually go to a school for instruction? Please do not include time spent in extracurricular activities.

HOMSCHR
 HOURS

If PB6 >= 9 hours, then set HOMSCFLG = 1 (attends a school for at least 9 hours per week). Else, set HOMSCFLG = -1. Then, go to PB8.

If [PB2 = 1 (enrolled) and (PB3 NE 1 or PB4 NE 1 (not in homeschool))], ask PB7. Else, if [PB2 = 2 (not enrolled) and (PB3 NE 1 or PB4 NE 1 (not in homeschool))], go to SET PATH box.

PB7. What grade or year is (CHILD) attending?
 [PROBE FOR T OR P: Is that before or after kindergarten?]

GRADE NURSERY/PRESCHOOL/PREKINDERGARTEN/
 HEAD START..... N (GO TO SET PATH BOX)
 TRANSITIONAL KINDERGARTEN (BEFORE K)..... T (GO TO SET PATH BOX)
 KINDERGARTEN..... K (GO TO SET PATH BOX)
 PREFIRST GRADE (AFTER K)..... P (GO TO SET PATH BOX)
 FIRST GRADE 1 (GO TO SET PATH BOX)
 SECOND GRADE 2 (GO TO SET PATH BOX)
 THIRD GRADE..... 3 (GO TO SET PATH BOX)
 FOURTH GRADE..... 4 (GO TO SET PATH BOX)
 FIFTH GRADE 5 (GO TO SET PATH BOX)
 SIXTH GRADE 6 (GO TO SET PATH BOX)
 SEVENTH GRADE..... 7 (GO TO SET PATH BOX)
 EIGHTH GRADE..... 8 (GO TO SET PATH BOX)
 NINTH GRADE/FRESHMAN 9 (GO TO SET PATH BOX)
 TENTH GRADE/SOPHOMORE..... 10 (GO TO SET PATH BOX)
 ELEVENTH GRADE/JUNIOR..... 11 (GO TO SET PATH BOX)
 TWELFTH GRADE/SENIOR..... 12 (GO TO SET PATH BOX)
 ABOVE TWELFTH GRADE 13 (GO TO CLOSE1) UNGRADED
 U (GO TO PB8)
 SPECIAL EDUCATION..... S (GO TO PB8)

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

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

PB8. (What grade would (CHILD) be in if (he/she) were attending (school/a school with regular grades)/ What grade or year is (CHILD) attending)? [PROBE FOR T OR P: Is that before or after kindergarten?]

GRADEEQ NURSERY/PRESCHOOL/PREKINDERGARTEN/
 HEAD START..... N (GO TO SET PATH BOX)
 TRANSITIONAL KINDERGARTEN (BEFORE K)..... T (GO TO SET PATH BOX)
 KINDERGARTEN..... K (GO TO SET PATH BOX)
 PREFIRST GRADE (AFTER K) P (GO TO SET PATH BOX)
 FIRST GRADE 1 (GO TO SET PATH BOX)
 SECOND GRADE 2 (GO TO SET PATH BOX)
 THIRD GRADE..... 3 (GO TO SET PATH BOX)
 FOURTH GRADE..... 4 (GO TO SET PATH BOX)
 FIFTH GRADE 5 (GO TO SET PATH BOX)
 SIXTH GRADE 6 (GO TO SET PATH BOX)
 SEVENTH GRADE..... 7 (GO TO SET PATH BOX)
 EIGHTH GRADE..... 8 (GO TO SET PATH BOX)
 NINTH GRADE/FRESHMAN 9 (GO TO SET PATH BOX)
 TENTH GRADE/SOPHOMORE..... 10 (GO TO SET PATH BOX)
 ELEVENTH GRADE/JUNIOR 11 (GO TO SET PATH BOX)
 TWELFTH GRADE/SENIOR..... 12 (GO TO SET PATH BOX)
 ABOVE TWELFTH GRADE 13 (GO TO CLOSE1) UNGRADED,
 NO EQUIVALENT U (GO TO SET PATH BOX)
 [IF T: In this interview we will be referring to that as "kindergarten."
 IF P: In this interview, we will be referring to that as "prefirst grade."]

SET PATH

If [AGE2006 => 7 and child is not enrolled (PB2 NE 1) and child is not homeschooled (PB3 NE 1)], then child is ineligible; go to CLOSE1 (closing statement).
 Else, set PATH.

N = PRESCHOOLER: [AGE2006 = 3 to 6 and not enrolled in school/homeschooled]; OR PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten).

E = ELEMENTARY: [PB7/PB8 (grade/grade equivalent) = T, K, P, 1, 2, 3, 4, or 5 and PB3 NE 1 (not in homeschool)] or [PB8 (grade equivalent) = U and AGE2006 >= 4 and <= 11 and PB3 NE1 (not in homeschool)].

M = MIDDLE SCHOOL/JUNIOR HIGH: [PB7/PB8 (grade/grade equivalent) = 6, 7, or 8 and PB3 NE 1 (not in homeschool)] or [PB8 (grade equivalent) = U and AGE2006 = 12 or 13 and PB3 NE 1 (not in homeschool)].

S = SENIOR HIGH SCHOOL: [PB7/PB8 (grade/grade equivalent) = 9, 10, 11, or 12 and PB3 NE 1 (not in homeschool)] or [PB8 (grade equivalent) = U and AGE2006 >= 14 and PB3 NE 1 (not in homeschool)].

H = HOMESCHOOLER: [AGE2006 >= 4 and <= 18 and PB3 = 1 (homeschool) and PB8 (grade equivalent) NE N].

Homeschooling. This section is asked of parents of children who are homeschooled (PFI only).

If PATH = H (HOMESCHOOLER), go to PCINTRO.
Else, go to box before PDINTRO.

PCINTRO. These next questions are about your family’s homeschooling experiences.

PC1. Who is the person who mainly homeschools (CHILD)?
[IF RESPONDENT SAYS “Me,” CONFIRM RELATIONSHIP TO CHILD.]

HSWHO

MOTHER.....	10
FATHER.....	11
GRANDPARENT.....	12
BROTHER/SISTER.....	13
OTHER PERSON	91

HSOTHOS/R SPECIFY _____

PC2. Is any of (CHILD)’s home instruction taught by a private tutor or teacher?

HSTUTOR

YES	1
NO	2

PC3. How many days each week is (CHILD) homeschooled?

HSDAYS DAYS

SAYS ALL TIME IS HOMESCHOOLING TIME... 96

If PC3 = 96 (homeschooled all of the time), set PC4 = 96 and go to PC5.
Else, go to PC4.

PC4. About how many total hours per week is (he/she) homeschooled?

HSHOURS HOURS

SAYS ALL TIME IS HOMESCHOOLING TIME... 96

PC5. Does your family participate in the activities or meetings of a local homeschooling association or other local homeschool group?

HSASSN

YES	1 (GO TO PC6)
NO	2 (GO TO PC8)

PC6. Since September, how many times has your family gone to meetings or participated in the activities of a local homeschooling association or other local homeschool group?

HSFREQ TIMES

PC7. Since September, has (CHILD) participated in activities with other children who are homeschooled?

HSKACTIV YES 1
NO 2

PC8. Now, we'd like to ask you about sources of curriculum or books you use to homeschool (CHILD). Please tell us about all the sources that apply to you. In homeschooling (CHILD), have you used curriculum or books

		<u>YES</u>	<u>NO</u>
HSCLIBR	a. From a public library?	1	2
HSCHSPUB	b. Have you used curriculum or books obtained directly from a homeschooling catalog, publisher, or individual who specializes in homeschooling materials?	1	2
HSCEDPUB	c. How about any obtained directly from another educational publisher?	1	2
HSCORG	d. From a homeschooling organization?	1	2
HSCCHUR	e. From a church, synagogue, or other religious organization?	1	2
HSCPUBL	f. From your local public school or school district?	1	2
HSCPRIV	g. From a private school?	1	2
HSCREL	h. From a retail bookstore or other store?	1	2
HSCNET	i. From Internet sites?	1	2

PC9. For the next question, please also tell us about all answers that apply to you. Besides books and curriculum, have you used other services in homeschooling (CHILD), or participated in activities provided by...

		<u>YES</u>	<u>NO</u>
HSOLIBR	a. A public library?	1	2
HSOCHUR	b. A church, synagogue, or other religious organization?	1	2
HSOPUBL	c. Your local public school or school district?	1	2
HSOPRIV	d. A private school?	1	2
HSOOTH	e. Any other sources?	1	2
HSOOTHOS/R	SPECIFY _____		

PC10. Some homeschooled children take courses over the internet taught by people outside the household. Is (CHILD) receiving (his/her) instruction this way?

HSINTNET YES 1 (GO TO PC11)
NO 2 (GO TO BOX AFTER PC11)

PC11. Is that instruction provided by your public school?

HSINTPUB YES 1
NO 2

If PB8 = 'T' (grade equivalent is transitional kindergarten), autocode
HOMET to 1 for PC13 and go to PC14. Else, go to PC12.

PC12. Thinking about typical grade levels, for which grades was (CHILD) schooled at home for at least some
classes or subjects?
[PROBE WHETHER KINDERGARTEN INCLUDED IF RESPONSE IS "ALL OF THE
GRADES."]

HOMALLGRD ALL GRADES INCLUDING KINDERGARTEN 1 (GO TO NEXT BOX)
ALL GRADES OTHER THAN KINDERGARTEN 2 (GO TO NEXT BOX)
SOME GRADES BUT NOT ALL 3 (GO TO PC13)

For PC13, If PC12 = 1 (all grades including K) and PB8 = K, autocode HOMET to
2, HOMEK to 1, and HOMEP – HOME12 to -1. If PC12 = 1 and PB8 >= 1st
grade, autocode HOMET and HOMEP to 2, HOMEK to 1, and set all HOME(n)
variables up to the reported grade equivalent (PB8) for
the sampled child to 1. Then autocode all HOME(n) variables beyond the reported
grade equivalent (PB8) for the sampled child to -1.

If PC12 = 2 (all grades other than K) and PB8 >= 1st grade, autocode HOMET,
HOMEK, and HOMEP to 2, and set all HOME(n) variables up to the reported grade
equivalent (PB8) for the sampled child to 1. Then autocode all HOME(n) variables
beyond the reported grade equivalent (PB8) for the sampled child to -1.

PC13. [Thinking about typical grade levels, for which grades was (CHILD) schooled at home for at least some classes or subjects?]
[CODE ALL THAT APPLY.]
[PROBE: Any others?]

		<u>YES</u>	<u>NO</u>
HOMET	TRANSITIONAL KINDERGARTEN (BEFORE K).....	1	2
HOMEK	KINDERGARTEN.....	1	2
HOMEP	PREFIRST GRADE (AFTER K)	1	2
HOME1	FIRST GRADE	1	2
HOME2	SECOND GRADE	1	2
HOME3	THIRD GRADE.....	1	2
HOME4	FOURTH GRADE.....	1	2
HOME5	FIFTH GRADE	1	2
HOME6	SIXTH GRADE	1	2
HOME7	SEVENTH GRADE.....	1	2
HOME8	EIGHTH GRADE.....	1	2
HOME9	NINTH GRADE/FRESHMAN	1	2
HOME10	TENTH GRADE/SOPHOMORE.....	1	2
HOME11	ELEVENTH GRADE/JUNIOR	1	2
HOME12	TWELFTH GRADE/SENIOR.....	1	2

PC14. There are many different reasons that parents choose to homeschool their children. Please tell me if any of these reasons apply to you.

		<u>YES</u>	<u>NO</u>
HSSAFETY	a. You are concerned about the school environment, such as safety, drugs, or negative peer pressure?	1	2
HSDISSAT	b. You are dissatisfied with the academic instruction at other schools?	1	2
HSRELIGN	c. You prefer to teach (CHILD) at home so that you can provide religious or moral instruction?.....	1	2
HSDISABL	d. (CHILD) has a physical or mental health problem that has lasted six months or more?...	1	2
HSILL	e. (CHILD) has a temporary illness that prevents (him/her) from going to school?	1	2
HSSPCLND	f. (CHILD) has other special needs that you feel the school can't or won't meet?	1	2
HSALT	g. You are interested in a nontraditional approach to children's education?	1	2
HSOTHER	h. You have another reason for homeschooling your child?.....	1	2
HSOTHEOS/R	What is that? (SPECIFY_____)		

If only one reason is chosen in PC14 (reasons homeschooled child), copy the only response in PC14 to PC15 and go to box before PDINTRO.

If more than one reason is chosen in PC14 (reasons homeschooled child), go to PC15. Display all answers in PC15 that had 'yes' answers in PC14 (if any PC14a, b, c, d, e, f, g, h = 1).
Else, go to box before PDINTRO.

PC15. Of the reasons you just mentioned, which would you say is the most important?

HSMOST	CONCERN ABOUT SCHOOL ENVIRONMENT.....	1
	DISSATISFIED WITH ACADEMIC INSTRUCTION	
	AT OTHER SCHOOLS.....	2
	TO PROVIDE RELIGIOUS OR MORAL INSTRUCTION	3
	CHILD HAS A PHYSICAL OR MENTAL HEALTH PROBLEM.....	4
	CHILD HAS A TEMPORARY ILLNESS.....	5
	CHILD HAS OTHER SPECIAL NEEDS.....	6
	TO PROVIDE NONTRADITIONAL EDUCATION.....	7
	(DISPLAY OTHER SPECIFY STRING FROM PC14).....	8

Early Childhood Care and Programs. This section is asked of parents of preschoolers (SR only).

If PATH = N (PRESCHOOLER), go to PDINTRO.

Else, go to box before PFINTRO.

PDINTRO. I'd like to talk with you about any daycare centers and early childhood programs that (CHILD) may attend. This includes regular care in centers and early childhood programs, whether or not there is a charge or fee, but not care in a private home.

PD1. Is (CHILD) now attending a daycare center, preschool, prekindergarten, or Head Start program?
[CONFIRM THAT CHILD IS ATTENDING PRESCHOOL.]

CPNNOW	YES	1	(GO TO BOX AFTER PD2)
	NO.....	2	(GO TO PD2)

PD2. Has (CHILD) ever gone to a preschool, prekindergarten, Head Start program or daycare center?

CPNEVER	YES	1
	NO	2

If [(PATH = N (PRESCHOOLERS) and (PB7 (grade) = N (nursery/preschool/prekindergarten/Head Start) or (PB8 (grade equivalent) = N (nursery/preschool/prekindergarten/Head Start) and PB5 not equal to 1 (homeschooled all at home)))) or PD1 = 1 (in center-based program)], go to PD3.

Else, go to PD5.

PD3. How many hours each week does (CHILD) go to a daycare center or preschool program?

CPHRS |_|_|
HOURS

PD4. Since September, how many times (have/has) (you/any adult in your household) gone to meetings, participated in activities or volunteered at (CHILD)'s daycare center or preschool program?

CPVISIT |_|_|
TIMES

PD5. Did (CHILD) ever attend Head Start, Early Head Start, or Home Head Start?

PCEVRHD	YES	1
	NO.....	2

Developmental Characteristics. This section is asked of parents of preschoolers (SR only).

If PATH = N (PRESCHOOLER), go to PEINTRO. Else, go to box before PFINTRO.

PEINTRO. These next questions are about things that different children do at different ages. These things may or may not be true for (CHILD). Also, some parents may not have had a chance to observe these things, so just tell me if that's the case for any of these questions.

PE1. Can (CHILD) identify the colors red, yellow, blue, and green by name? Would you say...

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

PE2. Can (he/she) recognize...

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

PE3. How high can (CHILD) count? Would you say...

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

PE4. Can (CHILD) write (his/her) first name, even if some of the letters aren't quite right or are backwards?

DPNAME	YES	1
	NO	2

PE5. Can (CHILD) rhyme words?

DPRHYME	YES	1
	NO	2

PE6. Can (CHILD) recognize the beginning sound of a word? For example, can (he/she) tell you that the word “ball” starts with the “buh” sound?

DPSTSND	YES	1
	NO	2

PE7. When (CHILD) holds a pencil, does (he/she) use fingers to hold it, or does (he/she) grip it in (his/her) fist?

DPPENCIL	USES FINGERS	1
	GRIPS IN FIST	2
	CANNOT HOLD A PENCIL	3

PE8. Compared to other children (his/her) age, how often is (he/she) overly active, or unable to sit still? Would you say

DPFIDGET	Never	1
	Rarely	2
	Sometimes	3
	Often, or	4
	Very often	5

PE9. When (he/she) speaks, how often is (CHILD) understandable to a stranger? Would you say ...

DPSPEAK	Never	1
	Rarely	2
	Sometimes	3
	Often, or	4
	Very often	5

Kindergarten-Related Items. This section is asked of parents of preschoolers (SR) and children in kindergarten (including transitional kindergarten and prefirst grade) through second grade, except homeschoolers (PFI).

If [PATH = N (PRESCHOOLER) or (PATH = E (ELEMENTARY) and PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), or P (prefirst grade), 1, or 2)], go to PFINTRO. Else, go to box before PGINTRO.

Plans for Kindergarten Enrollment

PFINTRO. These next questions are about (your plans for enrolling (CHILD) in kindergarten/(CHILD's) kindergarten experiences).

If PATH = N (PRESCHOOLER), go to PF1. Else If [PATH = E (ELEMENTARY) and PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), or P (prefirst grade), 1, or 2], go to PF2.

PF1. When do you expect (CHILD) to start kindergarten?

KPSTART	DON'T PLAN FOR CHILD TO ATTEND	1 (GO TO BOX BEFORE PGINTRO)
	THIS SPRING/SUMMER (2007)	2 (GO TO PF2)
	THIS FALL (2007)	3 (GO TO PF2)
	NEXT WINTER/SPRING/SUMMER (2008)	4 (GO TO PF2)
	NEXT FALL (2008)	5 (GO TO PF2)
	WINTER/SPRING/SUMMER 2009	6 (GO TO PF2)
	FALL 2009	7 (GO TO PF2)
	WINTER/SPRING/SUMMER 2010	8 (GO TO PF2)
	FALL 2010	9 (GO TO PF2)

PF2. Most school districts have guidelines about when a child can start school based on his or her date of birth. (Do you expect to/Did you) enroll (CHILD) in (kindergarten/ prefirst grade) when (he/she) (is/was) old enough based on (his/her) birthdate, or (will/did) you wait until (he/she) (is/was) older?

KPENROLL	WHEN OLD ENOUGH/BASED ON	
	BIRTHDATE	1
	WILL WAIT/WAITED	2
	WILL ENTER EARLY/ENTERED	3
	HAVEN'T DECIDED/THOUGHT ABOUT IT	4

If PATH = N (PRESCHOOLER), go to box before PGINTRO.
Else, go to PF3.

Kindergarten Experiences

PF3. How old was (CHILD) in years and months when (he/she) first started (kindergarten/prefirst grade)?

KPAGEYR	<input type="text"/>	<input type="text"/>
KPAGEMO	YEARS	MONTHS

PF4. Does (CHILD) go to a full-day or part-day (kindergarten/prefirst grade)?

KPFULDAY	FULL-DAY	1
	PART-DAY	2

School Characteristics. This section is asked of parents of children enrolled in kindergarten (including transitional/prefirst) through grade 12 (PATH = E, M, S) (PFI only).

If PATH = E (ELEMENTARY), M (MIDDLE SCHOOL/JUNIOR HIGH), S (SENIOR HIGH SCHOOL), go to PGINTRO. Else, if [PATH = N (PRESCHOOLER) and (PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten/Head Start) or PD1 = 1 (in center-based program))], go to PHINTRO1. Else, if [PATH = N (PRESCHOOLER) or PATH = H (HOMESCHOOLERS)], go to box after PH11.

PGINTRO. Next let's talk about the school (CHILD) attends.

PG1. Does (he/she) go to a public or private school?

SPUBLIC	PUBLIC	1 (GO TO PG2)
	PRIVATE	2 (GO TO PG4)

PG2. Is it (his/her) regularly assigned school or a school that you chose?

SCHOICE	ASSIGNED	1 (GO TO PG4)
	CHOSEN	2 (GO TO PG3)
	ASSIGNED SCHOOL IS SCHOOL	
	OF CHOICE	3 (GO TO PG4)

PG3. Is (his/her) school in your assigned school district?

SDISRCT	YES	1
	NO	2

PG4. Does your public school district let you choose which public school you want (CHILD) to attend, either in your own school district or another district?

[IF NEEDED: Choices might include enrolling in another school, transferring to another school, or applying to a special program.]

SPUBCHOI	YES	1
	NO	2

PG5. Did you consider other schools for (CHILD)?

SCONSIDR	YES	1
	NO	2

If [(PG1 = 2 (in private school) or PG2 = 2, 3
(chosen school)) and PG5 = 2 (didn't consider
other schools)], go to PG8.
If [PG2 = 1 (assigned school) and PG5 = 2 (didn't
consider other schools)], go to PG9. Else, go to
PG6.

PG6. In deciding between schools, did you seek information on the performance of the schools you were considering, like test scores, dropout rates, and so on?

SPERFORM	YES	1
	NO	2

PG7. Did you talk with other parents about the schools their children attend?

STLKPAR	YES	1
	NO	2

PG8. What was the main reason you chose the school that (CHILD) attends?

SREASON

ACADEMIC PERFORMANCE/TEST SCORES.....	1
ACADEMIC PROGRAMS/EDUCATIONAL PHILOSOPHY/TEACHING METHOD.....	2
EXTRACURRICULAR ACTIVITIES/SPORTS/ AFTER-SCHOOL PROGRAM	3
SAFE ENVIRONMENT/SCHOOL ORDER AND DISCIPLINE	4
LOCATION	5
TRANSPORTATION AVAILABLE.....	6
SIZE OF SCHOOL/ CLASS/TEACHER-STUDENT RATIO	7
SPACE AVAILABLE/LOTTERY	8
FAMILY/FRIENDS CURRENTLY ATTEND OR ATTENDED SCHOOL.....	9
RELIGIOUS AND OTHER SPIRITUAL REASONS.....	10
COST AND FINANCIAL REASONS	11
ACADEMIC CALENDAR, SCHOOL HOURS, OR GRADES SERVED	12
FAMILY MEMBER WORKS AT SCHOOL OR IN DISTRICT	13
REPUTATION OF SCHOOL OR RECOMMENDATION BY OTHERS	14
ASSIGNED/LACK OF CHOICE/ NOT ACCEPTED ELSEWHERE.....	15
UNSATISFIED WITH/PROBLEMS IN OTHER SCHOOLS.....	16
DIVERSITY	17
STUDENT ATTENDED SCHOOL OR FEEDER SCHOOL PREVIOUSLY	18
QUALITY OF/ FAMILIARITY WITH SCHOOL FACULTY, STAFF, OR ADMINISTRATORS.....	19
PREFERENCE FOR SCHOOL TYPE (E.G. CHARTER, PRIVATE, SINGLE SEX).....	20
ACCOMMODATION FOR STUDENT'S SPECIAL NEEDS OR PROBLEMS	21
STUDENT CHOSE TO ATTEND THE SCHOOL	22
OTHER	91

SREASNOS/R

SPECIFY _____

PG9. Is the school (CHILD) attends the one you wanted most for (him/her), that is, your first choice?
[PROBE: IF R SAYS IT WAS CHILD'S FIRST CHOICE, ASK: Was it also your first choice?]

S1STCHOI

YES	1
NO	2

<p>If PG1 = 2 (in private school), go to PG11. Else, go to PG10.</p>
--

PG10. Did you move to your current neighborhood so that (CHILD) would be eligible to go to (his/her) current school?

SNEIGHBR YES 1
 NO 2

PG11. We'd like to identify (CHILD's) school so we can include information about the school in our study. Let's start with the state. What state is (his/her) school in?

* ENTER STATE ☐☐

PG12. Please tell me the name of the school (he/she) attends.
[PULL UP LOOKUP FILE.]
[FIND SCHOOL IN LOOKUP FILE. IF SCHOOL NAME NOT FOUND, ENTER NF AND GO TO PG14.]
[IF NEEDED: Probe for school location, address, city, and state]

SCHLID/R SCHOOL ID (GO TO PG13)
 NOT FOUND..... NF (GO TO PG14)

PG13. The school name is [NAME OF SCHOOL] in [CITY, STATE]. Is that right?

* CONTINUE..... 1 (GO TO PG23)
 RETURN TO SEARCH 2 (GO TO PG12)

PG14. I'm not finding that school, so I'll type in the information. You said that was [NAME OF SCHOOL]?

* ENTER SCHOOL NAME _____

PG15. What is the street address?

* ENTER STREET ADDRESS _____

PG16. And the city and state?

* ENTER CITY _____

* ENTER STATE _____

If PG1 = 1 (in public school), go to PG17. Else, go to PG18.
--

PG17. Is (his/her) school a charter school?

* YES 1 (GO TO PG20)
 NO 2 (GO TO PG20)

PG18. Is (CHILD)'s school affiliated with a religion?

* YES 1 (GO TO PG19)
 NO 2 (GO TO PG20)

PG19. Is it a Catholic school?

* YES 1
 NO 2

PG20. What is the lowest grade taught at (CHILD)'s school?

* NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START N
 TRANSITIONAL KINDERGARTEN (BEFORE K) T
 KINDERGARTEN K
 PREFIRST GRADE (AFTER K) P
 FIRST GRADE 1
 SECOND GRADE 2
 THIRD GRADE 3
 FOURTH GRADE 4
 FIFTH GRADE 5
 SIXTH GRADE 6
 SEVENTH GRADE 7
 EIGHTH GRADE 8
 NINTH GRADE/FRESHMAN 9
 TENTH GRADE/SOPHOMORE 10
 ELEVENTH GRADE/JUNIOR 11
 TWELFTH GRADE/SENIOR 12

PG21. What is the highest grade taught at (his/her) school?

* NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START N
 TRANSITIONAL KINDERGARTEN (BEFORE K) T
 KINDERGARTEN K
 PREFIRST GRADE (AFTER K) P
 FIRST GRADE 1
 SECOND GRADE 2
 THIRD GRADE 3
 FOURTH GRADE 4
 FIFTH GRADE 5
 SIXTH GRADE 6
 SEVENTH GRADE 7
 EIGHTH GRADE 8
 NINTH GRADE/FRESHMAN 9
 TENTH GRADE/SOPHOMORE 10
 ELEVENTH GRADE/JUNIOR 11
 TWELFTH GRADE/SENIOR 12

PG22. About how many students are enrolled in (CHILD)'s school? Would you say ...

- *

Under 300,.....

300-599,

600-999

1,000-2,499, or

2,500 or more?

1

2

3

4

5

PG23. Since the beginning of this school year, has (CHILD) been in the same school?

- SSAMSC

YES

NO

1

2

(GO TO PHINTRO1)

(GO TO PG24)

PG24. In which month did (CHILD) start at (his/her) current school?

- SMVMTH

|_|_|_|

MONTH

Student Experiences, Teacher Feedback, and Adjustment. This section is asked of parents of children in kindergarten (including transitional/prefirst) through grade 12 (PFI).

Limited items are asked of parents of preschoolers enrolled in center-based programs (SR).

PHINTRO1. Let's talk now about (CHILD)'s experiences this school year at (his/her) current (school/preschool or daycare center).

If [PATH = N (PRESCHOOLER) and (PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten/Head Start) or PD1 = 1 (in center-based program))]
OR if [PATH = E (ELEMENTARY) and PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst), 1, or 2], go to PH1.

Else, go to box after PH1.

PH1. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statement:

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
SEENJOY (CHILD) enjoys school	1	2	3	4

If [PATH = N (PRESCHOOLER) and (PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten/Head Start) or PD1 = 1 (in center-based program))], go to box after PH4. Else, continue.

PH2. Now I would like to ask you about (his/her) grades during this school year. Overall, across all subjects ((he/she) takes at school), does (he/she) get . . .

SEGRADES	Mostly A's,	1	(GO TO PH4)
	Mostly B's,	2	(GO TO PH4)
	Mostly C's,	3	(GO TO PH4)
	Mostly D's and lower, or.....	4	(GO TO PH4)
	Does (his/her) school not give these grades?.....	5	(GO TO PH3)

PH3. Would you describe (CHILD)'s work at school as . . .

SEGRADEQ	Excellent,.....	1
	Above average,	2
	Average,	3
	Below average, or	4
	Failing?	5

Teacher Feedback on Child's School Performance and Behavior

PH4. Since (the beginning of this school year/September), how many times have any of (CHILD)'s teachers or (his/her) school contacted (you/any adult in your household) about any behavior problems (he/she) is having in (school)?

SEBEHAV TIMES

If [PATH = N (PRESCHOOLER) and (PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten/Head Start) or PD1 = 1 (in center-based program))], go to PH6.

Else, ask PH5.

PH5. How about any problems (he/she) is having with school work?

SESCHWRK TIMES

PH6. How about anything (CHILD) is doing particularly well or better in (school/preschool)?

SEDOWELL TIMES

If PATH = N (PRESCHOOLER), go to PNINTRO1.

If PATH = E (ELEMENTARY) or M (MIDDLE SCHOOL/JUNIOR HIGH), go to box after PH7.

Else, if PATH = S (SENIOR HIGH SCHOOL), go to PH7.

PH7. Is (CHILD) currently enrolled in advanced placement classes?

SEADPLC	YES	1
	NO	2

<p>If PA6 = 2 or 91 (child speaks Spanish or another language other than English mostly at home), go to PH8.</p> <p>Else go to PH9.</p>

PH8. Is (CHILD) currently enrolled in English as a second language, bilingual education, or an English immersion program?

SEESL	YES	1
	NO	2

PH9. Since starting kindergarten, has (CHILD) repeated any grades?

SEREPEAT	YES	1 (GO TO PH10)
	NO	2 (GO TO BOX AFTER PH10)

PH10. What grade or grades did (he/she) repeat? [CODE ALL THAT APPLY]
[DISPLAY RESPONSE OPTIONS ONLY UP TO CURRENT GRADE OR GRADE EQUIVALENT]

		<u>YES</u>	<u>NO</u>
SEREPTK	KINDERGARTEN.....	1	2
SEREPT1	FIRST GRADE	1	2
SEREPT2	SECOND GRADE	1	2
SEREPT3	THIRD GRADE.....	1	2
SEREPT4	FOURTH GRADE.....	1	2
SEREPT5	FIFTH GRADE	1	2
SEREPT6	SIXTH GRADE	1	2
SEREPT7	SEVENTH GRADE.....	1	2
SEREPT8	EIGHTH GRADE	1	2
SEREPT9	NINTH GRADE/FRESHMAN	1	2
SEREPT10	TENTH GRADE/SOPHOMORE.....	1	2
SEREPT11	ELEVENTH GRADE/JUNIOR	1	2
SEREPT12	TWELFTH GRADE/SENIOR.....	1	2

<p>If [PATH = M (MIDDLE SCHOOL/JUNIOR HIGH) or S (SENIOR HIGH SCHOOL)] go to PH11. Else, if PATH = E (ELEMENTARY), go to box before PIINTRO.</p>
--

PH11.	Has (CHILD) ever . . .	<u>YES</u>	<u>NO</u>
SESUSOUT	a. Had an out-of-school suspension?.....	1	2
SESUSPIN	b. Had an in-school suspension, not counting detentions?	1	2
SEEXPEL	c. Been expelled?.....	1	2
SERECNEW	d. Been required to change schools because of behavior problems?.....	1	2

If PATH = M (MIDDLE SCHOOL/JUNIOR HIGH), S (SENIOR HIGH SCHOOL) or [PATH = H (HOMESCHOOLER) and PB8 (grade equivalent) >= 6] or [PATH = H (HOMESCHOOLER) and PB8 (grade equivalent) = U and AGE2006 >= 12], go to PHINTRO2.
 Else, go to PNINTRO1.

PHINTRO2. Now I have some questions about (CHILD)'s future education.

PH12. How far do you expect (CHILD) to go in (his/her) education? Would you say you expect (him/her) . . .

SEFUTURE	To receive less than a high school diploma,	1	(GO TO BOX BEFORE PIINTRO)
	To graduate from high school,	2	(GO TO BOX BEFORE PIINTRO)
	To attend a vocational or technical school after high school,	3	(GO TO PH13)
	To attend two or more years of college.....	4	(GO TO PH13)
	To finish a four- or five-year college degree, or	5	(GO TO PH13)
	To earn a graduate degree or professional degree beyond a bachelor's?	6	(GO TO PH13)

PH13. Do you or does anyone in your family plan to help (CHILD) pay for (his/her) education after high school, or have you not thought about it yet?

SEFAMPAY	YES	1	(GO TO PH14)
	NO	2	(GO TO BOX BEFORE PIINTRO)
	HASN'T THOUGHT ABOUT IT YET.....	3	(GO TO BOX BEFORE PIINTRO)

PH14. Have you or anyone in your family opened any type of account to save for (CHILD)'s college education, for example, a 529 plan, a Coverdell Education Savings Account or Education IRA, or a prepaid tuition account?

SECOLACT YES 1
 NO 2

If PB7/PB8 (grade/grade equivalent) = 11 or 12, go to PH15.
Else, go to box before PIINTRO.

PH15. Have you or anyone in your family applied for a scholarship or grant for (CHILD)?

SESCHOL YES 1
 NO 2

Family Involvement in School. This section is asked of parents of children in grades K–12 (PFI only).

If [PATH = E (ELEMENTARY), M (MIDDLE SCHOOL/JUNIOR HIGH), S (SENIOR HIGH SCHOOL)], go to PIINTRO. Else go to box before PNINTRO1.

PIINTRO. Now I'd like to ask you about your family's involvement with (CHILD)'s school.

PI1. Since the beginning of this school year, (have/has) (you/any adult in your household)...

YES NO

FSMTNG	a.	Attended a general school meeting, for example, an open house, or a back-to-school night?	1	2
FSPTMTNG	b.	Attended a meeting of the parent-teacher..... organization or association?.....	1	2
FSATCNFN	c.	Gone to a regularly scheduled parent-teacher conference with (CHILD)'s teacher?	1	2
FSSPORT	d.	Attended a school or class event, such as a play, dance, sports event, or science fair because of (CHILD)?.....	1	2
FSVOL	e.	Served as a volunteer in (CHILD)'s classroom or elsewhere in the school?	1	2
FSFUNDRS	f.	Participated in fundraising for the school?	1	2
FSCOMMTE	g.	Served on a school committee?	1	2
FSCOUNSLR	h.	Met with a guidance counselor in person?.....	1	2

PI2. During this school year, how many times (have/has) (you/any adult in your household) gone to meetings or participated in activities at (child)'s school?

FSFREQ TIMES ☐☐

School Practices to Involve and Support Families. This section is asked of parents of children in grades K–12 (PFI only).

If PATH = E (ELEMENTARY), M (MIDDLE SCHOOL/JUNIOR HIGH), OR S (SENIOR HIGH SCHOOL), go to PJ1. Else, go to box before PNINTRO1.

PJ1. We're also interested in times the school contacted you without your having contacted them first. During this school year, have any of (CHILD)'s teachers or (his/her) school...

YES NO

FSNOTES	a.	Sent your family notes or E-mails specifically about (CHILD)?	1	2
FSMEMOS	b.	Provided newsletters, memos or notices addressed to all parents?	1	2
FSPHONE	c.	Called you on the phone?	1	2

If PATH = E (ELEMENTARY), ask PJ2a, b, c, and e. Else, ask PJ2a-e.

PJ2. For each statement that I read you, please tell me how well (CHILD)'s school has been doing the following things during this school year:
 [IF NECESSARY, READ AFTER STATEMENTS FOLLOWING THE FIRST STATEMENT:
 Would you say (his/her) (school/current school) does it very well, just O.K., not very well, or doesn't do it at all.]

			<u>Does it very well</u>	<u>Just O.K.</u>	<u>Not very well</u>	<u>Doesn't do it at all</u>
FSSPPERF	a.	Lets you know (between report cards) how (CHILD) is doing in school. Would you say (CHILD)'s school does it very well, just O.K., not very well, or doesn't do it at all?	1	2	3	4
FSSPHW	b.	Provides information about how to help (CHILD) with (his/her) homework	1	2	3	4
FSSPCOUR	c.	Provides information about why (CHILD) is placed in particular groups or classes	1	2	3	4
FSSPCOLL	d.	Provides information on how to help (CHILD) plan for college or vocational school	1	2	3	4
FSSPROLE	e.	Provides information on your expected role at (CHILD)'s school	1	2	3	4

Satisfaction with School. Items in this section will be asked of parents of children in grades K-12 (PFI only).

PK1. Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied . . .

		<u>VERY</u> <u>SATISFIED</u> <u>DISSATISFIED</u>	<u>SOMEWHAT</u> <u>SATISFIED</u>	<u>SOMEWHAT</u> <u>DISSATISFIED</u>	<u>VERY</u> <u>SATISFIED</u>
FCSCHOOL	a. With the school (CHILD) attends this year?	1	2	3	4
FCTEACHR	b. With the teachers (CHILD) has this year?	1	2	3	4
FCSTDS	c. With the academic standards of the school?	1	2	3	4
FCORDER	d. With the order and discipline at the school?	1	2	3	4
FCSUPPRT	e. With the way that school staff interacts with parents?.....	1	2	3	4

Factors Affecting Parent and Family Participation in School and Parent Support for the School. This section is asked of children in grades K-12 (PFI only).

PLINTRO. Now let's talk about things that may affect your family's involvement with (CHILD)'s school.

PL1. How often does the school hold meetings during times that fit your work and family schedules?
Would you say...

FPMTGWRK	Always,.....	1
	Sometimes, or	2
	Never?.....	3

<p>If any child in the household is under age 14, ask PL2. Else, go to PL3.</p>

PL2. How often has a lack of childcare prevented you from participating in (CHILD)'s school meetings and activities?

FPTCHCAR	ALWAYS	1
	SOMETIMES.....	2
	NEVER	3

PL3. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

		<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
FPHLPCHD	a. I know how to help my child do well in school	1	2	3	4
FPPTRUST	b. I trust the staff at (CHILD)'s school to act with (CHILD)'s best interest in mind	1	2	3	4
FPSWELCM	c. (CHILD)'s school as a whole is welcoming to my family	1	2	3	4
FPPRVAL	d. It is the parents' responsibility to teach their children to value education and success in school.....	1	2	3	4
FPPRATND	e. It is the parents' responsibility to attend meetings with teachers or other school staff	1	2	3	4

PL4. When you disagree with (CHILD)'s school, do you ever contact (his/her) school or teacher?

FPTALK	YES	1
	NO	2
	DON'T EVER DISAGREE	3

If PA7 = 2 or 91 (respondent speaks either Spanish or another language other than English mostly at home), go to PL5. Else, go to box before PMINTRO.

PL5. How difficult is it for you to participate in activities at (CHILD)'s school because you or members of your family speak a language other than English? Is it . . .

FSDIFENG

Very difficult,.....	1
Somewhat difficult, or	2
Not at all difficult?	3

PL6. Does (CHILD)'s school have . . .

YES NO

FSINTERP

a. Interpreters who speak your native language for meetings or parent-teacher conferences?	1	2
--	---	---

FSTRANSL

b. Written materials, such as newsletters or school notices that are translated into your native language?	1	2
--	---	---

Family Involvement in Schoolwork. Items in this section are asked of parents of children in grades K to 12 (PFI only).

If PATH = E (ELEMENTARY), M (MIDDLE SCHOOL/JUNIOR HIGH), or S (SENIOR HIGH SCHOOL), go to PMINTRO. Else, go to PNINTRO1.

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

PM1. How often does (CHILD) do homework, either at home, at an after-school program, or somewhere else outside of school? Would you say . . .

[IF NEEDED: Any school work that the child is supposed to do outside of school is considered homework. IF R SAYS "EVERY DAY," PROBE: Would that be 3 to 4 days a week, or 5 or more days a week?]

FHHOME	Never,.....	0 (GO TO PM8)
	Less than once a week,	1 (GO TO PM2)
	1 to 2 days a week,	2 (GO TO PM2)
	3 to 4 days a week,	3 (GO TO PM2)
	5 or more days a week, or.....	4 (GO TO PM2)
	Does (CHILD) not have homework?	5 (GO TO PM8)

PM2. In an average week, how many hours does (CHILD) spend on homework outside of school? [IF

GREATER THAN ZERO BUT LESS THAN ONE HOUR, ENTER 1]

FHWKHS
HOURS

PM3. How do you feel about the amount of homework (CHILD) is assigned? Would you say...

FHAMOUNT	The amount is about right,	1
	It's too much, or.....	2
	It's too little?	3

PM4. Is there a place in your home that is set aside for (him/her) to do homework?

FHPLACE	YES	1
	NO	2
	CHILD DOES NOT DO HOMEWORK AT HOME.....	3

PM5. Are there family rules for (CHILD) about doing homework?

FORHW YES 1
NO 2

PM6. (Do/Does) (you/any adult in your household) check to see that (his/her) homework is done?

FHCHECK YES 1
NO 2

PM7. During this school year, about how many days in an average week do you or does anyone in your household help (him/her) with (his/her) homework? Would you say...
[DISPLAY RESPONSE CATEGORIES UP TO RESPONSE FOR PM1.]

FHHELP
Never, 0
Less than once a week, 1
1 to 2 days a week, 2
3 to 4 days a week, or 3
5 or more days a week? 4

PM8. Some schools and districts help students get free tutoring or extra academic help outside of regular school hours. This extra help can be offered after school, on weekends, or during the summer.

Have you received information from (CHILD)'s current school or district about opportunities for free tutoring?

FHSCHTUT YES 1 (GO TO PM9)
NO 2 (GO TO PM11)

PM9. During this school year, has (CHILD) received free tutoring outside of regular school hours by a provider approved by your state or district?

FHGETTUT YES 1 (GO TO PM10)
NO 2 (GO TO PM11)

PM10. Overall, how satisfied are you with the tutoring services that (CHILD) received? Are you...

FHTUTSAT Very satisfied 1
Somewhat satisfied 2
Somewhat dissatisfied 3
Very dissatisfied 4

PM11. During this school year, has (CHILD) received any (other) tutoring?

FHOTHUT	YES	1 (GO TO PM12)
	NO	2 (GO TO PNINTRO1)

PM12. Overall, how satisfied are you with those tutoring services? Are you...

FHPDTSAT	Very satisfied.....	1
	Somewhat satisfied	2
	Somewhat dissatisfied	3
	Very dissatisfied	4

PM13. How much does your household pay for (CHILD)'s tutoring, not counting any money that you may receive from others to help pay for tutoring or extra academic help?

[IF NOTHING, ENTER ZERO.]

FHTUCOST AMOUNT \$ _____

FHTUUNIT UNIT:.....

PER HOUR	1
PER DAY.....	2
PER WEEK	3
BI-WEEKLY.....	4
PER MONTH.....	5
PER YEAR	6
PER SESSION.....	7
OTHER.....	91

FHTUUNOS/R SPECIFY _____

Home Activities/Family Involvement Outside of School. This section is asked for all cases (SR and PFI), with skip patterns for age/grade groups.

PNINTRO1. Now I'd like to talk with you about (CHILD)'s activities with family members.

If [PATH = N (PRESCHOOLER) or PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1, or 2], go to PN1.

Else, go to box after PN10.

PN1. About how many books does (CHILD) have of (his/her) own (including those shared with brothers or sisters)?

HABOOKS

--	--	--	--

NUMBER

PN2. How many times have you or someone in your family read to (CHILD) in the past week? Would you say...

FOREADTO Not at all, 1 (GO TO PN6)
Once or twice, 2 (GO TO BOX)
3 or more times, or 3 (GO TO BOX)
Every day? 4 (GO TO BOX)

If the household has less than three members including the sampled child, skip PN3 and autocode based on the relationship of the household member to the child and go to PN4.

Else, ask PN3.

PN3. Who in your family read to (CHILD) in the past week?
[DISPLAY CATEGORIES BASED ON HH MEMBERSHIP.]
[CODE ALL THAT APPLY.]

		<u>YES</u>	<u>NO</u>
MOTHERFG	MOTHER/FEMALE GUARDIAN.....	1	2
FATHERMG	FATHER/MALE GUARDIAN.....	1	2
SISBRO	SISTER/BROTHER.....	1	2
ANOTADLT	ANOTHER ADULT IN YOUR HOUSEHOLD.....	1	2
SOMEONEL	SOMEONE ELSE.....	1	2

PN4. About how many minutes (on each of those days/each day) did you or someone in your family read to (him/her)?
[IF TIME PER DAY VARIES, ASK FOR AVERAGE TIME PER DAY.]

FORDDAY
MINUTES

PN5. When you or someone in your family reads to (CHILD), how often do you ...

SOME-
USUALLY TIMES NEVER

FOPICTR	a. Stop reading and ask (CHILD) to tell you what is in a picture? Would you say usually, sometimes, or never?	1	2	3
FOLETTR	b. Stop reading and point out letters?	1	2	3
FOCHREAD	c. Ask (CHILD) to read with you?	1	2	3
FOTLKSTR	d. Talk about the story and what happened when the book is done?	1	2	3

PN6. Is (CHILD) able to read story books on (his/her) own now?

HASTORY	YES	1 (GO TO PN7)
	NO	2 (GO TO PN8)

PN7. Does (CHILD) actually read the words written in the book, or does (he/she) look at the book and pretend to read?

HAWORDS	READS THE WRITTEN WORDS	1 (GO TO PN9)
	PRETENDS TO READ.....	2 (GO TO PN9)
	DOES BOTH	3 (GO TO PN9)

PN8. Although (CHILD) doesn't yet read books on (his/her) own, does (he/she) ever look at a book with pictures and pretend to read?

HAPRETND	YES	1 (GO TO PN9)
	NO	2 (GO TO PN10)

PN9. How many times in the past week has (CHILD) read(, or pretended to read) to you or someone in your family? Would you say...

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

PN10. Do you have any electronic products other than a computer, like Leap Pad, designed to help (CHILD) learn to read?

HALEAPPD YES 1
NO 2

If PATH = N (PRESCHOOLER), go to PN11. Else, go to box after PN11.

PN11. In the past week, has anyone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>
FOSTORY1	a. Told (him/her) a story?	1	2
FOWORDS	b. Taught (him/her) letters, words, or numbers?	1	2
FOMUSIC	c. Taught (CHILD) songs or music?	1	2
FOCRAFT1	d. Did arts and crafts, for example, coloring, painting, pasting, or using clay?	1	2
FOSPORT1	e. Played sports, active games, or exercised together?	1	2
FOGAMES1	f. Played board games or did puzzles with (CHILD)?	1	2

If [(PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1-5) or (PB8 (grade equivalent) = U (ungraded) and AGE2006 <= 11)], go to PN12. Else, go to box after PN12.

PN12. In the past week, has anyone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>
FOSTORY2	a. Told (him/her) a story?	1	2
FOCRAFT2	b. Did arts and crafts, for example, coloring, painting, pasting, or using clay?	1	2
FOSPORT2	c. Played sports, active games, or exercised together?	1	2
FOBUILD1	d. Worked on another type of project with (CHILD) that you didn't think of as a chore, like building, making, or fixing something?	1	2
FOHIST	e. Talked with (CHILD) about (his/ her) family history or ethnic heritage?	1	2
FOGAMES2	f. Played board games or did puzzles with (CHILD)?	1	2

If [(PB7/PB8 (grade/grade equivalent) = 6 through 12) or (PB8 (grade equivalent) = U (ungraded) and AGE2006 >= 12)], go to PN13. Else, go to PN14.

PN13. In the past week, has anyone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>
FOBUILD2	a. Worked on a project with (CHILD), like arts and crafts, building, making, or fixing something?	1	2
FOSPORT3	b. Played a sport or exercised together?.....	1	2
FORESPON	c. Discussed with (CHILD) how (he/she) would manage (his/her) time?.....	1	2

PN14. In the past week, how many times has most or all of your family eaten dinner together, either at home or somewhere else? Would you say...

FODINNER	Not at all,	1
	Once or twice,	2
	3 or four times, or	3
	Five or more times?	4

If [(PATH = N (PRESCHOOLER) or PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1-5) or (PB8 (grade equivalent) = U (ungraded) and AGE2006 <= 11)], ask PN15a-g.

Else, if [PB7/PB8 (grade/grade equivalent) = 6 through 12 or (PB8 (grade equivalent) = U (ungraded) and AGE2006 >= 12)], ask PN15a-h.

PN15. In the past month, that is, since (MONTH) (DAY), has anyone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>
FOLIBRAR	a. Visited a library?	1	2
FOBOOKST	b. Visited a bookstore?	1	2
FOCONCRT	c. Gone to a play, concert, or other live show?	1	2
FOMUSEUM	d. Visited an art gallery, museum, or historical site?.....	1	2
FOZOO	e. Visited a zoo or aquarium?.....	1	2
FOGROUP	f. Attended an event sponsored by a community, religious, or ethnic group?.....	1	2
FOSPRTEV	g. Attended an athletic or sporting event (outside of school) in which (CHILD) was not a player?.....	1	2
FOETHNIC	h. Talked with (CHILD) about (his/her) family history or ethnic heritage?.....	1	2

Television Viewing

If [PATH = N (PRESCHOOLER) or PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1, or 2], go to PNINTRO2.

Else, go to box after PN22.

PNINTRO2. Now let's talk about (CHILD)'s television viewing.

PN16. Thinking about a typical weekday for your family, how much time would you say
TVHRWKDY (CHILD) spends watching television or videos on a typical weekday, either in your home or elsewhere?

NUMBER GIVEN..... 1 (GO TO PN17)

CHILD DOES NOT WATCH TV OR VIDEOS

ON WEEKDAYS..... 2 (GO TO PN18)

CHILD DOES NOT EVER WATCH TV OR VIDEOS..... 3 (GO TO BOX AFTER PN22)

PN17.
TVWKDYNU [ENTER HOURS]

[IF GREATER THAN ZERO BUT LESS THAN ONE HOUR, ENTER 1]

|_|_|
HOURS

PN18. Thinking about a typical day of the weekend for your family, how much time would you
TVHRWKND say (CHILD) spends watching television or videos on a typical day of the weekend, either in your home or elsewhere?

NUMBER GIVEN..... 1 (GO TO PN19)

CHILD DOES NOT WATCH TV OR VIDEOS

ON WEEKENDS 2 (GO TO BOX AFTER PN19)

PN19.
TVWKNDNU [ENTER HOURS]

[IF GREATER THAN ZERO BUT LESS THAN ONE HOUR, ENTER 1]

|_|_|
HOURS

If [PN16 = 2 (doesn't watch TV/Videos on weekdays) and PN18 = 2 (doesn't watch TV/Videos on weekends)], go to the box after PN22.

Else, if [PN17 >= 1 (hours watches TV on weekdays) or PN19 >= 1 (hours watches TV on weekends)], go to PN20. Else, go to the box after PN22.

PN20. Which television networks or channels, for example ABC, Nickelodeon, Discovery Channel, or PBS, does (CHILD) watch at least once per week?

[CODE ALL THAT APPLY]

[A MAXIMUM OF 19 RESPONSES CAN BE GIVEN]

		<u>YES</u>	<u>NO</u>
ABCCBSCW	ABC, CBS, NBC, FOX, CW (UPN/WB)	1	2 (GO TO BOX)
ANIMPLAN	ANIMAL PLANET	1	2 (GO TO BOX)
CARTOONS	BOOMERANG/ CARTOON NETWORK/ NICKTOONS	1	2 (GO TO BOX)
CHRSTNCH	CHRISTIAN CHANNEL (E.G. CTN, CORNERSTONE)	1	2 (GO TO BOX)
DISCOVER	DISCOVERY CHANNEL/KIDS	1	2 (GO TO BOX)
DISNEYCH	DISNEY CHANNEL	1	2 (GO TO BOX)
SPORTSCH	SPORTS CHANNEL (E.G. ESPN, SPEED, SOCCER CHANNEL)	1	2 (GO TO BOX)
FAMILYCH	FAMILY CHANNEL	1	2 (GO TO BOX)
MTVVH1	MTV/ VH-1	1	2 (GO TO BOX)
NICKELOD	NICKELODEON/NICK-AT-NITE/NICK JR	1	2 (GO TO BOX)
NEWSNET	NEWS NETWORK (E.G. CNN, CNBC, MSNBC, FOX NEWS)	1	2 (GO TO BOX)
NOGGIN	NOGGIN	1	2 (GO TO BOX)
PBSSPRT	PBS/ PBS SPROUT/PBS KIDS	1	2 (GO TO BOX)
SPNLNGCH	SPANISH LANG CHNL (E.G. GALAVISION, TELEMUNDO, UNIVISION)	1	2 (GO TO BOX)
LEARNCH	THE LEARNING CHANNEL (TLC)	1	2 (GO TO BOX)
TVLAND	TV LAND	1	2 (GO TO BOX)
HISTCHAN	THE HISTORY CHANNEL	1	2 (GO TO BOX)
FOODNET	FOOD NETWORK	1	2 (GO TO BOX)
TVOTHER	OTHER	1	2 (GO TO BOX)
TVCHNLOS/R	SPECIFY		
VIDNOTV	CHILD ONLY WATCHES VIDEOS, NOT TV	1	2 (GO TO BOX AFTER PN22)

If more than one TV channel is chosen in PN20 (TV channels watched), go to PN21.

Else, autocode response given in PN20 (TV channel watched) to PN21 and go to PN22.

PN21. Of the channels you just mentioned, which one does (CHILD) watch most often?

TVCHMOST	ABC, CBS, NBC, FOX, CW (UPN/WB).....	1
	ANIMAL PLANET	2
	BOOMERANG/CARTOON NETWORK/NICKTOONS	3
	CHRISTIAN CHANNEL (E.G. CTN, CORNERSTONE)	4
	DISCOVERY CHANNEL/KIDS	5
	DISNEY CHANNEL.....	6
	SPORTS CHANNEL (E.G. ESPN, SPEED, SOCCER CHANNEL).....	7
	FAMILY CHANNEL	8
	MTV/ VH-1.....	9
	NICKELODEON/NICK-AT-NITE/NICK JR	10
	NEWS NETWORK (E.G. CNN, CNBC, MSNBC, FOX NEWS).....	11
	NOGGIN.....	12
	PBS/ PBS SPROUT/PBS KIDS	13
	SPANISH LANG CHNL (E.G. GALAVISION, TELEMUNDO, UNIVISION).....	14
	THE LEARNING CHANNEL (TLC)	15
	TV LAND	16
	THE HISTORY CHANNEL.....	17
	FOOD NETWORK.....	18
	DISPLAY OTHER SPECIFY STRING FROM PN20.....	19

PN22. Are there family rules for (CHILD) about what TV programs or how much TV (he/she) is allowed to watch?

FORTVPRG	YES	1
	NO	2

If [PATH = N (PRESCHOOLER) or PATH = H (HOMESCHOOLER)], go to box after PN23. Else, go to PN23.

PN23. Now let's talk about (CHILD)'s school activities. During this school year, has (CHILD) participated in any school activities such as sports teams, band or chorus, or safety patrol?

FOSCHACT	YES	1
	NO	2

Ask items in PN24a - f as follows:
 If [PATH = E (ELEMENTARY) or M (MIDDLE SCHOOL/JUNIOR HIGH) or (PATH = H (HOMESCHOOLER) and PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1-8)], ask PN24a – PN24d, PN24f.
 If [PATH = S (SENIOR HIGH SCHOOL) or (PATH = H (HOMESCHOOLER) and AGE2006 >= 14)], ask PN24a – PN24f.
 Else go to next box.

PN24. (During this school year/Since September), has (CHILD) participated in any of the following activities outside of school? How about...

		<u>YES</u>	<u>NO</u>
FOMUSLES	a. Regular music lessons (from someone other than a homeschooling parent)?	1	2
FORELCLS	b. Church or temple youth group or religious classes?	1	2
FOORGSPR	c. Organized sports that are supervised by an adult?	1	2
FOSCOUTS	d. Scouting, 4H, or other group or club activities?	1	2
FOCOLEXM	e. Programs to prepare (CHILD) for college entrance exams? ..	1	2
FOARTS	f. Performing arts or other arts?	1	2

If [PATH = N (PRESCHOOLER) or PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1, or 2], go to PN25.
 Else go to box before POINTRO.

PN25. Now I'd like to ask you a question about activities at home of adults in your household. In the last week, how often did any adult in your household read a book, newspaper or magazine either in print, on a computer or online. Would you say . . .

PARREAD	Never,	0
	Once or twice,	1
	3 or 4 times, or	2
	5 or more times?	3

Role of Parent in Preparing Child for School. This section is asked of parents of preschoolers (SR only).

If [PATH = N (PRESCHOOLER)], go to POINTRO. Else, if
[PATH = E (ELEMENTARY), M (MIDDLE SCHOOL/JUNIOR
HIGH), S (SENIOR HIGH SCHOOL), or H (HOMESCHOOLER)],
go to box before PPINTRO.

POINTRO. Now I'd like to ask you how important you think it is for you (and the other adult(s) in your household) to do certain things to prepare your child for kindergarten.

PO1. How important do you think it is for (you/any adult in your household) to ...

		<u>E</u>	<u>VI</u>	<u>SI</u>	<u>NI</u>	
RPALPHA	a. Teach your child the alphabet? Would you say essential,very important, somewhat important or not at all important?.....	1	2	3	4	(GO TO PQINTRO)
RPSHARE	b. Teach your child about sharing?.....	1	2	3	4	(GO TO PQINTRO)
RPREAD	c. Teach your child to read?	1	2	3	4	(GO TO PQINTRO)
RPNUMB	d. Teach your child numbers?.....	1	2	3	4	(GO TO PQINTRO)
RPPENCIL	e. Show your child how to hold a pencil?.....	1	2	3	4	(GO TO PQINTRO)
RPDISCP	f. Discipline your child when (he/she) is misbehaving? ..	1	2	3	4	(GO TO PQINTRO)

Communication with Other Parents. This section is administered to parents of children in grades K-12, including homeschoolers, but is collected only once per household in the first parent interview (PFI only).

Administer this section only once for each household.

PPINTRO. Now I'd like to talk with you about contact with other parents.

PP1. About how many parents do you talk to regularly in your neighborhood, community, or (CHILD)'s (school/homeschooling group) who have children about the same (age or grade as your child/ages and grades of your children)? Would you say...

CSPARCMT	None,.....	0
	One to three other parents,	1
	Four to five other parents,	2
	Six to ten other parents, or.....	3
	More than 10 other parents?	4

Health and Disability. This section is asked in all cases (SR and PFI).

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

If [PATH = N (PRESCHOOLER) or (PATH = E (ELEMENTARY)
or PATH = H (HOMESCHOOLER) and PB7/PB8 (grade/grade
equivalent) = T (transitional kindergarten), K (kindergarten), P
(prefirst grade), 1, or 2)] go to PQ1. Else, go to PQ6.

PQ1. When (CHILD) was born, did (he/she) weigh less than 5 and one-half pounds [2500 grams]?

HDBRTHW5	YES	1 (GO TO PQ2)
	NO	2 (GO TO PQ3)

PQ2. When (CHILD) was born, did (he/she) weigh less than 3 pounds?

HDBRTHW3	YES	1
	NO	2

PQ3. Was (CHILD) born more than 4 weeks premature?

HDPRMTR4	YES	1
	NO	2

PQ4. How many days was (CHILD) in the hospital after (he/she) was born?

HDHOSP	<div style="display: inline-block; border-bottom: 1px solid black; width: 20px; height: 15px; vertical-align: middle;"></div> <div style="display: inline-block; border-bottom: 1px solid black; width: 20px; height: 15px; vertical-align: middle;"></div> <div style="display: inline-block; border-bottom: 1px solid black; width: 20px; height: 15px; vertical-align: middle;"></div> <div style="display: inline-block; border-bottom: 1px solid black; width: 20px; height: 15px; vertical-align: middle;"></div>
	DAYS

PQ5. Before (CHILD) turned 3, did (he/she) ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?

HDIFSP	YES	1
	NO	2

PQ6. In general, would you say (CHILD's) health is...

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

PQ7. Is (CHILD) covered by health insurance?

HDCHINS	YES	1
	NO	2

PQ8. Has a doctor or other health professional ever expressed concern about (CHILD)'s weight?

HDWEIGHT	YES	1 (GO TO PQ9)
	NO	2 (GO TO PQ10)

PQ9. Was the doctor or health professional concerned that (CHILD) was overweight or underweight?

HDWEIGHT2	OVERWEIGHT	1
	UNDERWEIGHT	2

PQ10. Has a health professional told you that (CHILD) has any of the following disabilities?

		<u>YES</u>	<u>NO</u>
HDLEARN	a. A specific learning disability?	1	2
HDMENRET	b. Mental retardation?.....	1	2
HDSPEECH	c. A speech or language delay?.....	1	2
HDDISTRB	d. A serious emotional disturbance?.....	1	2
HDDEAFIM	e. Deafness or another hearing impairment?.....	1	2
HDBLIND	f. Blindness or another visual impairment not corrected with glasses?	1	2
HDORTHO	g. An orthopedic impairment?	1	2
HDAUTISM	h. Autism?.....	1	2
HDADD	i. Attention deficit disorder, ADD, or ADHD?.....	1	2
HDPDD	j. Pervasive Developmental Disorder or PDD?	1	2
HDOTHER	k. Another health impairment lasting 6 months or more?	1	2

If any PQ10a-k = 1 (any disabilities diagnosed by a health professional), go to PQ11.
Else, go to PRINTRO.

PQ11. Is (CHILD) receiving services for (his/her) condition ...

YES NO NLHCON

HDSCHL a. From your local school district?.....1 2 3

If PQ11a = 3 (NO LONGER HAS CONDITION), go
to PRINTRO. Else go to PQ11b.

HDGOVT b. From a state or local health or social service agency?1 2
HDDOCTOR c. From a doctor, clinic, or other health care provider?.....1 2
HDSOURCE d. From some other source?1 2
HDSOUROS/R SPECIFY? _____

If any PQ11a-d = 1 (child receiving services for
disability/disabilities), go to PQ12.

Else, go to PQ14.

PQ12. Are any of these services provided through an Individualized Educational Program or Plan, or IEP?

HDIEP YES 1 (GO TO PQ13)
NO 2 (GO TO PQ14)

PQ13. Did (you/any adult in your household) work with the school to develop or change (his/her) IEP?

HDDEVIEP YES 1
NO 2

PQ14. Is (CHILD) currently enrolled in any special education classes or services?

HDSPCLED YES 1
NO 2

If [PQ12 = 1 (services provided through IEP or Plan) or PQ14 = 1
(child enrolled in special ed. classes or services)] ask PQ15. Else, go
to PQ16.

PQ15. During this school year, how satisfied have you been with the following aspects of (CHILD)'s IEP (Individualized Education Program or Plan), or special education classes or services?

		<u>VS</u>	<u>SS</u>	<u>SD</u>	<u>VD</u>	<u>NA</u>
HDCOMMU	a. The school's communication with your family? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?	1	2	3	4	5
HDTCHR	b. (CHILD)'s special needs teacher or therapists?	1	2	3	4	5
HDACCOM	c. The school's ability to accommodate (his/her) special needs?	1	2	3	4	5
HDCOMMIT	d. The school's commitment to help your child learn?	1	2	3	4	5

PQ16. (Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn?

HDAFFECT	YES	1
	NO	2
	NO LONGER HAS CONDITION	3

Child Race and Country of Origin. This section is asked for all cases (SR and PFI).

PRINTRO. Now I have some questions about (CHILD)'s background. PR1.

In what state, country, or territory was (CHILD) born?

CBORNUS One of the 50 states or the District of
COLUMBIA..... 1 (GO TO PR3)
ONE OF THE U.S. TERRITORIES [PUERTO RICO,
GUAM, AMERICAN SAMOA, U.S. VIRGIN
ISLANDS, U.S. ISLANDS]..... 2 (GO TO PR2)
CTERROS/R (SPECIFY) _____
SOME OTHER COUNTRY 3 (GO TO PR2)
CCONTOS/R (SPECIFY) _____

PR2. How old was (CHILD) when (he/she) first moved to the (United States/50 states or the District of Columbia)?

CMOVEAGE

--	--	--

AGE

PR3. Is (he/she) of Spanish, Hispanic, or Latino origin?

CHISPAN YES.....1
NO 2

PR4. What is (CHILD)'s race? You may name more than one. Is (he/she)...
[If "HISPANIC" PROBE "Is that White Hispanic, Black Hispanic, both, or something else?"]
[CODE ALL THAT APPLY].

		<u>YES</u>	<u>NO</u>
CWHITE	White,	1	2
CBLACK	Black or African American,.....	1	2
CAMIND	American Indian or Alaska Native,.....	1	2
CASIAN	Asian, or	1	2
CPACI	Native Hawaiian or other Pacific Islander?	1	2
CRACEOTH	OTHER RACE?.....	1	2
CRACEOS/R	SPECIFY _____		

\\

Mother/Female Guardian Characteristics. This section is asked about the child’s mother/female guardian(s). It is asked once per household for each mother/guardian of the focal child(ren) (SR and PFI).

If there is no mother or father in the household but there are both a grandmother and grandfather and one of the grandparents is the respondent, ask section PS about the grandmother and section PT about the grandfather. Else, go to next box.

If there are two mothers/female guardians (same sex parents or mother and female partner), collect mother items for each. If none, go to box before PTINTRO.

PSINTRO. [These next questions are about (CHILD)’s parents and guardians.] [(Let's start with (you/(CHILD)'s (mother/stepmother/foster mother/grandmother)/(NAME)))/(Now I have some questions about you)].

PS1. How old (was she/were you) when (you/she) first became a mother, stepmother, or guardian to any child?

MOMNEW(N)
AGE

PS2. (Are you/Is (CHILD)'s (mother/stepmother/foster mother/grandmother)/Is (NAME)) currently...

MOMSTAT(N)	Married,	1 (GO TO PS4)
	Separated,	2 (GO TO BOX)
	Divorced,	3 (GO TO BOX)
	Widowed, or	4 (GO TO BOX)
	Never married?.....	5 (GO TO BOX)

If any HH member other than the mother/grandmother and other than the subject child is age 16 or older ask PS3.

Else, if the only HH member other than the mother/grandmother who is age 16 or older is the subject child, autocode PS3 to 2.

Else, if any household member has RELATN = 12, 13, 14 (same sex parent/partner of parent), autocode PS3 to 1.

Else, go to PS4.

PS3. (Are you/Is she) currently living with a partner?

MOMLIVW(N) YES 1
NO 2

PS4. What was the first language (you/(CHILD)'s (mother/stepmother/foster mother/grandmother)/
(NAME)) learned to speak?

MOMLANG(N) ENGLISH..... 1
SPANISH..... 2
ENGLISH AND SPANISH EQUALLY 3
ENGLISH AND ANOTHER LANGUAGE EQUALLY 91
SPECIFY _____
ANOTHER LANGUAGE..... 92
MOMLANOS(N)/R SPECIFY _____

If PS4 = 1 (mother's first language spoken was English), then
autocode PS5 to 1 and go to PS6. Else, go to PS5.

PS5. What language (do you/does she) speak most at home now?

MOMSPEAK(N) ENGLISH..... 1
SPANISH..... 2
ENGLISH AND SPANISH EQUALLY 3
ENGLISH AND ANOTHER LANGUAGE EQUALLY4
SPECIFY _____
(ENGLISH AND OTHER LANGUAGE SPECIFIED
IN PS4 EQUALLY) 5
(OTHER LANGUAGE SPECIFIED IN PS4)..... 6
ANOTHER LANGUAGE..... 91
MOMSPEOS(N)/R SPECIFY _____

PS6. In what state, country, or territory (were you/was (CHILD)'s (mother/stepmother/foster mother/
grandmother/(NAME)) born?

MOMBORN(N) ONE OF THE 50 STATES OR THE DISTRICT OF
COLUMBIA,..... 1
ONE OF THE U.S. TERRITORIES, [PUERTO RICO,
GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS,
OR MARIANA ISLANDS]..... .. 2
MOMTEROS(N)/R SPECIFY _____
SOME OTHER COUNTRY 3
MOMCONOS(N)/R SPECIFY _____

PS7. (Are you/is she) of Spanish, Hispanic, or Latino origin?

MHISPAN(N)	YES	1
	NO	2

PS8. What is (your/her) race? You may name more than one. (Are you/Is she)...
[if "HISPANIC" PROBE "Is that White Hispanic, Black Hispanic, both, or something else?"]
[CODE ALL THAT APPLY].

		YES	NO
MWHITE(N)	White,	1	2
MBLACK(N)	Black or African American,	1	2
MAMIND(N)	American Indian or Alaska Native,	1	2
MASIAN(N)	Asian, or	1	2
MPACI(N)	Native Hawaiian or other Pacific Islander?	1	2
MRACEOTH(N)	OTHER RACE?	1	2
MRACEOS(N)/R	SPECIFY		

PS9. What is the highest grade or year of school that (you/(CHILD)'s (mother/stepmother/foster mother/grandmother)/(NAME)) completed?

MOMGRADE(N)	UP TO 8TH GRADE	1	(ENTER GRADE, GO TO PS11)
MOMGRAD1(N)	9TH TO 11TH GRADE	2	(ENTER GRADE, GO TO PS11)
MOMGRAD2(N)	12TH GRADE BUT NO DIPLOMA	3	(GO TO PS11)
	HIGH SCHOOL DIPLOMA/EQUIVALENT	4	(GO TO PS12)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	5	(GO TO PS11)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL	6	(GO TO PS11)
	SOME COLLEGE BUT NO DEGREE	7	(GO TO PS10)
	ASSOCIATE'S DEGREE (AA, AS)	8	(GO TO PS11)
	BACHELOR'S DEGREE (BA, BS)	9	(GO TO PS12)
	ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL	10	(GO TO PS12)
	MASTER'S DEGREE (MA, MS)	11	(GO TO PS12)
	DOCTORATE DEGREE (PHD, EDD)	12	(GO TO PS12)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	13	(GO TO PS12)

PS10. Did (you/she) earn a vocational or technical diploma after leaving high school?

MOMVOTEC(N)	YES	1
	NO	2

PS11. (Do you have/Does she have/Did you later receive/Did she later receive) a high school diploma or its equivalent, such as a GED?

MOMDIPL(N) YES 1
NO 2

PS12. During the past week, did (you/(CHILD)'s (mother/stepmother/foster mother/grandmother)/(NAME)) work at a job for pay or income, including self-employment?

MOMWORK(N) YES 1 (GO TO PS14)
NO 2 (GO TO PS13)
RETIRED..... 3 (GO TO PS15)
DISABLED/UNABLE TO WORK..... 4 (GO TO PS15)

PS13. (Were you/Was she) on leave or vacation from a job during the past week?

MOMLEAVE(N) YES 1 (GO TO PS14)
NO 2 (GO TO PS15)

PS14. About how many total hours per week (do you/does she) usually work for pay or income, counting all jobs?
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

MOMHOURS(N)
WEEKLY HOURS

PS15. In the past 12 months, how many months (,if any,) (have you/has she) worked for pay or income?
[IF LESS THAN 1 MONTH, ENTER "1"]

MOMMTHS(N)
MONTHS

If [PS12 = 1 (working), 3 (retired), or 4 (disabled/unable to work)
or PS13 = 1 (on leave/vacation)], go to PS18.

Else ask PS16.

PS16. (Have you/Has she) been actively looking for work in the past 4 weeks?

MOMLOOK(N) YES 1 (GO TO PS17)
NO 2 (GO TO PS18)

PS17. What (have you/has she) been doing in the past 4 weeks to find work? (Have you/Has she)...

		<u>YES</u>	<u>NO</u>
MOMAGN(N)	a. Checked with an employment agency?	1	2
MOMEMPL(N)	b. Checked with an employer directly or sent a resume? .	1	2
MOMREL(N)	c. Checked with friends or relatives?	1	2
MOMANSAD(N)	d. Placed or answered job ads?	1	2

PS18. (Are you/Is (CHILD)'s mother/stepmother/foster mother/grandmother)/(NAME)) attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training [other than at (your/her) regular job]?

MOMENROL(N)	YES	1
	NO	2

Father/Male Guardian Characteristics. This section is asked about the child’s father/male guardian(s). It is asked once per household for each father/guardian of the focal child(ren) (SR and PFI).

If there is no mother or father in the household but there are both a grandmother and grandfather and one of the grandparents is the respondent, ask section PT about the grandfather (section PS should already have been completed about the grandmother). Else, go to next box.

If there are two fathers/male guardians (same sex parents or father and male partner), collect father items for each. If none, go to PUINTRO.

- PTINTRO. Now I have some questions about (you/(CHILD)'s (father/stepfather/foster father/grandfather)/(NAME)).
- PT1. [Are you/Is (CHILD)'s (father/stepfather/foster father/grandfather)/Is (NAME)] currently...
- DADSTAT(N)
- | | |
|----------------------|---------------|
| Married, | 1 (GO TO PT3) |
| Separated, | 2 (GO TO BOX) |
| Divorced, | 3 (GO TO BOX) |
| Widowed, or | 4 (GO TO BOX) |
| Never married? | 5 (GO TO BOX) |

If any HH member other than the father/grandfather and other than the subject child is age 16 or older and PS3 was not asked already, ask PT2.

Else, if the only HH member other than the father/grandfather who is age 16 or older is the subject child, autocode PT2 to 2.

Else, if any household member has RELATN = 12, 13, 14 (same sex parent/partner of parent), autocode PT2 to 1.

Else, go to PT3.

- PT2. (Are you/Is he) currently living with a partner?
- DADLIVW(N)
- | | |
|-----------|---|
| YES | 1 |
| NO | 2 |

PT3. What was the first language (you/(CHILD)'s (father/stepfather/foster father/grandfather)/(NAME)) learned to speak?

DADLANG(N) ENGLISH..... 1
 SPANISH..... 2
 ENGLISH AND SPANISH EQUALLY 3
 ENGLISH AND ANOTHER LANGUAGE EQUALLY 91
 SPECIFY _____
 ANOTHER LANGUAGE..... 92
 DADLANOS(N)/R SPECIFY _____

If PT3 = 1 (father's first language spoken was English), then autocode PT4 to 1 and go to PT5. Else, go to PT4.

PT4. What language (do you/does he) speak most at home now?

DADSPEAK(N) ENGLISH..... 1
 SPANISH..... 2
 ENGLISH AND SPANISH EQUALLY 3
 ENGLISH AND ANOTHER LANGUAGE EQUALLY 4
 SPECIFY _____
 (ENGLISH AND OTHER LANGUAGE SPECIFIED
 IN PT3 EQUALLY) 5
 (OTHER LANGUAGE SPECIFIED IN PT3)..... 6
 ANOTHER LANGUAGE..... 91
 DADSPEOS(N)/R SPECIFY _____

PT5. In what state, country, or territory (were you/was (CHILD)'s (father/stepfather/foster father/grandfather)/was (NAME) born?

DADBORN(N) ONE OF THE 50 STATES OR THE DISTRICT OF
 COLUMBIA,..... 1
 ONE OF THE U.S. TERRITORIES, [PUERTO RICO,
 GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS,
 OR MARIANA ISLANDS] 2
 DADTEROS(N)/R SPECIFY _____
 SOME OTHER COUNTRY 3
 DADCONOS(N)/R SPECIFY _____

PT6. (Are you/is he) of Spanish, Hispanic, or Latino origin?

DHISPAN(N) YES 1
 NO 2

PT7. What is (your/his) race? You may name more than one. (Are you/Is he)...
 [If "HISPANIC" PROBE "Is that White Hispanic, Black Hispanic, both, or something else?"]
 [CODE ALL THAT APPLY].

		<u>YES</u>	<u>NO</u>
DWHITE(N)	White,	1	2
DBLACK(N)	Black or African American,.....	1	2
DAMIND(N)	American Indian or Alaska Native,.....	1	2
DASIAN(N)	Asian, or	1	2
DPACI(N)	Native Hawaiian or other Pacific Islander?	1	2
DRACEOTH(N)	OTHER RACE.....	1	2
DRACEOS(N)/R	SPECIFY _____		

PT8. What is the highest grade or year of school that (you/(CHILD)'s (father/stepfather/foster father/grandfather/(NAME))) completed?

DADGRADE(N)	UP TO 8TH GRADE.....	1	(ENTER GRADE, GO TO PT10)
DADGRAD1(N)	9TH TO 11TH GRADE.....	2	(ENTER GRADE, GO TO PT10)
DADGRAD2(N)	12TH GRADE BUT NO DIPLOMA.....	3	(GO TO PT10)
	HIGH SCHOOL DIPLOMA/EQUIVALENT	4	(GO TO PT11)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA.....	5	(GO TO PT10)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL	6	(GO TO PT10)
	SOME COLLEGE BUT NO DEGREE.....	7	(GO TO PT9)
	ASSOCIATE'S DEGREE (AA, AS)	8	(GO TO PT10)
	BACHELOR'S DEGREE (BA, BS)	9	(GO TO PT11)
	ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL.....	10	(GO TO PT11)
	MASTER'S DEGREE (MA, MS).....	11	(GO TO PT11)
	DOCTORATE DEGREE (PHD, EDD).....	12	(GO TO PT11)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	13	(GO TO PT11)

PT9. Did (you/he) earn a vocational or technical diploma after leaving high school?

DADVOTEC(N)	YES	1
	NO	2

PT10. (Do you have/Does he have/Did you later receive/Did he later receive) a high school diploma or its equivalent, such as a GED?

DADDIPL(N)	YES	1
	NO	2

PT11. During the past week, did (you/(CHILD)'s (father/stepfather/foster father/grandfather/(NAME))) work at a job for pay or income, including self-employment?

DADWORK(N)	YES	1 (GO TO PT13)
	NO	2 (GO TO PT12)
	RETIRED.....	3 (GO TO PT14)
	DISABLED/UNABLE TO WORK.....	4 (GO TO PT14)

PT12. (Were you/Was he) on leave or vacation from a job during the past week?

DADLEAVE(N)	YES	1 (GO TO PT13)
	NO	2 (GO TO PT14)

PT13. About how many total hours per week (do you/does he) usually work for pay or income, counting all jobs?
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

DADHOURS(N)	<u> </u> <u> </u> <u> </u> <u> </u>
	WEEKLY HOURS

PT14. In the past 12 months, how many months (,if any,) (have you/has he) worked for pay or income?
[IF LESS THAN 1 MONTH, ENTER "1"]

DADMTHS(N)	<u> </u> <u> </u> <u> </u> <u> </u>
	MONTHS

<p>If [PT11 = 1 (working), 3 (retired), or 4 (disabled/unable to work) or PT12 = 1 (on leave/vacation)], go to PT17.</p> <p>Else ask PT15.</p>
--

PT15. (Have you/Has he) been actively looking for work in the past 4 weeks?

DADLOOK(N)	YES	1 (GO TO PT16)
	NO	2 (GO TO PT17)

PT16. What (have you/has he) been doing in the past 4 weeks to find work? (Have you/Has he)...

		<u>YES</u>	<u>NO</u>
DADAGN(N)	a. Checked with an employment agency?	1	2
DADEMPL(N)	b. Checked with an employer directly or sent a resume? .	1	2
DADREL(N)	c. Checked with friends or relatives?	1	2
DADANSAD(N)	d. Placed or answered job ads?	1	2

PT17. (Are you/Is (CHILD)'s (father/stepfather/foster father/grandfather)/Is (NAME)) attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training [other than at (your/his) regular job]?

DADENROL(N)	YES	1
	NO	2

The following questions are asked only once per household.

H3YRMOVE

NUMBER

PU5. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it...

HINCMRNG	\$25,000 or less, or	1 (READ SET 1)
	More than \$25,000?	2 (GO TO PU5OV1)

PU5OV1.	Was it ...	
HINCM50K	\$50,000 or less, or	1 (READ SET 2)
	More than \$50,000?	2 (READ SET 3)

PU5OV2. Was it ...

[SET 1]

HINCOME	\$5,000 or less.....	1
	\$5,001 to \$10,000	2
	\$10,001 to \$15,000	3
	\$15,001 to \$20,000, or.....	4
	\$20,001 to \$25,000?	5

[SET 2]

	\$25,001 to \$30,000	6
	\$30,001 to \$35,000	7
	\$35,001 to \$40,000	8
	\$40,001 to \$45,000, or.....	9
	\$45,001 to \$50,000	10

	\$50,001 to \$60,000,	11
	\$60,001 to \$75,000,	12
	\$75,001 to \$100,000, or.....	13
	Over \$100,000?	14

Go to CLOSE2

.

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

CLOSE2. Those are all the questions I have about (you/CHILD).

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