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ABSTRACT

These three users' manuals are for specific files of the High School and Beyond Study, a national longitudinal study of high school sophomores and seniors in 1980. The three files are computerized databases that are available on magnetic tape. As one component of base year data collection, information identifying twins, triplets, and some non-twin siblings was collected. The "Twins and Siblings' File Users' Manual" enables the user to examine data on 532 twin pairs, five sets of triplets, and 824 sets of data from non-twin siblings. The "User's Manual for Teacher Comment File" introduces data from teachers' responses concerning some of their students' plans after high school. The file for sophomores contains 76,560 records; the senior file contains 67,053 records. The "Friends File Users' Manual" describes the structure and use of a file of the three best friends of 58,000 survey respondents. Control card files containing both SPSS and SAS card images are available on the first two files, but not available on the third file. The student identification pages used to gather information are appended to the twins and friends manuals; the teachers' comments manual includes the questionnaire administered to teachers. (SLD)

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HIGH SCHOOL AND BEYOND:
FRIENDS FILE
USERS' MANUAL

Prepared by
the
NATIONAL CENTER FOR EDUCATION STATISTICS
September 1982

CONTENTS

	<u>PAGE</u>
I. INTRODUCTION	1
II. DATA COLLECTION PROCEDURES	1
III. DESCRIPTION OF THE CODING	1
IV. DESCRIPTION OF THE FRIENDS FILE	2
V. NUMBER AND TYPES OF LINKAGES	3
One Way Linkages	3
Choosing vs. Being Chosen	4
Reciprocal Linkages	4
VI. ORGANIZATION AND CONTENT OF DATA FILE	4
Tape Format	4
SPSS AND SAS control Cards	5

USERS' MANUAL FOR THE "FRIENDS" FILE OF HIGH SCHOOL AND BEYOND

I. INTRODUCTION

High School and Beyond (HS&B) is NCES's national longitudinal study of the high school sophomores and seniors of 1980. As one component of the base year data collection, students were asked to write down the names of their three best friends who were in their grade and school. This manual describes the structure and use of the Friends' file that resulted from that data collection.

II. DATA COLLECTION PROCEDURES

At each of 1,015 participating high schools, up to 36 sophomores and 36 seniors, who had been randomly selected for participation in HS&B completed several forms: Student Identification Pages, a Sophomore or Senior Questionnaire, and a Sophomore or Senior Test Booklet. Item 5 of the Student Identification Pages asked the respondent to name his or her three best friends who were in the same grade and the same school as the respondent.

III. DESCRIPTION OF THE CODING

Each respondent was assigned a 6-digit code in which the first four digits identify the school and the last two digits, the student. For sophomores, the student codes range from 01 to 50 and for seniors, from 51 to 99. All forms filled out by each student bear that student's unique ID number.

¹/In many schools the actual number of seniors and sophomores was less than the target of 36 sophomores and 36 seniors for several reasons. Some target students failed to show-up either on survey day or on make-up day. Others declined to participate. At some schools there were fewer than 36 sophomores or 36 seniors enrolled.

IV. DESCRIPTION OF THE FRIENDS FILE

The Friends file lists all of the approximately 58,000 HS&B respondents in numerical order of ID numbers. Note that all students who were attending the same school are listed together. Opposite each respondent's ID number are listed the ID numbers of his or her named friends if they were: (a) also members of the HS&B sample; (b) also members of the same class (sophomore or senior) as the respondent; and (c) were attending the same school. In this Users' Manual, all friends named who met these three criteria are referred to as "within-range" friends. The order in which the three friends' names are listed on the file preserves the order in which they were named by the respondent.

If any of the names supplied by a respondent were not within range, for reasons explained below, the following codes were used:

<u>Code</u>	<u>Situation</u>
94	It is impossible to tell whether a friend named by a respondent is in the sample (e.g., due to respondent's illegible handwriting or use of a nickname or first-name only.) A rare exception in coding the latter situation occurred in some very small schools, in which all of the school's sophomores and/or seniors fell into the sample. In this situation it was possible to code the friend even if only a first name was given provided that first name was unique in that grade.
95	The name written in by a respondent is clearly out-of-range (e.g., if the respondent wrote in a flippant choice, such as the name of a

Code Situation
 cartoon character, politician, or celebrity.) The rarity with which this occurred may be taken as one indication of the seriousness with which students regarded their participation in the study.

98 If no (first, second, third) friend was listed by the respondent.

99 If (first, second, third) friend listed by the respondent was not in the HIGH SCHOOL AND BEYOND sample.

Although it was theoretically possible for senior student codes to range from 51-99, in no case were students with codes higher than 93 named as friends by other respondents.

In a few cases, respondents wrote in more than three names. If the first three names were of students in the sample, then additional names were simply ignored. If that was not the case then the first three names encountered which met the criteria for inclusion were listed and any further names were ignored.

V. NUMBER AND TYPES OF LINKAGES

One-Way Linkages

The Friends file contains 58,270 records representing the same 30,030 sophomores and 28,240 seniors that are on the Student file. Preliminary analyses indicate

that 12,298 sophomores and 12,117 seniors listed one or more within-range friends. The number of one-way linkages for sophomores was 18,150 and for seniors, 18,192 (see table 1). These numbers refer to the total number of instances in which an HS&B sample member named a within-range friend.

Choosing vs Being Chosen

The development of friend networks requires information both on the phenomena of choosing and of being chosen. Tables 2 and 3 present information that crosses the number of within-range choices made by each HS&B student with the number of times that individual was himself chosen by other HS&B students.

Reciprocal Linkages

Reciprocity of choices among students provides one estimate of close friendship among individuals. Table 4 presents information on the number of choices that were reciprocated by HS&B participants at both the sophomore and senior levels.

VI. ORGANIZATION AND CONTENT OF DATA FILE

Tape Format

The characteristics of the file are as follows:

DSN = HSB.FRIEND.EDITED.AUG82
 RECFM = FB
 LRECL = 24
 BLKSIZE = 2400

The file consists of one record for each student listed on the Public Use Tape. Each record consists of only four variables whose names and positions are as follows:

<u>Variable name</u>	<u>Position</u>
Student Case ID*	1 - 6
First Choice Friend	7 - 12
Second Choice Friend	13 - 18
Third Choice Friend	19 - 24

SPSS and SAS Control Cards

Since only four variables exist on each record of the Friend's file, SPSS and SAS card files will not be provided as release files. It was felt that it would be a simple task for the user to create his/her own control cards. Following are sample job set-ups for both SPSS and SAS.

SPSS

RUN NAME	CREATION OF FRIEND FILE
FILE NAME	FRIEND
DATA LIST	FIXED
	CHOOSE 1 - 6
	CHOSEN1 7 - 12
	CHOSEN2 13 - 18
	CHOSEN3 19 - 24
INPUT MEDIUM	TAPE
N OF CASES	UNKNOWN
VAR LABELS	CHOOSE HSB ID FOR STUDENT CHOOSING/ CHOSEN1 HSB ID FOR FIRST FRIEND CHOSEN/ CHOSEN2 HSB ID FOR SECOND FRIEND CHOSEN/ CHOSEN3 HSB ID FOR THIRD FRIEND CHOSEN
READ INPUT DATA	
SAVE FILE	

*The Student Case ID combines the appropriate four-digit School Code and a two-digit Student Code for each respondent. Note that each chosen friend will also be identified by his/her Student Case ID. Any of the four ID's on each record can be merged with records from other HSB files.

SAS

DATA OUT1.FRIEND;
INFILE IN01;
%INPUT

LABELS

CHOOSE1 1 - 6
CHOS1 7 - 12
CHOS2 13 - 18
CHOS3 19 - 24;
CHOOSE1 = HSB ID FOR STUDENT CHOOSING
CHOS1 = HSB ID FOR FIRST FRIEND CHOS1
CHOS2 = HSB ID FOR SECOND FRIEND CHOS2
CHOS3 = HSB ID FOR THIRDP FRIEND CHOS3;

TABLE 1. Number of students who were named first, second, or third when HS&B respondents were asked to name their three best friends: sophomore and seniors

<u>Grade of Student</u>	<u>Order in which Friend was Named</u>			<u>Totals</u>
	<u>First</u>	<u>Second</u>	<u>Third</u>	
Sophomore*	6,653	5,928	5,569	18,150
Senior**	<u>6,695</u>	<u>6,013</u>	<u>5,484</u>	<u>18,192</u>
TOTALS	13,348	11,941	11,053	36,342

* 12,298 sophomores chose HS&B students as friends
 ** 12,117 seniors chose HS&B students as friends

TABLE 2. Number of students named as a best friend as related to the number of times the naming student was named: HS&B sophomores

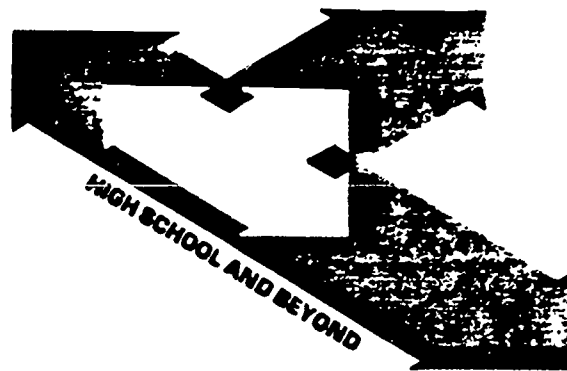
<u>Number of times named by others</u>	<u>Number of Students Named</u>				<u>Totals</u>
	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	
0	15,266	2,592	526	159	18,543
1	2,072	4,110	883	280	7,345
2	318	958	978	338	2,592
3	60	200	356	330	946
4	12	68	119	205	384
5	3	11	25	95	134
6	0	0	11	35	46
7	1	0	5	20	26
8	0	0	2	7	9
9	0	0	0	3	3
10	0	0	0	2	2
TOTAL	17,732	7,919	2,905	1,474	30,030

TABLE 3. Number of students named as a best friend as related to the number of times the naming student was named: HS&B seniors

<u>Number of times named by others</u>	<u>Number of Students Named</u>				Totals
	0	1	2	3	
0	13,737	2,523	521	153	16,934
1	1,992	3,931	888	254	7,065
2	314	940	977	406	2,637
3	58	183	339	392	972
4	18	44	122	212	396
5	2	9	25	89	125
6	2	4	11	58	75
7	0	0	1	19	20
8	0	0	4	5	9
9	0	1	0	4	5
10	0	0	0	1	1
11	0	0	0	1	1
TOTALS	16,123	7,635	2,888	1,594	28,240

TABLE 4. Number of times that students named as a best friends reciprocated that choice: HS&B Sophomores and Seniors

<u>Grade of Student</u>	<u>Number of Choices that were Reciprocated</u>				Totals
	None	One	Two	Three	
Sophomore*	3,963	6,315	1,627	393	12,298
Senior**	<u>3,933</u>	<u>6,102</u>	<u>1,652</u>	<u>430</u>	<u>12,117</u>
TOTALS	7,896	12,417	3,279	823	24,415



High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

STUDENT IDENTIFICATION PAGES

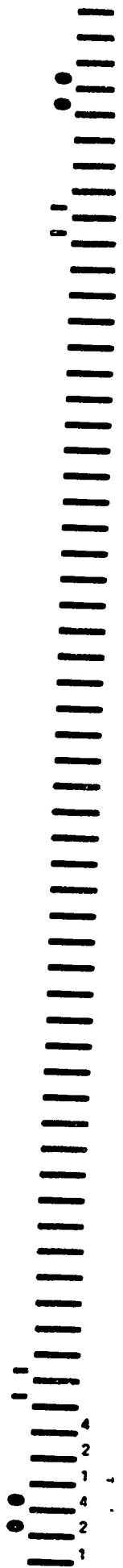
STATE:

SCHOOL NO:

STUDENT NO:

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
2. You may skip any question you do not wish to answer.
3. We are asking you these questions in order to gather information about what happens to students as they move out of high school and make decisions about post-secondary education and work.
4. Your responses will be merged with those of other students, and the answers you give will never be identified as yours.



7. Please print the name, address, and telephone number of another person who will always know where to get in touch with you (someone who lives at an address different from the one in question 6).

Name

Number Street

City State Zip Code

_____ / _____

Area Code Telephone Number

Relationship to you: _____

8. Please print below your driver's license (automobile operator's or chauffeur's license) identification number and the state in which it was issued. If you do not have a driver's license or don't know the number, please fill in one of the ovals below.

Identification Number State Issued

No driver's license 01

Don't know the number 02

9. Please print your Social Security number in the space below. If you do not have a Social Security number or don't know the number, please fill in one of the ovals below.

Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

_____ - _____ - _____

Social Security Number

No Social Security number 01

Do not know the number 02

Do not wish to give the number 03

10. Do you have a nickname or some name other than your legal one by which most of your friends, neighbors or relatives know you? (MARK ONE)

Yes 01 (Answer A)

No 02

A. IF YES: What is it?

Nickname)

The following questions are about the language or languages spoken by you and your family.

11. What was the first language you spoke when you were a child? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10
- Other: (Write in) _____ 11

12. What other language did you speak when you were a child—before you started school? (MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.)

- I spoke no other language 01
- I also spoke:
 - English 02
 - Spanish 03
 - Italian 04
 - Chinese 05
 - French 06
 - German 07
 - Greek 08
 - Portuguese 09
 - Filipino languages 10
 - Polish 11
- Other: (Write in) _____ 12

13. What language do you usually speak now? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10
- Other: (Write in) _____ 11

14. What language do the people in your home usually speak? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10
- Other: (Write in) _____ 11

15. What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST OFTEN.)

- No other language is spoken 01
- The other language spoken is:
 - English 02
 - Spanish 03
 - Italian 04
 - Chinese 05
 - French 06
 - German 07
 - Greek 08
 - Portuguese 09
 - Filipino languages 10
 - Polish 11
- Other: (Write in) _____ 12

16. Please look back at your answers to Questions 11 - 15 . . .

. . . IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.

. . . IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here _____ then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.

*IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.

17. With regard to that language, how well do you do the following? (MARK ONE OVAL FOR EACH LINE)

How well do you . . .	Very Well	Pretty Well	Not Very Well	Not at All
a. Understand <u>that language</u> when people speak it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Speak <u>that language</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Read <u>that language</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Write <u>that language</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4

18. How often is that language spoken by the person underlined in each of the situations listed below? (MARK ONE OVAL FOR EACH LINE. IF YOU DO NOT LIVE WITH THE RELATIVE INDICATED OR DO NOT SEE THAT PERSON OFTEN, PLEASE MARK THE OVAL UNDER "Does not apply.")

How often do (does):	Always or almost always	Mostly	About half the time	Some- times	Never	Does not apply
a. <u>You</u> speak <u>that language</u> to your mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your <u>mother</u> speak <u>that</u> language to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <u>You</u> speak <u>that language</u> to your father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your <u>father</u> speak <u>that</u> language to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your <u>parents</u> speak <u>that</u> language to each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. <u>Other relatives</u> (brothers, sisters, grandparents) speak <u>that language</u> around you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. <u>You</u> speak <u>that language</u> with your best friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. <u>You</u> speak <u>that language</u> in school with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. <u>You</u> speak <u>that language</u> in the stores you go to most often (i.e., grocery, record store, clothes store)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. <u>You</u> speak <u>that language</u> at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	01	02	03	04	05	06

19. How well do you do the following? (MARK ONE OVAL FOR EACH LINE)

- | | <u>Very
Well</u> | <u>Pretty
Well</u> | <u>Not Very
Well</u> | <u>Not at
All</u> |
|------------------------------------|----------------------|------------------------|--------------------------|-----------------------|
| a. Understand spoken English | ○ | ○ | ○ | ○ |
| b. Speak English | ○ | ○ | ○ | ○ |
| c. Read English | ○ | ○ | ○ | ○ |
| d. Write English | ○ | ○ | ○ | ○ |
| | 1 | 2 | 3 | 4 |

EDUCATION IN THE UNITED STATES

This series of questions concerns subjects you may have had in school. Please answer only for education you have received in the United States.

20. Did you have the following courses in grades 1 - 6? (MARK ONE OVAL FOR EACH LINE)

- | Did you have . . . | <u>Yes</u> | <u>No</u> | <u>Not in U.S.
in grades 1 - 6</u> |
|---|------------|-----------|--|
| a. An English course designed for students from non-English speaking backgrounds | ○ | ○ | ○ |
| b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language") | ○ | ○ | ○ |
| c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u> | ○ | ○ | ○ |
| d. Courses in the history and culture of your ancestors' country of origin or their life in the United States | ○ | ○ | ○ |
| | 1 | 2 | 3 |

21. Did you have the following courses in grades 7 - 9? (MARK ONE OVAL FOR EACH LINE)

- | Did you have . . . | <u>Yes</u> | <u>No</u> | <u>Not in U.S.
in grades 7 - 9</u> |
|---|------------|-----------|--|
| a. An English course designed for students from non-English speaking backgrounds | ○ | ○ | ○ |
| b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language") | ○ | ○ | ○ |
| c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u> | ○ | ○ | ○ |
| d. Courses in the history and culture of your ancestors' country of origin or their life in the United States | ○ | ○ | ○ |
| | 1 | 2 | 3 |

22. Did you have the following courses in grades 10 - 12? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	<u>Yes</u>	<u>No</u>
a. An English course designed for students from non-English speaking backgrounds	<input type="radio"/>	<input type="radio"/>
b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language")	<input type="radio"/>	<input type="radio"/>
c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u>	<input type="radio"/>	<input type="radio"/>
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	<input type="radio"/>	<input type="radio"/>
	1	2

23. Thinking about all the courses you had in each of those grades listed below, how much of the teaching was done in that language?

A. In grades 1 - 6: (MARK ONE)

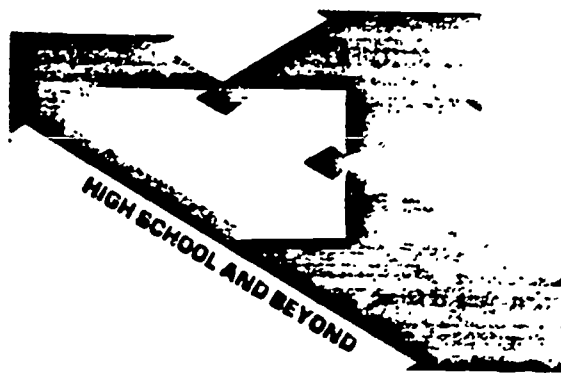
- All or almost all of the teaching was done in that language 01
- Most was in that language 02
- About half was in that language 08
- Some was in that language 04
- None was in that language 05
- Was not in school in U.S. then 06

B. In grades 7 - 9: (MARK ONE)

- All or almost all of the teaching was done in that language 01
- Most was in that language 02
- About half was in that language 03
- Some was in that language 04
- None was in that language 05
- Was not in school in U.S. then 06

C. In grades 10 - 12: (MARK ONE)

- All or almost all of the teaching was done in that language 01
- Most was in that language 02
- About half was in that language 03
- Some was in that language 04
- None was in that language 06



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All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
2. You may skip any question you do not wish to answer.
3. We are asking you these questions in order to gather information about what happens to students as they move out of high school and make decisions about post-secondary education and work.
4. Your responses will be merged with those of other students, and the answers you give will never be identified as yours.

GENERAL INSTRUCTIONS

FOR QUESTIONS WHICH ASK YOU TO WRITE IN INFORMATION, PLEASE PRINT THE INFORMATION IN THE SPACE PROVIDED.

FOR OTHER QUESTIONS YOU ARE ASKED TO MARK AN OVAL. AN EXAMPLE IS:

What is your present high school class? (MARK ONE)

- Freshman.....○
- Sophomore●
- Junior○
- Senior○

[If you are a Sophomore you would mark the oval to the right of Sophomore as shown.]

1. Your name, address, and telephone number.

NAME: _____
Last First Middle

ADDRESS: _____
Number Street

_____ Apt. No.

_____ City State Zip Code

TELEPHONE: _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX)

2. Your parent's or guardian's name, address, and telephone number.

PARENTS' (GUARDIAN'S) NAME: _____
Last First Middle

If address is same as yours, check box only and go to Q. 3. If different, please fill in below.

ADDRESS: Same as mine OR

_____ Number Street

_____ Apt. No.

_____ City State Zip Code

TELEPHONE: _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX)

7. Please print the name, address, and telephone number of another person who will always know where to get in touch with you (someone who lives at an address different from the one in question 6).

Name

Number Street

City State Zip Code

Area Code Telephone Number

Relationship to you: _____

8. Please print below your driver's license (automobile operator's or chauffeur's license) identification number and the state in which it was issued. If you do not have a driver's license or don't know the number, please fill in one of the ovals below.

Identification Number

State Issued

No driver's license 01
Don't know the number 02

9. Please print your Social Security number in the space below. If you do not have a Social Security number or don't know the number, please fill in one of the ovals below.

Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

- -
Social Security Number

No Social Security number 01
Do not know the number 02
Do not wish to give the number 03

10. Do you have a nickname or some name other than your legal one by which most of your friends, neighbors or relatives know you? (MARK ONE)

Yes 01 (Answer A)
No 02

A. IF YES: What is it?

(Nickname)

The following questions are about the language or languages spoken by you and your family.

11. What was the first language you spoke when you were a child? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10

- Other: (Write in) _____ 11

12. What other language did you speak when you were a child—before you started school? (MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.)

- I spoke no other language 01

- I also spoke:
- English 02
- Spanish 03
- Italian 04
- Chinese 05
- French 06
- German 07
- Greek 08
- Portuguese 09
- Filipino languages 10
- Polish 11

- Other: (Write in) _____ 12

13. What language do you usually speak now? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10

- Other: (Write in) _____ 11

14. What language do the people in your home usually speak? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10

- Other: (Write in) _____ 11

15. What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST OFTEN.)

- No other language is spoken 01

- The other language spoken is:
- English 02
- Spanish 03
- Italian 04
- Chinese 05
- French 06
- German 07
- Greek 08
- Portuguese 09
- Filipino languages 10
- Polish 11

- Other: (Write in) _____ 12

16. Please look back at your answers to Questions 11 - 15 . . .

. . . IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.

. . . IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here _____ then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.

*IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.

17. With regard to that language, how well do you do the following? (MARK ONE OVAL FOR EACH LINE)

How well do you . . .	<u>Very Well</u>	<u>Pretty Well</u>	<u>Not Very Well</u>	<u>Not at All</u>
a. Understand <u>that language</u> when people speak it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Speak <u>that language</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Read <u>that language</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Write <u>that language</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4

18. How often is that language spoken by the person underlined in each of the situations listed below? (MARK ONE OVAL FOR EACH LINE. IF YOU DO NOT LIVE WITH THE RELATIVE INDICATED OR DO NOT SEE THAT PERSON OFTEN, PLEASE MARK THE OVAL UNDER "Does not apply.")

How often do (does):	<u>Always or almost always</u>	<u>Mostly</u>	<u>About half the time</u>	<u>Sometimes</u>	<u>Never</u>	<u>Does not apply</u>
a. <u>You</u> speak <u>that language</u> to your mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your <u>mother</u> speak <u>that language</u> to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <u>You</u> speak <u>that language</u> to your father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your <u>father</u> speak <u>that language</u> to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your <u>parents</u> speak <u>that language</u> to each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. <u>Other relatives</u> (brothers, sisters, grandparents) speak <u>that language</u> around you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. <u>You</u> speak <u>that language</u> with your best friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. <u>You</u> speak <u>that language</u> in school with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. <u>You</u> speak <u>that language</u> in the stores you go to most often (i.e., grocery, record store, clothes store)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. <u>You</u> speak <u>that language</u> at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	01	02	03	04	05	06

19. How well do you do the following? (MARK ONE OVAL FOR EACH LINE)

	<u>Very Well</u>	<u>Pretty Well</u>	<u>Not Very Well</u>	<u>Not at All</u>
a. Understand spoken English	○	○	○	○
b. Speak English	○	○	○	○
c. Read English	○	○	○	○
d. Write English	○	○	○	○
	1	2	3	4

EDUCATION IN THE UNITED STATES

This series of questions concerns subjects you may have had in school. Please answer only for education you have received in the United States.

20. Did you have the following courses in grades 1 - 6? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	<u>Yes</u>	<u>No</u>	<u>Not in U.S. in grades 1 - 6</u>
a. An English course designed for students from non-English speaking backgrounds	○	○	○
b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language")	○	○	○
c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u>	○	○	○
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	○	○	○
	1	2	3

21. Did you have the following courses in grades 7 - 9? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	<u>Yes</u>	<u>No</u>	<u>Not in U.S. in grades 7 - 9</u>
a. An English course designed for students from non-English speaking backgrounds	○	○	○
b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language")	○	○	○
c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u>	○	○	○
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	○	○	○
	1	2	3

22. Did you have the following courses in grades 10 - 12? (MARK ONE OVAL FOR EACH LINE)

- | Did you have . . . | <u>Yes</u> | <u>No</u> |
|---|-----------------------|-----------------------|
| a. An English course designed for students from non-English speaking backgrounds | <input type="radio"/> | <input type="radio"/> |
| b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language") | <input type="radio"/> | <input type="radio"/> |
| c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u> | <input type="radio"/> | <input type="radio"/> |
| d. Courses in the history and culture of your ancestors' country of origin or their life in the United States | <input type="radio"/> | <input type="radio"/> |
| | 1 | 2 |

23. Thinking about all the courses you had in each of those grades listed below, how much of the teaching was done in that language?

- A. In grades 1 - 6: (MARK ONE)*
- All or almost all of the teaching was done in that language 01
 - Most was in that language 02
 - About half was in that language 03
 - Some was in that language 04
 - None was in that language 05
 - Was not in school in U.S. then 06
- B. In grades 7 - 9: (MARK ONE)
- All or almost all of the teaching was done in that language 01
 - Most was in that language 02
 - About half was in that language 03
 - Some was in that language 04
 - None was in that language 05
 - Was not in school in U.S. then 06
- C. In grades 10 - 12: (MARK ONE)
- All or almost all of the teaching was done in that language 01
 - Most was in that language 02
 - About half was in that language 03
 - Some was in that language 04
 - None was in that language 06