2021 Child Development Supplement: 
Primary Caregiver (PCG) Interview 

The Panel Study of Income Dynamics  
The Institute for Social Research  
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Ann Arbor, MI 48106  

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Main Screens

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*These screens are presented every time interviewer accesses the PCG sample line; interviewer then chooses which parallel block to enter.*

CDS 2021’s PCG interview only asks about up to 3 children that were randomly selected per PCG in the Coverscreen.

**BLOCKSTATUS** OVERALL. Status: 12-17 IW Consent Section: [Consent12_17PStatus]
Household Interview Section & Obs: [HHParallelStatus]
PCG Child Interview Section: [ChildrenParallelStatus]
Household Interview RPay Section: [RPayStatus]
School Section: [SHParallelStatus]
Child Care Section: [CCParallelStatus]
Non Co-Resident Parent Section: [APPParallelStatus]

**IN HOME COMPONENTS**

- [ConsentParallelStatus]
- [HHParallelStatus]
- [WCJParallelStatus]
- [SalivaParallelStatus]
- [SalivaChildren18ParallelStatus]
- [SalivaOAdultsParallelStatus]
- [LinkageParallelStatus]
- [TDParallelStatus]

[Not all sections are completed. Please select a section by clicking on the status. / All sections are complete. ENTER [1] to continue.]

1. Continue

**OTHER BLOCK STATUS INDICATORS:**

- School Section: Individual Child status SchoolParallelStatus[1..15]
- Measurements Section: PCG status PCGMeasurementParallelStatus
- Measurements Section: Individual Child status MeasurementParallelStatus[1..15]
- PCG Child Section: Individual Child status ChildParallelStatus[1..15]
- Saliva Section: Individual Child status SalivaChildParallelStatus[1..15]
- Saliva Section: Individual AOM Child status SalivaCh18ParallelStatus[1..15]
- Saliva Section: Individual Other Adult status SalivaOAdultsParallelStatus[1..15]
- Linkage Section: PCG status LinkPCGParallelStatus
- Linkage Section: Individual Child status LinkChildrenParallelStatus[1..15]

**Codes for Parallel Block Status Fields.**

1. N/A 6. Obs Done 10. PCG REF 15. Done
4. Done (Finish Obs) 9. Unable to Administer 13. IW not Complete

**PCGCONFIRMINFO. Interviewer checkpoint:**

Confirm PCG’s info
Name: [PCG NAME]
Age: [PCG AGE]
Birthday: [PCG BIRTH MONTH/DAY/YEAR]

- ENTER [1] to continue

1. Continue
PCGINTRO. PCG: [PCG NAME]

[FIRST ITERATION: (Hello, my name is (Interviewer) from the University of Michigan Survey Research Center.)

You have been selected to be part of an important study called the F.E.S. (Family Economics Study) Child Development Supplement. / ALL OTHERS: (Hello, my name is (Interviewer) from the University of Michigan Survey Research Center.)

Thanks for continuing your interview with the F.E.S. (Family Economics Study) Child Development Supplement.]

The purpose of this study is to understand how families, schools, and neighborhoods affect children’s and adolescents’ growth and development.

- ENTER [1] to continue

1. Continue

RECORD Rule: Whether Interview Selected for Recording

```
| Selected for Recording (RECDINW=Yes) | All Others | → GO TO CHGRADE |
```

RECORDEWD_CONSENT. PCG: [PCG NAME]

We sometimes record interviews to help us maintain quality. Your interview may be recorded for quality control purposes. Do you agree for this interview to be recorded for quality control? You can still participate if you do not agree to the interview being recorded.

- If R agrees to the RECORDING of this interview, ENTER [1]
- If R does not agree to the RECORDING of this interview, ENTER [5]
- If resuming a suspended interview, RE-READ the consent and ENTER [1] if R agrees to recording or [5] if R does not agree to recording

1. Yes  2. Unable to Administer (approved partials only)  5. No

Repeat CHGRADE[1..15] for each CDS Child; [1..15]=Which CDS Child

CHGRADE[1..15]. PCG: [PCG NAME]

CDS Child: [CHILD NAME], Age [CHILD AGE]

[1ST CDS CHILD INTERVIEW: [1ST ITERATION: Before moving on to the interview, I’d like to record the grade your [1 CHILD: child is / >1 CHILD: children are] currently attending in school. [>1 CHILD: Let’s start with [CHILD NAME].] What grade is [CHILD NAME] currently attending in school? / ALL OTHER ITERATIONS: (How about) [CHILD NAME]? (What grade is [CHILD NAME] currently attending in school?)] / ALL OTHER CDS CHILD INTERVIEWS: IWER: confirm grade for each child].

- IF NEEDED: I’d like to record the grade your [1 CDS CHILD: child is / >1 CDS CHILD: children are] currently attending in school. What grade is [CHILD NAME] currently attending in school?
- IF R SAYS ‘Does not attend school’, PROBE to clarify whether Child is not old enough for school, graduated/finished a GED (and not enrolled in college), or dropped out of school without a diploma/GED

```
<table>
<thead>
<tr>
<th>1. Grade 1</th>
<th>2. Grade 2</th>
<th>3. Grade 3</th>
<th>4. Grade 4</th>
<th>5. Grade 5</th>
<th>6. Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Graduated high school; GED; not currently enrolled in postsecondary school</td>
<td>14. College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Dropped out; has not earned GED</td>
<td>95. Kindergarten</td>
<td>96. Pre-kindergarten; nursery school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97. Not old enough for school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```
PCG_RB. [F1]-Help
PCG: [PCG NAME]

ASK/Verify that R has the Respondent/Response Booklet with (him/her) for the interview.
ASK R: Do you have your Response Booklet with you (that we mailed to you with the letter asking for your participation)? We will be using this booklet throughout the interview. On certain questions, I will ask you to refer to a page in the booklet for help in answering the question. (Would you like to go find it?)

- IF R doesn’t have the Respondent/Response Booklet with (him/her) or cannot find it, SAY TO R: If you’re able to connect to the internet you could view the booklet on line. The website is http://fes.isr.umich.edu/CDS2021-RB-PCG/CDS21-rbp-PCG.pdf
- RECORD whether R has the Respondent/Response Booklet, is viewing it on line, or the interview is being done without the booklet.

1. R has Response Booklet with (him/her)
2. R viewing Response Booklet on line
3. Interview will be done without Response Booklet
Household Interview

Interview Start

TOC

PCGHH

HHIWSEC_START. Interviewer checkpoint:
   Start of HH parallel block
   ● ENTER [1] to continue

1. Continue

HHIWSTART. Start Date of PCG Household Interview (assigned)

MM/DD/YYYY

PCGF2F_TEL. PCG: [PCG NAME]

Interviewer checkpoint:
Indicate whether this interview is being conducted face to face or on the telephone.

1. Face to face  2. Telephone

PCGVOL. PCG: [PCG NAME]

IWER: Read the voluntary statement if this is the 1st block you are completing. If you have already read this statement to the PCG you do not need to re-read the statement. If you are resuming a suspended iw, only read the 1st paragraph.
Before I begin, I want you to know that this interview is completely voluntary. If we should come to any questions you don’t want to answer, just let me know and I will go on to the next question. Your answers will be kept confidential.
The interview will take about 80 minutes, depending on the number of eligible children in your family. We are offering you $[PRELOAD,PAYMENTLOAD] in appreciation for your time and effort answering our questions.
Do you have any questions for me?

● ENTER [1] to continue
● Only ENTER [2] if approved by the Project Team in Ann Arbor
● If PCG refuses to continue, ENTER [5]
● Ctrl-D and Ctrl-R not allowed

1. Continue  2. Unable to Administer (approved partials only)  5. If Vol: PCG refuses to continue

↓

RETURN TO BLOCKSTATUS
Section J: Neighborhood Measurements

J1. How long have you lived in your current neighborhood?
   1. Less than a year  
   2. 1 year to less than 3 years  
   3. 3 years to less than 5 years  
   4. 5 years or more

J2. How would you rate your neighborhood as a place to raise children?
   Would you say excellent, very good, good, fair, or poor?
   1. Excellent  
   2. Very good  
   3. Good  
   4. Fair  
   5. Poor

J3. How difficult is it for you to tell a stranger in your neighborhood from someone who is a resident?
   Would you say not at all difficult, somewhat difficult, or very difficult?
   1. Not at all difficult  
   2. Somewhat difficult  
   3. Very difficult

J4. How likely is it that a neighbor would do something if someone was trying to sell drugs to your children in plain sight?
   Would you say very unlikely, unlikely, likely, or very likely?
   1. Very unlikely  
   2. Unlikely  
   3. Likely  
   4. Very likely

J5. How likely is it that a neighbor would do something if your kids were getting into trouble?
   (Would you say very unlikely, unlikely, likely, or very likely?)
   1. Very unlikely  
   2. Unlikely  
   3. Likely  
   4. Very likely

J6. How likely is it that a neighbor would do something if a child was showing disrespect to an adult?
   (Would you say very unlikely, unlikely, likely, or very likely?)
   1. Very unlikely  
   2. Unlikely  
   3. Likely  
   4. Very likely

J7. How likely is it that a neighbor would do something if a child was taking something out of a neighbor’s apartment, house, garage, car or yard?
   (Would you say very unlikely, unlikely, likely, or very likely?)
   1. Very unlikely  
   2. Unlikely  
   3. Likely  
   4. Very likely

J8. How safe is it to walk around alone in your neighborhood after dark?
   Would you say it is completely safe, fairly safe, somewhat dangerous, or extremely dangerous?
   1. Completely safe  
   2. Fairly safe  
   3. Somewhat dangerous  
   4. Extremely dangerous

PCGJ_LANG. Indicate language(s) used to conduct this section of the interview
• ENTER all that apply
   1. English  
   2. Spanish  
   7. Language other than English or Spanish

End SECTIONJ
Section K: Self-Esteem

TOC

PCGHH.SECTIONK

K1CKPT. CAI Checkpoint: Whether Same PCG as CDS 2019

<table>
<thead>
<tr>
<th>1. PCG is Same PCG as 2019 (SamePCGFrom2019=1)</th>
<th>5. All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO TO M1</td>
<td></td>
</tr>
</tbody>
</table>

K1. Page 5
Please tell me your level of agreement with each of the following statements.
I feel that I'm a person of worth, at least on an equal basis with others.
Would you say you strongly disagree, disagree, agree, or strongly agree?


K2. Page 5
(Please tell me your level of agreement with each of the following statements.)
I feel that I have a number of good qualities.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


K3. Page 5
(Please tell me your level of agreement with each of the following statements.)
All in all, I am inclined to feel that I am a failure.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


K4. Page 5
(Please tell me your level of agreement with each of the following statements.)
I am able to do things as well as most other people.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


K5. Page 5
(Please tell me your level of agreement with each of the following statements.)
I feel I do not have much to be proud of.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


K6. Page 5
(Please tell me your level of agreement with each of the following statements.)
I take a positive attitude toward myself.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

(Please tell me your level of agreement with each of the following statements.)

On the whole, I am satisfied with myself.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


I wish I could have more respect for myself.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


I certainly feel useless at times.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


At times I think I am no good at all.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


PCGK_LANG. Indicate language(s) used to conduct this section of the interview

- ENTER all that apply

1. English  2. Spanish  7. Language other than English or Spanish

End SECTIONK
Section M: Child Rearing Values and Rules

M1. How often does your child eat a meal with you and [SPOUSE/PARTNER]? Would you say never, a few times a year or less, about once a month, a few times a month, about once a week, several times a week, or at least once a day?

   1. Never   2. A few times a year or less   3. About once a month   4. A few times a month
   5. About once a week   6. Several times a week   7. At least once a day

M2. About how often does your whole family get together with friends or relatives?

Would you say once a year or less, a few times a year, about once a month, two or three times a month, about once a week or more?

   • “Whole family” includes their immediate family including PCG, Spouse/Partner, and their children

   1. Once a year or less   2. A few times a year   3. About once a month
   4. Two or three times a month   5. About once a week or more

M3A. If you had to choose, which thing on the list I will read would you pick as the most important for a child to learn to prepare him or her for life?

Would you say to obey, to be well-liked or popular, to think for himself or herself, to work hard, or to help others when they need help?

   • READ list

   1. To obey   2. To be well liked or popular   3. To think for himself/herself
   4. To work hard   5. To help others when they need help

M3B. Which is second in importance?

   • READ list if needed

   1. To obey   2. To be well liked or popular   3. To think for himself/herself
   4. To work hard   5. To help others when they need help
M3C. Page 8
Which comes third?
- READ list if needed
  1. To obey
  2. To be well liked or popular
  3. To think for himself/herself
  4. To work hard
  5. To help others when they need help

M3D. Page 8
Which comes fourth?
- READ list if needed
  1. To obey
  2. To be well liked or popular
  3. To think for himself/herself
  4. To work hard
  5. To help others when they need help

M4. Page 9
Next, I will read some statements about raising children.
Being a parent is harder than I thought it would be.
Thinking about your [1 CDS CHILD: child / >1 CDS CHILD: children], would you say this statement is not at all true, a little true, somewhat true, mostly true, or completely true?
  1. Not at all true
  2. A little true
  3. Somewhat true
  4. Mostly true
  5. Completely true

M5. Page 9
I feel trapped by my responsibilities as a parent.
(Thinking about your [1 CDS CHILD: child / >1 CDS CHILD: children], would you say this statement is not at all true, a little true, somewhat true, mostly true, or completely true?)
  1. Not at all true
  2. A little true
  3. Somewhat true
  4. Mostly true
  5. Completely true

M6. Page 9
I find that taking care of my [1 CDS CHILD: child / >1 CDS CHILD: children] is much more work than pleasure.
(Thinking about your [1 CDS CHILD: child / >1 CDS CHILD: children], would you say this statement is not at all true, a little true, somewhat true, mostly true, or completely true?)
  1. Not at all true
  2. A little true
  3. Somewhat true
  4. Mostly true
  5. Completely true

M7. Page 9
I often feel tired, worn out, or exhausted from raising a family.
(Thinking about your [1 CDS CHILD: child / >1 CDS CHILD: children], would you say this statement is not at all true, a little true, somewhat true, mostly true, or completely true?)
  1. Not at all true
  2. A little true
  3. Somewhat true
  4. Mostly true
  5. Completely true

M8. Page 9
There are some things that my [1 CDS CHILD: child does / >1 CDS CHILD: children do] that really bother me a lot.
(Thinking about your [1 CDS CHILD: child / >1 CDS CHILD: children], would you say this statement is not at all true, a little true, somewhat true, mostly true, or completely true?)
  1. Not at all true
  2. A little true
  3. Somewhat true
  4. Mostly true
  5. Completely true

M9. Page 9
I find myself giving up more of my life to meet my [1 CDS CHILD: child’s / >1 CDS CHILD: children’s] needs than I ever expected.
(Thinking about your [1 CDS CHILD: child / >1 CDS CHILD: children], would you say this statement is not at all true, a little true, somewhat true, mostly true, or completely true?)
  1. Not at all true
  2. A little true
  3. Somewhat true
  4. Mostly true
  5. Completely true
M10. [Page 9]
I often feel angry with my \[1\text{ CDS: child} / >1 \text{ CDS: children}] 
(Thinking about your \[1\text{ CDS: child} / >1 \text{ CDS: children}], would you say this statement is not at all true, a little true, somewhat true, mostly true, or completely true?)


M11. [F1]-Help
Sometimes parents do certain things to make life better for their children. In order to make life better for your \[1\text{ CDS: child} / >1 \text{ CDS: children} \] have you ever moved to a different neighborhood?

1. Yes  5. No

M12. [F1]-Help
In order to make life better for your \[1\text{ CDS: child} / >1 \text{ CDS: children}], have you ever increased your work hours, or taken a second job?

1. Yes  5. No

M13. [F1]-Help
In order to make life better for your \[1\text{ CDS: child} / >1 \text{ CDS: children}], have you ever reduced your work hours, or refused extra work?

1. Yes  5. No

M14CKPT. CAI Checkpoint: Whether Same PCG as CDS 2019

1. PCG is Same PCG as 2019 
   (SamePCGFrom2019=1)
   
   GO TO PCGM_LANG

M14. [Page 10]  [F1]-Help
Please tell me your level of agreement with each of the following statements.
If a husband and a wife both work full-time, they should share household tasks equally.
Would you say you strongly disagree, disagree, agree, or strongly agree?


M15. [Page 10]  [F1]-Help
(Please tell me your level of agreement with each of the following statements.)
Women are much happier if they stay at home and take care of their children.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


M16. [Page 10]  [F1]-Help
(Please tell me your level of agreement with each of the following statements.)
It is much better for everyone if the man earns the main living and the woman takes care of the home and family.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)

M17. (Please tell me your level of agreement with each of the following statements.) It is more important for a wife to help her husband’s career than to have one herself. (Would you say you strongly disagree, disagree, agree, or strongly agree?)


M18. (Please tell me your level of agreement with each of the following statements.) An employed mother can establish as warm and secure a relationship with her children as a mother who is not employed. (Would you say you strongly disagree, disagree, agree, or strongly agree?)


M19. (Please tell me your level of agreement with each of the following statements.) Parents should encourage just as much independence in their daughters as in their sons. (Would you say you strongly disagree, disagree, agree, or strongly agree?)


M20. (Please tell me your level of agreement with each of the following statements.) Preschool children are likely to suffer if their mother is employed. (Would you say you strongly disagree, disagree, agree, or strongly agree?)


M21. (Please tell me your level of agreement with each of the following statements.) Mothers should not work full time if their child is younger than 5 years old. (Would you say you strongly disagree, disagree, agree, or strongly agree?)


M22. (Please tell me your level of agreement with each of the following statements.) It is fine for children under 3 years of age to be cared for all day in a daycare center or daycare home. (Would you say you strongly disagree, disagree, agree, or strongly agree?)


M26. (Please tell me your level of agreement with each of the following statements.) Being a mother and raising children is one of the most fulfilling experiences a woman can have. (Would you say you strongly disagree, disagree, agree, or strongly agree?)


M23. (Please tell me your level of agreement with each of the following statements.) It is essential for the child’s well-being that fathers spend time interacting and playing with their children. (Would you say you strongly disagree, disagree, agree, or strongly agree?)

M24. (Please tell me your level of agreement with each of the following statements.)
A father should be as heavily involved in the care of his child as the mother.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


M25. (Please tell me your level of agreement with each of the following statements.)
Fathers play a central role in the child’s personality development.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


M27. (Please tell me your level of agreement with each of the following statements.)
Being a father and raising children is one of the most fulfilling experiences a man can have.
(Would you say you strongly disagree, disagree, agree, or strongly agree?)


PCGM_LANG. Indicate language(s) used to conduct this section of the interview
ENTER all that apply

1. English 2. Spanish 7. Language other than English or Spanish

End SECTIONM
Section N: Psychological Distress and Wellbeing

N1. During the past 30 days, how often did you... Feel nervous?
   Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?
   1. None of the time  2. A little of the time  3. Some of the time  4. Most of the time  5. All of the time

N2. (During the past 30 days, how often did you...) Feel hopeless?
   Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?
   1. None of the time  2. A little of the time  3. Some of the time  4. Most of the time  5. All of the time

N3. (During the past 30 days, how often did you...) Feel restless or fidgety?
   Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?
   1. None of the time  2. A little of the time  3. Some of the time  4. Most of the time  5. All of the time

N4. (During the past 30 days, how often did you...) Feel that everything was an effort?
   Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?
   1. None of the time  2. A little of the time  3. Some of the time  4. Most of the time  5. All of the time

N5. (During the past 30 days, how often did you...) Feel so sad nothing could cheer you up?
   Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?
   1. None of the time  2. A little of the time  3. Some of the time  4. Most of the time  5. All of the time

N6. (During the past 30 days, how often did you...) Feel worthless?
   Would you say none of the time, a little of the time, some of the time, most of the time, or all of the time?
   1. None of the time  2. A little of the time  3. Some of the time  4. Most of the time  5. All of the time

N7CKPT. CAI Checkpoint: Whether Depression Symptoms Reported

   1. Depression Symptoms Reported (Any Item N1-N6 = 3, 4, 5)  5. All Others → GO TO N10 RULE
Thinking about the feelings I just asked you about, altogether, did these feelings occur more often in the past 30 days than is usual for you, less often than usual, or about the same as usual?

1. More often than usual  2. Less often than usual  3. About the same as usual  [DK/RF]

Was it a lot [more / less], somewhat [more / less], or only a little [more / less] often than usual?

1. A lot [more/less] than usual  2. Somewhat [more/less] than usual  3. Only a little [more/less] than usual

How much do these feelings usually interfere with your life or activities – a lot, some, a little, or not at all?


How satisfied are you with the amount of practical help you receive from [SPOUSE/PARTNER]?

Would you say completely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or completely satisfied?


How satisfied are you with the amount of emotional support you receive from [SPOUSE/PARTNER]?

Would you say completely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or completely satisfied?


How satisfied are you with the amount of practical help you receive from your family [PCG HAS SPOUSE/PARTNER IN FU] besides [SPOUSE/PARTNER]]?

Would you say completely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or completely satisfied?)

N13.  Page 15   [F1]-Help
(How satisfied are you with...)
The amount of emotional support you receive from your family [PCG HAS SPOUSE/PARTNER IN FU: besides [SPOUSE/PARTNER]]?
Would you say completely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or completely satisfied?)

4. Somewhat satisfied  5. Completely satisfied

N14.  Page 15   [F1]-Help
(How satisfied are you with...)
The amount of practical help you receive from your friends?
Would you say completely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or completely satisfied?)

4. Somewhat satisfied  5. Completely satisfied

N15.  Page 15
(How satisfied are you with...)
The amount of emotional support you receive from your friends?
Would you say completely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or completely satisfied?)

4. Somewhat satisfied  5. Completely satisfied

PCGN_LANG. Indicate language(s) used to conduct this section of the interview

- ENTER all that apply

1. English  2. Spanish  7. Language other than English or Spanish

End SECTIONN
Section P: Family Pets

P1. How many pets does your family have?
   - ENTER a number from 1 to 20
   - If R says ‘None’, ENTER [0]
   0 1 – 20 DK/RF
   \[ GO TO P3 \]

P2. What is the main reason your family doesn’t have a pet?
   1. Not interested/don’t want a pet
   2. Too expensive
   3. Too much time or work to care for pet
   4. Allergies (own or household member)
   5. Health risks
   6. Other- specify (P2SPEC. Specify. (String 100))

P3. Did your family have a pet 5 years ago?
   1. Yes 5. No

P4 Rule: Number of Pets in FU

<table>
<thead>
<tr>
<th>None (P1=0)</th>
<th>Go to PCGP_LANG</th>
<th>One or More (P1=1-20, DK/RF)</th>
</tr>
</thead>
</table>

P4. What kind of pet(s) does your family have?
   - ENTER all that apply
   1. Dog
   2. Cat
   3. Small mammal (rabbit, gerbil, hamster)
   4. Bird
   5. Fish
   6. Reptile (turtle, snake, lizard)
   7. Other-specify (P4SPEC. Specify. (String 100))

P5. Page 16
   Thinking about your [P1=2+ PETS: favorite] pet, how often do you spend time each day playing with or exercising your pet? Would you say almost always, often, sometimes, or never?
   1. Almost always
   2. Often
   3. Sometimes
   4. Never

P6. Page 16
   (Thinking about your [P1=2+ PETS: favorite] pet...)
   When you feel bad, how often do you seek your pet for comfort?
   (Would you say almost always, often, sometimes, or never?)
   1. Almost always
   2. Often
   3. Sometimes
   4. Never
(Thinking about your favorite pet...)
How often do you consider your pet to be a member of your family?
(Would you say almost always, often, sometimes, or never?)


PCGP_LANG. Indicate language(s) used to conduct this section of the interview
• ENTER all that apply

1. English  2. Spanish  7. Language other than English or Spanish

End SECTIONP
Section Q: Disagreement in Parenting and Joint Goals

Q1 RULE: Whether PCG Has a Spouse/Partner in FU

| Spouse/Partner in FU | All Others | → GO TO Q9 |

Q1. □ Page 17
In most families there are disagreements or arguments. How often do you and [SPOUSE/PARTNER] disagree about...
How your [1 CDS CHILD: child is/ >1 CDS CHILD: children are] raised? Would you say never, hardly ever, sometimes, or often?

Q2. □ Page 17
How often do you and [SPOUSE/PARTNER] disagree about...
How you spend money on your [1 CDS CHILD: child / >1 CDS CHILD: children]?
(Would you say never, hardly ever, sometimes, or often?)

Q3. □ Page 17
The amount of time [SPOUSE/PARTNER] spends with your [1 CHILD: child / >1 CHILD: children]?
(Would you say never, hardly ever, sometimes, or often?)

Q4. □ Page 17  [F1]-Help
The friends [SPOUSE/PARTNER] spends time with?
(Would you say never, hardly ever, sometimes, or often?)

Q5. □ Page 17  [F1]-Help
[SPOUSE/PARTNER]'s use of alcohol or drugs?
(Would you say never, hardly ever, sometimes, or often?)

Q6. □ Page 18
To what extent do you and [SPOUSE/PARTNER] agree or disagree about...
Your job or career plans?
Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?
Q7. Page 18
(To what extent do you and [SPOUSE/PARTNER] agree or disagree about...) [SPOUSE/PARTNER]'s job or career plans?
(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

Q8. Page 18
(To what extent do you and [SPOUSE/PARTNER] agree or disagree about...) Spending leisure time?
(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

Q9. Page 18
Next are some statements about how families get along and settle arguments. Tell me how much you agree or disagree with each statement.
We fight a lot in our family.
[PCG HAS SPOUSE/PARTNER in FU: ] Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree? [PCG HAS SPOUSE/PARTNER in FU: ]

Q10. Page 18
(Tell me how much you agree or disagree with each statement.) Family members sometimes get so angry they throw things.
(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

Q11. Page 18
(Tell me how much you agree or disagree with each statement.) Family members always calmly discuss problems.
(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

Q12. Page 18
(Tell me how much you agree or disagree with each statement.) Family members often criticize each other.
(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)

Q13. Page 18
(Tell me how much you agree or disagree with each statement.) Family members sometimes hit each other.
(Would you say you completely disagree, disagree, neither agree nor disagree, agree, or completely agree?)
Q14. [F1]-Help
For these next questions, please think about everyone living in your household.
Does any household member’s use of alcohol have a negative effect on your child(ren)?

- If R says no one in the household drinks alcohol, ENTER [5]

  1. Yes  5. No → GO TO Q17

↓

Q14A. Which household member’s alcohol use are you talking about?

- ENTER all that apply
  1. Respondent/PCG
  2. Spouse/partner of PCG
  3. Child in family
  4. Other adult family member
  5. Other adult household member (non-family)
  6. Other child in household (non-family)

Q17. Does any household member’s use of illegal street drugs or abuse of prescription medications have a negative effect on your child(ren)?

- If needed, PROBE: Thinking about everyone living in your household.
- If R says no one in the household uses illegal street drugs or abuses prescription medications, ENTER [5]

  1. Yes  5. No → GO TO Q18

↓

Q17A. Which household member’s substance use are you talking about?

- ENTER all that apply
  1. Respondent/PCG
  2. Spouse/partner of PCG
  3. Child in family
  4. Other adult family member
  5. Other adult household member (non-family)
  6. Other child in household (non-family)

Q18. [F1]-Help
Does any household member’s mental health have a negative effect on your child(ren)?

- If needed, PROBE: Thinking about everyone living in your household.
- If R says no one in the household has a mental health condition, ENTER [5]

  1. Yes  5. No → GO TO Q19

↓

Q18A. Which household member’s mental health are you talking about?

- ENTER all that apply
  1. Respondent/PCG
  2. Spouse/partner of PCG
  3. Child in family
  4. Other adult family member
  5. Other adult household member (non-family)
  6. Other child in household (non-family)
Q19. [F1]-Help
Does any household member’s physical health have a negative effect on your child(ren)?
• If needed, PROBE: Thinking about everyone living in your household.
• If R says no one in the household has a physical health condition, ENTER [5]

1. Yes  5. No → GO TO PCGQ_LANG

Q19A. Which household member’s physical health are you talking about?
• ENTER all that apply
  1. Respondent/PCG
  2. Spouse/partner of PCG
  3. Child in family
  4. Other adult family member
  5. Other adult household member (non-family)
  6. Other child in household (non-family)

PCGQ_LANG. Indicate language(s) used to conduct this section of the interview
• ENTER all that apply
  1. English
  2. Spanish
  7. Language other than English or Spanish

End SECTIONQ
Section R: Food Security

Household Stage 1

R1. Page 19
Now I’m going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for [1 ADULT: you / >1 ADULT: your household] in the last 12 months—that is, since last [CURRENT MONTH].

The first statement is “[1 ADULT: I / >1 ADULT: We] worried whether [1 ADULT: my / >1 ADULT: our] food would run out before [1 ADULT: I / >1 ADULT: we] got money to buy more.”

Was that often true, sometimes true, or never true for [1 ADULT: you / >1 ADULT: your household] in the last 12 months?

1. Often true 2. Sometimes true 3. Never true

R2. Page 19
“The food that [1 ADULT: I / >1 ADULT: we] bought just didn’t last, and [1 ADULT: I / >1 ADULT: we] didn’t have money to get more.”

(Was that often, sometimes, or never true for [1 ADULT: you / >1 ADULT: your household] in the last 12 months?)

1. Often true 2. Sometimes true 3. Never true

R3. Page 19
“[1 ADULT: I / >1 ADULT: We] couldn’t afford to eat balanced meals.”

(Was that often, sometimes, or never true for [1 ADULT: you / >1 ADULT: your household] in the last 12 months?)

1. Often true 2. Sometimes true 3. Never true

Household Stage 2

R4CKPT. CAI Checkpoint: Whether One or More of R1-R3 Endorsed

1. One or More Endorsed (1+ R1, R2 or R3 = OFTEN, SOMETIMES) 5. All Others → GO TO R9

R4. In the last 12 months, since last [CURRENT MONTH], did [1 ADULT: you / >1 ADULT: you or other adults in your household] ever cut the size of your meals or skip meals because there wasn’t enough money for food?

1. Yes 5. No → GO TO R

R4A. Page 20
How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?

1. Almost every month 2. Some months but not every month 3. Only 1 or 2 months
R5. In the last 12 months, (since last [CURRENT MONTH]), did you ever eat less than you felt you should because there wasn't enough money for food?
   1. Yes  5. No

R6. In the last 12 months, (since last [CURRENT MONTH]), were you every hungry but didn’t eat because there wasn't enough money for food?
   1. Yes  5. No

R7. In the last 12 months, did you lose weight because there wasn't enough money for food?
   1. Yes  5. No

Household Stage 3

R8CKPT. CAI Checkpoint: Whether One or More of R4–R7 Endorsed

1. One or More Endorsed (1+ R4, R5, R6, R7 = YES) 5. All Others → GO TO R9

R8. In the last 12 months, (since last [CURRENT MONTH]), did [1 ADULT: you / >1 ADULT: you or other adults in your household] ever not eat for a whole day because there wasn't enough money for food?
   1. Yes  5. No → GO TO R9
   ↓

R8A. Page 20

How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?
   1. Almost every month  2. Some months but not every month  3. Only 1 or 2 months

Child Stage 1

R9. Page 21

Now I’m going to read you several statements that people have made about the food situation of their children. For these statements, please tell me whether the statement was often true, sometimes true, or never true in the last 12 months for your [1 CDS CHILD: child / >1 CDS CHILD: children living in the household who are under 18 years old].

“[1 ADULT: I / >1 ADULT: We] relied on only a few kinds of low-cost food to feed [1 ADULT: my / >1 ADULT: our] [1 CDS CHILD: child / >1 CDS CHILD: children] because [1 ADULT: I was / >1 ADULT: we were] running out of money to buy food.”

Was that often, sometimes, or never true for [1 ADULT: you / >1 ADULT: your household] in the last 12 months, (since last [CURRENT MONTH])?
   1. Often true  2. Sometimes true  3. Never true

R10. Page 21

“[1 ADULT: I / >1 ADULT: We] couldn’t feed [1 ADULT: my / >1 ADULT: our] [1 CDS CHILD: child / >1 CDS CHILD: children] a balanced meal, because [1 ADULT: I / >1 ADULT: we] couldn’t afford that.”

(Was that often, sometimes, or never true for [1 ADULT: you / >1 ADULT: your household] in the last 12 months, (since last [CURRENT MONTH])?)
   1. Often true  2. Sometimes true  3. Never true
R11. Page 21

"[1 ADULT: My / >1 ADULT: Our] [1 CDS CHILD: child was / >1 CDS CHILD: children were] not eating enough because [1 ADULT: I / >1 ADULT: we] just couldn't afford enough food."
(Was that often, sometimes, or never true for [1 ADULT: you / >1 ADULT: your household] in the last 12 months, (since last [CURRENT MONTH])?

1. Often true 2. Sometimes true 3. Never true

Child Stage 2

R12CKPT. CAI Checkpoint: Whether One or More of R9-R11 Endorsed

1. One or More Endorsed (1+ R9, R10, R11 = OFTEN, SOMETIMES) 5. All Others → GO PCGR_LANG

R12. In the last 12 months, since [CURRENT MONTH] of last year, did you ever cut the size of [1 CDS CHILD: your child’s / >1 CDS CHILD: any of the children’s] meals because there wasn’t enough money for food?

1. Yes 5. No

R13. In the last 12 months, (since last [CURRENT MONTH]), did [1 CDS CHILD: your child / >1 CDS CHILD: any of the children] ever skip meals because there wasn’t enough money for food?

1. Yes 5. No  → GO TO R14

R13A. Page 22

How often did this happen? (Would you say almost every month, some months but not every month, or in only 1 or 2 months?)

1. Almost every month 2. Some months but not every month 3. Only 1 or 2 months

R14. In the last 12 months, (since last [CURRENT MONTH]), [1 CDS CHILD: was your child / >1 CDS CHILD: were the children] ever hungry but you just couldn’t afford more food?

1. Yes 5. No

R15. In the last 12 months, (since last [CURRENT MONTH]), did [1 CDS CHILD: your child / >1 CDS CHILD: the children] ever not eat for a whole day because there wasn’t enough money for food?

1. Yes 5. No

PCGR_LANG. Indicate language(s) used to conduct this section of the interview

- ENTER all that apply

1. English 2. Spanish 7. Language other than English or Spanish

End SECTION
Section S: Home Environment

S1. Do you have a working TV in your home?
   1. Yes  5. No  → GO TO S9

S2. About how many hours is the TV on in your home each day?
   • ENTER a number from 0 to 24
   • If R says 'None', ENTER [0]
   • Do not double time if two TVs are on at the same time
   0 – 24

S3. How many working televisions are in your home?
   • ENTER a number from 1 to 7
   • ENTER [7] for more than 7
   1 – 7

S4. How many televisions have cable or satellite service?
   • ENTER a number from 0 to 7
   • If R says 'None', ENTER [0]
   0 – 7

S5. [1 CDS CHILD: Does / >1 CDS CHILD: Do any of] your [1 CDS CHILD: child / >1 CCDS HILD: children] have a TV in [1 CDS CHILD: his/her / >1 CDS CHILD: their] bedroom?
   1. Yes  5. No  → GO TO S9

S6. [1 CDS CHILD: Does child have / >1 CDS CHILD: Which children have] a TV in their bedroom?
   • READ LIST of children if necessary
   • ENTER all that apply
   • If only one child is in the household, ENTER that child here
   01 - 15. [CHILD NAME], [CHILD AGE] List of CDS Children preloaded for this PCG

S9. ☞ Page 23
   How often does your family watch TV programs together?
   1. None of the time  2. A little of the time  3. Some of the time
   GO TO S11  4. Most of the time  5. All of the time  DK/RF

S10. ☞ Page 23
   How often do you discuss TV programs with your child(ren)?
   1. None of the time  2. A little of the time  3. Some of the time
   4. Most of the time  5. All of the time
S11.  Page 24
The next set of questions is about rules you may have.
What rules do you have about how much time your [1 CDS CHILD: child / >1 CDS CHILD: children] can watch TV in a day?
Do you have clear rules that are enforced, general rules that are monitored, are there rules but your [1 CDS CHILD: child makes [his / her] / >1 CDS CHILD: children make their] own choices, or are there no rules?

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<tbody>
<tr>
<td>1. Yes, clear rules that are enforced</td>
<td>2. Yes, general rules that are monitored</td>
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<tr>
<td>3. Yes, rules but child makes own choices</td>
<td>5. No rules</td>
</tr>
<tr>
<td>6. Child/children are too young (Vol)</td>
<td>7. Child/children are too old (Vol)</td>
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</tbody>
</table>

S12.  Page 24
What rules do you have about what TV programs your [1 CDS CHILD: child watches/ >1 CDS CHILD: children watch]?
(Do you have clear rules that are enforced, general rules that are monitored, are there rules but your [1 CDS CHILD: child makes [his / her] / >1 CDS CHILD: children make their] own choices, or are there no rules?)

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<td>7. Child/children are too old (Vol)</td>
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</tbody>
</table>

S13.  Page 25
How often do you permit your [1 CDS CHILD: child / >1 CDS CHILD: children] to watch TV during the evening meal?
Would you say never, less than half of the time, about half of the time, most of the time or all of the time?

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<tbody>
<tr>
<td>1. Never</td>
<td>2. Less than half of the time</td>
<td>3. About half of the time</td>
<td>4. Most of the time</td>
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</tbody>
</table>

S14A. How many cell phones does your household have in use?
- IF NEEDED: Either in service or just to play games
- ENTER a number from 0 to 12

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<tr>
<td>0</td>
<td>GO TO S14D</td>
</tr>
<tr>
<td>1 – 12</td>
<td>DK/RF</td>
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</table>

S14B. [F1]-Help
[S14A=1: Is that a smartphone] / [S14A>1: How many are smartphones] like an iPhone or Android (that connects to the internet)?
- [S14A=1: If R says “Yes”, ENTER [1]]
- [S14A=1: If R says “No”, ENTER [0]]
- [S14A>1: ENTER a number from 0 to 12]
  0 – [S14A]

S14D. [F1]-Help
How many tablet computers (like an Apple iPad, Samsung Galaxy Tab, Microsoft Surface, or Kindle Fire) does your household have in use?
- ENTER a number from 0 to 12

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<tr>
<td>0</td>
<td>12</td>
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</tbody>
</table>
S14C. [F1]-Help
How many desktop or laptop computers does your household have in use?
• ENTER a number from 0 to 12
0 – 12

S14AA. How many smart speakers (like an Amazon Alexa, Amazon Echo, or Google Home) does your household have in use?
• ENTER a number from 0 to 12
0 – 12

S14E. Page 26 [F1]-Help
Does your household have high-speed internet access?
• If "No", PROBE: Do you have internet access but not high-speed, or no internet access?

<table>
<thead>
<tr>
<th>1. Yes, high-speed internet access</th>
<th>2. No, has internet access but not high speed</th>
<th>5. No, does not have internet access</th>
<th>DK/RF</th>
</tr>
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<td>GO TO S14GCKPT</td>
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</table>

S14GCKPT. CAI Checkpoint: Whether Smartphone, Computer, or Tablet

1. Smartphone, Computer, or Tablet (S14B>1 or S14D>1 or S14C>1) 5. All Others → GO TO S14M

S14L. Page 27
How often do you monitor your [1 CDS CHILD: child’s / >1 CDS CHILD: children’s] use of computers and other electronic devices (such as tablets and smartphones)? Would you say never, some of the time, or always?
1. Never 2. Some of the time 3. Always

S14G. Page 28 [F1]-Help
Some families have rules about when and how children can use a computer, tablet or smartphone. What rules do you have about the amount of time your [1 CDS CHILD: child / >1 CDS CHILD: children] may watch on a computer or other electronic device (such as a tablet or smartphone) to watch TV shows, videos, or movies? Do you have clear rules that are enforced, general rules that are monitored, are there rules but your [1 CDS CHILD: child makes [his / her] / >1 CDS CHILD: children make their] own choices, or are there no rules?
1. Yes, clear rules that are enforced 2. Yes, general rules that are monitored
3. Yes, rules but child makes own choices 5. No rules
6. Child/children are too young (Vol) 7. Child/children are too old (Vol)

S14H. Page 28 [F1]-Help
(What rules do you have about...)
The types of TV shows, videos, or movies [1 CDS CHILD: your child / >1 CDS CHILD: any of your children] may watch on a computer or other electronic device (such as a tablet or smartphone)? (Do you have clear rules that are enforced, general rules that are monitored, are there rules but your [1 CDS CHILD: child makes [his / her] / >1 CDS CHILD: children make their] own choices, or are there no rules?)
1. Yes, clear rules that are enforced 2. Yes, general rules that are monitored
3. Yes, rules but child makes own choices 5. No rules
6. Child/children are too young (Vol) 7. Child/children are too old (Vol)
**S14I. Page 28**  
### [F1]-Help

(What rules do you have about...)

**1 CDS CHILD: Your child / >1 CDS CHILD: Any of your children** using social media, texting, or emailing to interact with friends and others?

Do you have clear rules that are enforced, general rules that are monitored, are there rules but your [1 CDS CHILD: child makes [his / her] / >1 CDS CHILD: children make their] own choices, or are there no rules?

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**S14J. Page 28**  
### [F1]-Help

(What rules do you have about...)

The amount of time [1 CDS CHILD: your child / >1 CDS CHILD: any of your children] may use a computer or other electronic device (such as a tablet or smartphone) to play games?

Do you have clear rules that are enforced, general rules that are monitored, are there rules but your [1 CDS CHILD: child makes [his / her] / >1 CDS CHILD: children make their] own choices, or are there no rules?

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**S14K. Page 28**  
### [F1]-Help

(What rules do you have about...)

The types of games [1 CDS CHILD: your child / >1 CDS CHILD: any of your children] may play on electronic devices?

Do you have clear rules that are enforced, general rules that are monitored, are there rules but your [1 CDS CHILD: child makes [his / her] / >1 CDS CHILD: children make their] own choices, or are there no rules?

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**S14M. Page 29**  
### [F1]-Help

How confident are you in understanding new terms and words related to computers and the internet?

Would you say not at all confident, a little, somewhat, moderately, or very confident?

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<tr>
<td>1. Not at all confident</td>
<td>2. Slightly confident</td>
<td>3. Moderately confident</td>
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<td>4. Very confident</td>
<td>5. Extremely confident</td>
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**S15. Page 30**  
### [F1]-Help

About how many books are there in the house?

- This includes e-books

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. None</td>
<td>2. One or two</td>
<td>3. 3 to 9</td>
<td>4. 10 to 19</td>
<td>5. 20 or more</td>
<td>DK/RF</td>
</tr>
</tbody>
</table>

GO TO S17  
↓  
GO TO S17
S16. What is your best estimate of the number of books in the house?

- This includes e-books

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>20</td>
<td>500</td>
<td></td>
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</tr>
</tbody>
</table>

S17. [F1]-Help

How many books have you read during the past year?

- This includes e-books

1. None 2. One or two 3. 3 to 9 4. 10 to 19 5. 20 or more

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>GO TO S19</td>
<td>GO TO S19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S18. What is your best estimate of the number of books you have read in the past year?

20

S19. In the last 12 months, how many times have you participated in any of the following activities at (any of) [1 CDS CHILD: [CHILD] / >1 CDS CHILD: your children’s] school(s)?

Volunteered in any classroom, school office, or library?

- ENTER a number from 0 to 365
- If R says “None” or “None because of COVID”, ENTER [0]

0 – 365

S20. (In the last 12 months, how many times have you participated in any of the following activities at (any of) [1 CDS CHILD: [CHILD] / >1 CDS CHILD: your children’s] school(s)?

Attended a meeting of the PTA or other such organization?

- ENTER a number from 0 to 365
- If R says “None”, ENTER [0]

0 – 365

S21CKPT. CAI Checkpoint: Whether Same PCG as CDS 2019

1. PCG is Same PCG as 2019 (SamePCGFrom2019=1) 5. All Others

GO TO S31

S21. [F1]-Help

If [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to...

Contact your child’s teacher or principal?

Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?


S22. [F1]-Help

(If [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)

Talk with your child?

(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

S23. Page 31
(If [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)
Keep a closer eye on your child’s activities?
(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

S24. Page 31
(If [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)
Punish your child?
(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

S25. Page 31
(If [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)
Lecture your child?
(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

S26. Page 31
(If [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)
Wait and see if your child improves on [his/her] own?
(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

S27. Page 31
(If [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)
Tell your child to spend more time on schoolwork?
(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

S28. Page 31
(If [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to ...)
Spend more time helping your child with schoolwork?
(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)
S29. Page 31
(If [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected, how likely would you be to …)
Limit or reduce your child’s non-school activities (play, sports, clubs, etc.)?
(Would you say that would be not at all likely, somewhat unlikely, not sure how likely, somewhat likely, or very likely?)

S30. Are there any other things you would do if [1 CDS CHILD: your child / >1 CDS CHILD: one of your children] brought home a report card with grades or progress lower than expected?
1. Yes  5. No → GO TO S31
↓
S30A. What other things?
• If necessary PROBE: Anything else?
String 200

S30B. Page 31
How likely is it that you would do these things? Is it not at all likely, somewhat unlikely, somewhat likely or very likely?

S31. [F1]-Help
Now I have some questions about your own schooling. Did you attend school for your own education last week?
1. Yes  5. No → GO TO S32
↓
S31A. How many hours do you spend in class each week?
• ENTER a number from 1.0 to 60.0
0 – 60.0

S31B. How long (in minutes) does it typically take you to get to school each way?
• ENTER a number from 1 to 480
0 – 480

S32. [F1]-Help
Did you work for pay last week?
1. Yes  5. No → GO TO S39
↓
S33. How many jobs do you currently have?
• ENTER a number from 1 to 7
1 – 7

S34. [F1]-Help
Thinking about all work you do for pay – either at home, the workplace, or any other location – how many hours per week do you typically work on [your job/all jobs]?
• ENTER a number from 1 to 97
1 – 97
S35. Thinking about all work you do for pay – either at home, the workplace, or any other location – how many days per week do you typically work on the job you work the most hours?

- ENTER a number from 1 to 7

1 – 7

S36. [On your job / On the job you work the most hours], do you usually work a regular daytime schedule or some other schedule?

1. Regular daytime schedule → GO TO S38
2. Some other schedule

S37. Which of the following best describes the hours you usually work at this job?

- IF R says “flextime”, PROBE to determine if shift actually falls in day or evening

1. A regular evening shift
2. A regular night shift
3. A rotating shift; one that changes periodically from days to evenings or nights
4. A split shift; one consisting of two distinct periods each day
5. An irregular schedule arranged by employer
6. An irregular schedule arranged by self
7. Other-specify (S37SPEC. Please specify. (String 200))

S38. [F1]-Help

How many minutes does it typically take you to get to work each way?

- ENTER a number from 1 to 480

0 – 480

S39. During the last 12 months, on average, how often did you go to religious services?

- ENTER amount here, then ENTER unit of time on next screen (Day, Week, Two weeks, Month, Year)

0 → GO TO S41A
1 – 97

DK/RF → GO TO S41A

S40. The amount entered is [S39] per____

- ENTER unit of time

2. Day
3. Week
4. Two weeks
5. Month
6. Year

7. Other-specify (S40SPEC. (H40SPEC) Specify (String 100))

S41A. How important is religion to you?

How important is religion to you?

Would you say not important, not very important, somewhat important, very important, or extremely important?

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Extremely important

S42A. How important is spirituality to you?

(Would you say not important, not very important, somewhat important, very important, or extremely important?)

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Extremely important
S55COVID. [F1]-Help
Has anyone now living with you, including yourself, had COVID-19? Please include those diagnosed with COVID-19 and those who you believe have had COVID-19.

1. Yes 5. No → GO TO S59COVID

↓

S56COVID. [F1]-Help
Have you talked to a doctor or other health care professional about whether you may have had COVID-19?

1. Yes 5. No → GO TO S58

↓

S57COVID. [F1]-Help [Page 34]
Did they say that you definitely had COVID-19, probably had it, may have had it, probably did not have it, or definitely did not have COVID-19?

1. Definitely had COVID-19 3. May have had COVID-19 4. Probably did not have COVID-19
2. Probably had COVID-19 5. Definitely did not have COVID-19 [DK/RF]

GO TO S58COVID

S57COVIDMO, S57COVIDYR. In what month and year was that?

• SELECT Month and [Enter] to go to next screen for year
• IF NECESSARY: What would be your best estimate?


The month entered is: [S57COVIDMO]

• ENTER the year below

Select [✓] [PYEAR] – [CYEAR]

GO TO S59COVID

CHECK: Please enter a date in or before ^MONTH (CURRENTDATE) ^YEAR (CURRENTDATE).

S58COVID. [F1]-Help
Did you have symptoms or exposure (for example, to a family member with COVID-19) that led you to believe you had COVID-19?

1. Yes 5. No → GO TO S59COVID

↓
SS8COVIDMO, SS8COVIDYR. In what month and year was that?

- SELECT Month and [Enter] to go to next screen for year
- IF NECESSARY: What would be your best estimate?

Select


The month entered is: [SS8COVIDMO]

- ENTER the year below

Select [PYEAR] – [CYEAR]

SS9COVID. [F1]-Help

Have you been fully vaccinated against COVID-19?

1. Yes, fully (both doses or single dose vaccine)
2. Yes, partially (one dose out of two)
5. No

PCGS_LANG. Indicate language(s) used to conduct this section of the interview

- ENTER all that apply

1. English  2. Spanish  7. Language other than English or Spanish

End SECTIONS
Interview Close

PCG_LANG. Interviewer checkpoint:
Spanish or foreign language used
Was Spanish, or any other foreign language, used anywhere in this interview?
1. Yes, Spanish or Foreign Language Used  5. No

HHIWCOMPLETE. We have reached the end of the Household Interview
- If you are unable to complete the Post Interview HH Observations at this time, click on the PCG tab to return to the Block Status screen. Finish the observations as soon as possible.

1. Complete
Interview Observations

PCGHH.IWPCGOB

PCGIO1. PCG Household Interview Observation
Indicate language(s) used to conduct this interview
- ENTER all that apply
  1. English → GO TO PCGOB1
  2. Spanish
  7. Language other than English or Spanish -specify
    (PCGIO1A. Specify the language of interview. (String 100))

PCGIO2. PCG Household Interview Observation
Who did the translating?
  1. Bilingual interviewer using Blaise Spanish translation
  2. Translator / study aide
  3. Other FU member
  4. Friend / non-relative not in FU
  7. Other -specify (PCGIO2A. Please specify (String 100))

PCGOB1. PCG Household Interview Observation
Based on your interview with the primary caregiver during this visit, please rate (her/him) on a scale from 1 to 5 for each item below.
Primary caregiver’s speech was distinct, clear, and audible to interviewer?
  1. Never
  2
  3. Sometimes
  4
  5. Often

PCGOB2. PCG Household Interview Observation
Primary caregiver appeared to readily understand your questions?
  1. Never
  2
  3. Sometimes
  4
  5. Often

PCGOB3. [F1]-Help
PCG Household Interview Observation
Primary caregiver expressed ideas freely and easily and used statements of appropriate length?
  1. Never
  2
  3. Sometimes
  4
  5. Often

PCGOB4. [F1]-Help
PCG Household Interview Observation
Primary caregiver initiated interchanges with you, asked questions, and made spontaneous comments?
  1. Never
  2
  3. Sometimes
  4
  5. Often

PCGOB5. PCG Household Interview Observation
Primary caregiver used complex sentence structure and long words in (his/her) speech?
  1. Never
  2
  3. Sometimes
  4
  5. Often

PCGOB5A. PCG Household Interview Observation
Is there anything potentially confusing or unusual about this interview that you need to provide to project staff?
  1. Yes
  5. No → GO TO OBSCOMPLETE
PCGOB58. **PCG Household Interview Observation**

Please provide a few words to help project staff understand confusing or unusual situations.

- Press INSERT to edit existing text
- To SAVE your entry, use Alt-S
- Ctrl-D and Ctrl-R not allowed

[Open end]

OBSCOMPLETE. You have reached the end of the PCG Household Interview Observations

- ENTER [1] to complete

[1. Complete]

**End IWPCGOB**
Interview End
TOC

HHIWEND. End Date of PCG Household Interview (assigned)

MM/DD/YYYY

HHIWSEC_END. Interviewer checkpoint:
End of HH parallel block
• ENTER [1] to continue
1. Continue → RETURN TO BLOCKSTATUS

End PCGHH

HHPARALLELSTATUS. Status of Parallel Block – PCG-Household Interview

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Not Started</td>
<td>Interview not started</td>
<td></td>
</tr>
<tr>
<td>4. Started</td>
<td>Interview in progress</td>
<td></td>
</tr>
<tr>
<td>5. Done (Finish Obs)</td>
<td>Interview complete</td>
<td>Iwer Obs in progress</td>
</tr>
<tr>
<td>6. Obs Done</td>
<td>Interview complete</td>
<td>Iwer Obs complete</td>
</tr>
<tr>
<td>9. Unable to Administer</td>
<td>PCGVOL=2</td>
<td></td>
</tr>
<tr>
<td>17. Refused</td>
<td>PCGVOL=5</td>
<td></td>
</tr>
</tbody>
</table>
PCG Interview(s) for Individual CDS Child(ren)


The upper age limit of 18 years is applicable in 2022 only, for children who have had birthdays in 2022 prior to completing the component.

Interview Start

TOC

BLOCKSTATUSCHILD

XCHILDRENIWSEC_START. Interviewer checkpoint:
Start of Children parallel block
• ENTER [1] to continue

1. Continue

BLOCKSTATUS. Children Parallel Block Status
Child [CHILD NAME]: [CHILDPARALLELSTATUS[1..15]] → GO TO CHILDIWSEC_START
• Not all sections are completed. Please select a section by clicking on the status. / All sections are complete. ENTER [1] to continue.

1. Continue

↓

xCHILDRENIWSEC_END. Interviewer checkpoint:
End of Children parallel block
• ENTER [1] to continue

1. Continue → RETURN TO BLOCKSTATUS

End BLOCKSTATUSCHILD

PCGCHILDREN.PCGCHILD[1..15] [1..15]=Which CDS Child

CHILDIWSEC_START. [CHILD NAME], [CHILD GENDER], Age [CHILD AGE], [CHILD GRADE]
Interviewer checkpoint:
Start of child parallel block
• ENTER [1] to continue

1. Continue

PCGCHIWSTART. Start Date of PCG Child Interview (assigned)

MM/DD/YYYY
PCGCHINTRO. [CHILD NAME], [CHILD GENDER], Age [CHILD AGE], [CHILD GRADE]

PCG: [PCG NAME]

IWER: Read the voluntary statement if this is the 1st block you are completing. If you have already read this statement to the PCG you do not need to re-read the statement. If you are resuming a suspended iw, only read the 1st paragraph.

(Before I begin, I want you to know that this interview is completely voluntary. If we should come to any questions you don’t want to answer, just let me know and I will go on to the next question. All of your answers will be kept confidential.

The interview will take about 80 minutes, depending on the number of eligible children in your family. We are offering you $[PRELOAD.PAYMENTLOAD] in appreciation for your time and effort answering our questions Do you have any questions for me?)

• ENTER [1] to continue
• Only ENTER [2] if approved by the Project Team in Ann Arbor
• If PCG refuses to continue, ENTER [5]

1. Continue 2. Unable to Administer (approved partials only) 5. If Vol: PCG refuses to continue

↓ RETURN TO BLOCKSTATUS
Section A: Child Health

PCGCHILDREN.PCGCHILD[1..15].SECTION_A [1..15]=Which CDS Child

PCGCHFTF_TEL. Interviewer checkpoint:
Indicate whether this interview is being conducted face to face or on the telephone.
1. Face to face 2. Telephone

PCGCHCONFIRMINFO. Confirm info:
PCG’s Name: [PCG NAME]
PCG’s Age: [PCG AGE]
Relationship to Child: [PCG RTH]
Child’s Name: [CHILD NAME]
Child’s Age: [CHILD AGE]
• ENTER [1] to continue
1. Continue

PCGCHINTRO. PCG: [PCG NAME]
Now let’s talk about [CHILD NAME].
• ENTER [1] to complete
• If PCG refuses to continue, ENTER [5]
1. Continue 2. Unable to Administer (approved partials only) 5. If Vol: PCG refuses to continue
RETURN TO BLOCKSTATUS

Age 0-18
A2. Page 35
Would you say [CHILD NAME]’s health in general is excellent, very good, good, fair, or poor?

A4 Rule: Whether Birth Weight Already Collected in Previous Wave

Birth Weight Already Collected [PRELOAD.CHILD[].BWGT=1] → GO TO A5 RULE
All Others

Age 0-18
A4. I’d like to ask about [CHILD NAME]’s health. How much did [CHILD NAME] weigh at birth?
• ENTER a number from 0 to 20 pounds, or PRESS [Enter] for kilograms

[Enter] 0 – 20 DK/RF

Age 0-18
A4_KG. (How much did [CHILD NAME] weigh at birth?)
• ENTER a number from 0.45 to 9.07 kilograms
0.01 – 12.00

Age 0-18
A4_OZ. (How much did [CHILD NAME] weigh at birth?)
• ENTER a number from 0 to 16 ounces
0 – 16

CHECK for out of range answers: Enter values 0.45 through 9.07.
A5 Rule: Age of Child (PRELOAD.CHILD[].AGE)

```
Age 0-5  All Others → GO TO A6
```

A5CKPT. CAI Checkpoint: Whether Child Breastfed

<table>
<thead>
<tr>
<th>Child was breastfed (PRELOAD.CHILD[].WtrBreastfed=1)</th>
<th>3. Child was not breastfed (PRELOAD.CHILD[].WtrBreastfed=5)</th>
<th>5. Child not eligible for dependent interviewing (Preload.CHILD[].WtrBreastfed=0, 8,9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age (Months) stopped breastfeeding reported (PRELOAD.CHILD[].AgeStopBF=0-60)</td>
<td>2. Reported as still breastfeeding in 2019 (PRELOAD.CHILD[].AgeStopBF=97)</td>
<td>ASSIGN A5=5 THEN GO TO A6</td>
</tr>
<tr>
<td>ASSIGN A5=1 &amp; ASSIGN A5A=PRELOAD THEN GO TO A6</td>
<td>ASSIGN A5=1 THEN GO TO A5A</td>
<td>GO TO A5</td>
</tr>
</tbody>
</table>

**Age 0-5**

A5. **[AGE=0-1]**: Has [CHILD NAME] been breastfed / **ALL OTHERS**: Was [CHILD NAME] breastfed as an infant?

1. Yes 5. No → GO TO A6

---

**Age 0-5**

A5A. **[A5CKPT=2]**: When we last spoke with you, [CHILD NAME] was still being breastfed. How many months old was [CHILD NAME] when breastfeeding stopped?

- ENTER a number from 0 to 60
- If R says still breastfeeding, ENTER [97]

0 – 60 97. Still breastfeeding (VOL)

---

**Age 0-18**

A6. **[F1]-Help**

About how many times in the past 12 months has [he/she] been seen by a doctor, nurse or other health care professional for illness or injury?

- ENTER a number from 0 to 365
- If R says “None”, ENTER [0]

0 – 365
Age 0-18
A7M. Not including visits for illness or injury, when was [CHILD NAME] last seen by a doctor or clinic for a routine health check-up?
- ENTER Month or Season (Enter Year at next screen)
- If R says “DK”, PROBE: Do you know what season it was?
- IF R says “Never”, ENTER [97]

<table>
<thead>
<tr>
<th>Month/Season</th>
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</thead>
<tbody>
<tr>
<td>1. January</td>
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<tr>
<td>2. February</td>
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<tr>
<td>3. March</td>
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<tr>
<td>4. April</td>
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<tr>
<td>5. May</td>
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<tr>
<td>6. June</td>
</tr>
<tr>
<td>7. July</td>
</tr>
<tr>
<td>8. August</td>
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<tr>
<td>9. September</td>
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<tr>
<td>10. October</td>
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<tr>
<td>11. November</td>
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<tr>
<td>12. December</td>
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<tr>
<td>21. Winter</td>
</tr>
<tr>
<td>22. Spring</td>
</tr>
<tr>
<td>23. Summer</td>
</tr>
<tr>
<td>24. Fall</td>
</tr>
<tr>
<td>DK/RF</td>
</tr>
<tr>
<td>97. Never (VOL)</td>
</tr>
</tbody>
</table>

GO TO A8 RULE

Age 0-18
A7Y. (Not including visits for illness or injury, when was [CHILD NAME] last seen by a doctor or clinic for a routine health check-up?)
- ENTER year

1997 – 2020

A8 Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 2-18</th>
<th>All Others</th>
</tr>
</thead>
</table>

→ GO TO A10A

Age 2-18
A8. [F1]-Help
Has [CHILD NAME] ever seen a doctor or health professional about a psychological, developmental or behavioral condition?
- 1. Yes → 5. No → GO TO A10A

↓

Age 2-18
A8M. When was the last time [CHILD NAME] was seen by a doctor or health professional about a psychological, developmental or behavioral condition?
- ENTER Month or Season (Enter Year at next screen)
- IF R says “DK”, PROBE: Do you know what season it was?

<table>
<thead>
<tr>
<th>Month/Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. January</td>
</tr>
<tr>
<td>2. February</td>
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<tr>
<td>3. March</td>
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<tr>
<td>4. April</td>
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<td>5. May</td>
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<tr>
<td>6. June</td>
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<td>7. July</td>
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<td>8. August</td>
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<tr>
<td>9. September</td>
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<tr>
<td>10. October</td>
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<tr>
<td>11. November</td>
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<tr>
<td>12. December</td>
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<tr>
<td>21. Winter</td>
</tr>
<tr>
<td>22. Spring</td>
</tr>
<tr>
<td>23. Summer</td>
</tr>
<tr>
<td>24. Fall</td>
</tr>
</tbody>
</table>

Age 2-18
A8Y. (When was the last time [CHILD NAME] was seen by a doctor or health professional about a psychological, developmental or behavioral condition?)
- ENTER year

2002 – [CYEAR/CYEAR+1]
Age 0-18
A10A. [F1]-Help
Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...
An epileptic seizure or convulsion?
- DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
- HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No

Age 0-18
A10B. [F1]-Help
(Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...) Asthma?
- DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
- HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No → GO TO A10D

↓

Age 0 – 18
A10C. Is [CHILD NAME] taking asthma medications?
  1. Yes  5. No

Age 0-18
A10D. [F1]-Help
Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had ...
Diabetes?
- DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
- HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No

Age 0-18
A10E. [F1]-Help
(Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...) Three or more ear infections?
- DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
- HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No

Age 0-18
A10F. [F1]-Help
(Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...) Speech impairment or delay?
- DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
- HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No
Age 0-18
A10G. [F1]-Help
(Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...) 
Serious hearing difficulty or deafness?
• DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
• HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No

Age 0-18
A10H. [F1]-Help
(Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...) 
Serious difficulty seeing that could not be corrected with standard glasses or contact lenses?
• DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
• HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No

Age 0-18
A10I. [F1]-Help
(Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...) 
Intellectual disability?
• IF NEEDED: Also known as mental retardation
• DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
• HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No

Age 0-18
A10J. [F1]-Help
(Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...) 
An emotional or behavioral problem?
• DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
• HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No

Age 0-18
A10K. [F1]-Help
(Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...) 
Anemia or iron deficiency?
• DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
• HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No

Age 0-18
A10L. [F1]-Help
(Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] had...) 
Elevated levels of lead in the blood?
• DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
• HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No
**Age 0-18**

A10M. [F1]-Help
(Has [CHILD NAME]'s doctor or health professional ever said that [CHILD NAME] had...)
Orthopedic impairment or physical disability?
- **DOCTORS** include general practitioners and pediatricians, osteopaths, and specialists.
- **HEALTH PROFESSIONALS** include nurses, physician’s assistants, and nurse practitioners.

1. Yes  
5. No

**Age 0-18**

A10N. [F1]-Help
(Has [CHILD NAME]'s doctor or health professional ever said that [CHILD NAME] had...)
Developmental problems, such as developmental delay or learning disability?
- **DOCTORS** include general practitioners and pediatricians, osteopaths, and specialists.
- **HEALTH PROFESSIONALS** include nurses, physician’s assistants, and nurse practitioners.

1. Yes  
5. No

**A10O Rule: Age of Child (PRELOAD.CHILD[].AGE)**

<table>
<thead>
<tr>
<th>Age 2-18</th>
<th>All Others</th>
<th>GO TO A10Q</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>↓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Age 2-18**

A10O. [F1]-Help
(Has [CHILD NAME]'s doctor or health professional ever said that [CHILD NAME] had...)
Autism, Asperger’s Disorder, pervasive developmental disorder, or other autism spectrum disorder?
- **DOCTORS** include general practitioners and pediatricians, osteopaths, and specialists.
- **HEALTH PROFESSIONALS** include nurses, physician’s assistants, and nurse practitioners.

1. Yes  
5. No

**Age 2-18**

A10P. [F1]-Help
(Has [CHILD NAME]'s doctor or health professional ever said that [CHILD NAME] had...)
Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD or ADHD)?
- **DOCTORS** include general practitioners and pediatricians, osteopaths, and specialists.
- **HEALTH PROFESSIONALS** include nurses, physician’s assistants, and nurse practitioners.

1. Yes  
5. No

**Age 0-18**

A10Q. [F1]-Help
(Has [CHILD NAME]'s doctor or health professional ever said that [CHILD NAME] had...)
Allergies, such as a food or digestive allergy, skin allergy or eczema, or a respiratory allergy?
- **DOCTORS** include general practitioners and pediatricians, osteopaths, and specialists.
- **HEALTH PROFESSIONALS** include nurses, physician’s assistants, and nurse practitioners.

1. Yes  
5. No
Age 0-18
A10R. [F1]-Help
Has [CHILD NAME]’s doctor or health professional ever said that [CHILD NAME] was obese, over-weight, or at risk of over-weight?
- DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
- HEALTH PROFESSIONALS include nurses, physician’s assistants, and nurse practitioners.
  1. Yes  5. No

A10SCOVID1. [F1]-Help
Have you talked to a doctor or other health care professional about whether [CHILD NAME] may have had COVID-19?
  1. Yes  5. No → GO TO A10SCOVID3

A10SCOVID2. [F1]-Help (Page 36)
Did they say that [CHILD NAME] definitely had COVID-19, probably had it, may have had it, probably did not have it, or definitely did not have COVID-19?
  1. Definitely had COVID-19  3. May have had COVID-19  4. Probably did not have COVID-19
  2. Probably had COVID-19  5. Definitely did not have COVID-19
DK/RF
GO TO A10SCOVID3

A10SCOVID2MO. In what month and year was that?
- ENTER Month or Season (Enter Year at next screen)
- If DK month, PROBE: Do you know what season it was?

A10SCOVID3YR. (In what year was that?)
The month entered is: [A10SCOVID2MO]
  [PYEAR] – [CYEAR]

A10SCOVID3. [F1]-Help
Did [CHILD NAME] have symptoms or exposure (for example, to a family member with COVID-19) that led you to believe [CHILD NAME] had COVID-19?
  1. Yes  5. No → GO TO A10SCOVID4CKPT

A10SCOVID3MO. In what month and year was that?
- ENTER Month or Season (Enter Year at next screen)
- If DK month, PROBE: Do you know what season it was?

A10SCOVID3YR. (In what year was that?)
The month entered is: [A10SCOVID3MO]
  [PYEAR] – [CYEAR]
A10SCOVID4. Has [CHILD NAME] been fully vaccinated against COVID-19?
1. Yes, fully (both doses or single dose vaccine)
2. Yes, partially (one dose out of two)
3. No

A10SCOVID5CKPT. CAI Checkpoint: Whether Child is Age-Eligible for Mask Questions

1. Age-Eligible for Mask Questions
   (PRELOAD.CHILD[].AGE=3-18)  
   → GO TO A10SCOID6

5. All Others
   (PRELOAD.CHILD[].AGE=0-2)  
   → GO TO A10SCOID6

A10SCOID5. [F1]-Help □ □ Page 37
When [CHFNAME] is [CHGRADE=96-97: in childcare or preschool / CHGRADE=1-12 & 95: at school], how often does [GENDER=1: he / GENDER=2: she] wear a mask? Do not include mealtimes [CHGRADE=96 & 97: or nap times].
Would you say always, most of the time, some of the time, or never?

A10SCOID6. [F1]-Help □ □ Page 37
When [CHFNAME] spends time with friends indoors, how often does [GENDER=1: he / GENDER=2: she] wear a mask?
(Would you say always, most of the time, some of the time, or never?)

A10SCOID7. [F1]-Help □ □ Page 37
When [CHFNAME] is in a store, the library, or other public indoor space, how often does [GENDER=1: he / GENDER=2: she] wear a mask?
(Would you say always, most of the time, some of the time, or never?)

A10SCOID8. □ □ Page 37
Since the beginning of the pandemic (in March 2020), how often has [CHFNAME] worn a mask when in public indoor spaces or interacting indoors with others from outside the family?
(Would you say always, most of the time, some of the time, or never?)
Age 0-18
A10S. [F1]-Help
Has [CHILD NAME]'s doctor or health professional ever said that [CHILD NAME] had...
Any other problems?
• DOCTORS include general practitioners and pediatricians, osteopaths, and specialists.
• HEALTH PROFESSIONALS include nurses, physician's assistants, and nurse practitioners.
• If needed, PROBE: This question asks about any other problem ever diagnosed by a doctor or health professional. Please do not include problems because of COVID-19.

1. Yes  5. No  → GO TO A11

A10SSPEC. [F1]-Help
Please specify other problem.
• If necessary PROBE: Anything else?

String 200

Age 0-18
A11. □ Page 38
In the past 12 months, how often has [CHILD NAME] had an attack of wheezing (a whistling sound coming from the chest) that made it hard for [him/her] to breathe or catch [his/her] breath?
Would you say never, less than 3 times altogether, between 4-10 times altogether, 1-2 times a month, once a week, more than once a week, or every day?

1. Never  2. Less than 3 times altogether  3. Between 4-10 times altogether
4. 1-2 times a month  5. Once a week  6. More than once a week  7. Every day

A12 Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 2-18  All Others  → GO TO A13 RULE

Age 2-18
A12. □ Page 38
In the past 12 months, how often has [CHILD NAME] wheezed with exercise or running or playing hard?
(Would you say never, less than 3 times altogether, between 4-10 times altogether, 1-2 times a month, once a week, more than once a week, or every day?)

1. Never  2. Less than 3 times altogether  3. Between 4-10 all together
4. 1-2 times a month  5. Once a week  6. More than once a week  7. Every day

A13 Rule: Whether A11 or A12 is Less Than 3 Times or Greater

A11 or A12 = 2-7  All Others  → GO TO A17

↓
Age 0-18
A13. [F1]-Help
How many times in the past 12 months has [CHILD NAME] been to a hospital emergency room for asthma or wheezing?
- ENTER a number from 0 to 365
- If R says “None”, ENTER [0]
0 – 365

Age 0-18
A14. [F1]-Help
How many times in the past 12 months has [CHILD NAME] been to a doctor’s office or health care clinic for asthma or wheezing?
- ENTER a number from 0 to 365
- If R says “None”, ENTER [0]
0 – 365

A16 Rule: Age of Child (PRELOAD.CHILD[].AGE); Child’s Grade (CHGRADE)

<table>
<thead>
<tr>
<th>Age 6-18</th>
<th>Grade K-12</th>
<th>All Others</th>
<th>→ GO TO A17</th>
</tr>
</thead>
</table>

Age 6-18 or Grade K-12
A16. [F1]-Help
How many times in the past 12 months has [CHILD NAME] missed school because of [his / her] asthma or wheezing?
- ENTER a number from 0 to 365
- If R says “None”, ENTER [0]
0 – 365

Age 0-18
A17. Does [CHILD NAME] currently have any physical or psychological condition that would limit or prevent [his/her] ability to do usual childhood activities such as play, or participate in games or sports?
1. Yes 5. No

A18 Rule: Age of Child (PRELOAD.CHILD[].AGE); Child’s Grade (CHGRADE)

<table>
<thead>
<tr>
<th>Age 6-18</th>
<th>Grade K-12</th>
<th>All Others</th>
<th>→ GO TO PCGA_LANG</th>
</tr>
</thead>
</table>

Age 6-18 or Grade K-12
A18. [F1]-Help
Does [CHILD NAME] currently have any physical or psychological that would limit or prevent [his/her] ability to attend school regularly?
1. Yes 5. No
A19. [F1]-Help

Does [CHILD NAME] currently have any physical or psychological that would limit or prevent [his/her] ability to do regular school work?

1. Yes 5. No

PCGA_LANG. Indicate language(s) used to conduct this section of the interview

- ENTER all that apply

1. English 2. Spanish 7. Language other than English or Spanish

End SECTION_A
Section B: Psychological Wellbeing, Personality, Behavior

PCGCHILDREN.PCGCHILD[1..15].SECTION_B [1..15]=Which CDS Child

B1 Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 3-18
All Others → GO TO B48 RULE

Age 3-18
B1A. Page 39
For the next set of statements, decide whether they are not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months.

[He / She] is considerate of other people’s feelings.
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1B. Page 39
[He / She] is restless, overactive, cannot stay still for long.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1C. Page 39
[He / She] often complains of headaches, stomach-aches or sickness.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1D. Page 39
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1E. Page 39
[He / She] often loses [his/her] temper.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true
Age 3-18
B1F.  Page 39
[He / She] is rather solitary, prefers to play alone [AGE 11-18: than with other youth].
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1G.  Page 39
[He / She] is generally well behaved, usually does what adults request.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1H.  Page 39
[He / She] has many worries or often seems worried.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1J.  Page 39
[He / She] is helpful if someone is hurt, upset or feeling ill.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1K.  Page 39
[He / She] is constantly fidgeting or squirming.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1L.  Page 39
For the next set of statements, decide whether they are not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months.
[He / She] has at least one good friend.
1. Not true  2. Somewhat true  3. Certainly true
Age 3-18
B1M. Page 39
[He / She] often fights with other children or bullies them.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1N. Page 39
[He / She] is often unhappy, depressed or tearful.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1O. Page 39
[He / She] is generally liked by other [AGE 3-10: children / AGE 11-18: youth].
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1P. Page 39
[He / She] is easily distracted, concentration wanders.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1Q. Page 39
[He / She] is nervous or clingy in new situations, easily loses confidence.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

Age 3-18
B1R. Page 39
[He / She] is kind to younger children.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true  2. Somewhat true  3. Certainly true

B1S1 Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 3-4</th>
<th>All Others</th>
<th>→ GO TO B1S2 RULE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>↓</td>
</tr>
</tbody>
</table>
Age 3-4
B1S1. [Page 39]
[He / She] is often argumentative with adults.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true 2. Somewhat true 3. Certainly true

B1S2 Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 5-18 All Others → GO TO B1T RULE

Age 3-18 B1T.
[He / She] often lies or cheats.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true 2. Somewhat true 3. Certainly true

B1T Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 3-18 All Others → GO TO B1W1 RULE

Age 3-18 B1U.
[He / She] is picked on or bullied by other [AGE 3-10: children / AGE 11-18: youth].
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true 2. Somewhat true 3. Certainly true

Age 3-18 B1V.
[He / She] often offers to help others such as parents, teachers, and other children.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true 2. Somewhat true 3. Certainly true

Age 3-18
B1V. [Page 39]
[He / She] can [AGE 3-4: stop and] think things out before acting.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]’s behavior over the last 6 months?)
1. Not true 2. Somewhat true 3. Certainly true
B1W1Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td>All Others → GO TO B1W2 RULE</td>
</tr>
</tbody>
</table>

Age 3-4
B1W1. Page 39
[He / She] can be spiteful to others.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]'s behavior over the last 6 months?)

1. Not true 2. Somewhat true 3. Certainly true

B1W2 Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
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<tr>
<th>Age</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-18</td>
<td>All Others → GO TO B1X</td>
</tr>
</tbody>
</table>

Age 5-18
B1W2. Page 39
[He / She] steals from home, school or elsewhere.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]'s behavior over the last 6 months?)

1. Not true 2. Somewhat true 3. Certainly true

Age 3-18
B1X. Page 39
[He / She] gets along better with adults than with other [AGE 3-10: children / AGE 11-18: youth].
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]'s behavior over the last 6 months?)

1. Not true 2. Somewhat true 3. Certainly true

Age 3-18
B1Y. Page 39
[He / She] has many fears, easily scared.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]'s behavior over the last 6 months?)

1. Not true 2. Somewhat true 3. Certainly true

Age 3-18
B1Z. Page 39
[He / She] has a good attention span, sees work through to the end.
(Is that not true, somewhat true, or certainly true according to [CHILD NAME]'s behavior over the last 6 months?)

1. Not true 2. Somewhat true 3. Certainly true

End SDQ
B48 Rule: Age of Child (PRELOAD.CHILD[i].AGE); Whether Child Has Siblings in FU

<table>
<thead>
<tr>
<th>Age 3-11</th>
<th>All Others</th>
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</thead>
<tbody>
<tr>
<td>Siblings in FU (PRELOAD.CHILD[i].SIBSFU=1)</td>
<td>No Siblings in FU (PRELOAD.CHILD[i].SIBSFU=0)</td>
</tr>
</tbody>
</table>

**Age 3-11**

B48. [F1]-Help

Next, I will read some things your child may do. Please tell me how often [CHILD NAME] has done each of the following without adult encouragement in the last month.

Helped sibling(s)?

Would you say never, once in a while, sometimes, most days, or every day?

1. Never  2. Once in a while  3. Sometimes  4. Most days  5. Every day

**Age 3-11**

B49. [F1]-Help

(Please tell me how often [CHILD NAME] has done each of the following without adult encouragement in the last month?)

Was kind toward sibling(s)?

(Would you say never, once in a while, sometimes, most days, or every day?)

1. Never  2. Once in a while  3. Sometimes  4. Most days  5. Every day

**Age 3-11**

B50. [F1]-Help

(Please tell me how often [CHILD NAME] has done each of the following without adult encouragement in the last month?)

Cooperated with sibling(s)?

(Would you say never, once in a while, sometimes, most days, or every day?)

1. Never  2. Once in a while  3. Sometimes  4. Most days  5. Every day

**Age 3-11**

B51. [F1]-Help

(Please tell me how often [CHILD NAME] has done each of the following without adult encouragement in the last month?)

Taken turns with play materials with sibling(s)?

(Would you say never, once in a while, sometimes, most days, or every day?)

1. Never  2. Once in a while  3. Sometimes  4. Most days  5. Every day

**Age 3-11**

B52. [F1]-Help

(Please tell me how often [CHILD NAME] has done each of the following without adult encouragement in the last month?)

Listened to sibling(s)?

(Would you say never, once in a while, sometimes, most days, or every day?)

1. Never  2. Once in a while  3. Sometimes  4. Most days  5. Every day

End B43BLOCK
PCGB_LANG. Indicate language(s) used to conduct this section of the interview
• ENTER all that apply

1. English  2. Spanish  7. Language other than English or Spanish

End SECTION_B
Section C: Parenting and Family Interaction

**PCGCHILDREN.PCGCHILD[1..15].SECTION_C [1..15]=Which CDS Child**

**Age 0-18**

C1. [F1]-Help

In the past month, how often did a family member get to play [AGE 0-2: puzzles or pretend games / AGE 3-5: pretend games, board games, or puzzles / AGE 6-18: board games, card games, or puzzles] with your child?

Never because child is too young, not in the past month, 1 or 2 times in the past month, about once a week, several times a week, or every day?

1. Never, child is too young
2. Not in the past month
3. 1 or 2 times in the past month
4. About once a week
5. Several times a week
6. Every day

**C2 Rule: Age of Child (PRELOAD.CHILD[].AGE)**

<table>
<thead>
<tr>
<th>Age 12-18</th>
<th>All Others</th>
<th>→ GO TO C5 RULE</th>
</tr>
</thead>
</table>

**Age 12-18**

C2. [F1]-Help

How many of [CHILD NAME]'s close friends do you know by sight and by first and last name? Do you know none of them, only a few, about half, most of them, or all of them?

1. None of them
2. Only a few
3. About half
4. Most of them
5. All of them
6. DK/RF
7. Doesn't have any (Vol)

**Age 12-18**

C2A. [F1]-Help

How many of [CHILD NAME]'s close friends' parents do you know by sight and by first and last name? (None of them, only a few, about half, most of them, or all of them?)

1. None of them
2. Only a few
3. About half
4. Most of them
5. All of them

**Age 12-18**

C2B. [F1]-Help

How many of [CHILD NAME]'s friends did you see last week? (None of them, only a few, about half, most of them, or all of them?)

1. None of them
2. Only a few
3. About half
4. Most of them
5. All of them

**Age 12-18**

C2C. [F1]-Help

About how often did [CHILD NAME] play or do things with [his/her] friends outside of school in the last month? Would you say not in the past month, one or two times in the past month, about once a week, several times a week, or every day?

1. Not in the past month
2. One or two times in the past month
3. About once a week
4. Several times a week
5. Every day
Age 12-18

C3. Page 44 [F1]-Help
About how often do you know who [CHILD NAME] is with when [he/she] is not at home? Would you say you know who [he/she] is with only rarely, some of the time, most of the time or all of the time?

1. Only rarely  2. Some of the time  3. Most of the time  4. All of the time  7. Never (Vol)

C5 Rule: Age of Child (PRELOAD.CHILD[]).AGE)

Age 6-18

Age 6-18

C5. Page 45
What rules do you have about how late [CHILD NAME] can stay up at night? Do you have clear rules that are enforced, general rules that are monitored, are there rules but your child makes [his / her] own choices, or are there no rules?

1. Yes, clear rules that are enforced  2. Yes, general rules that are monitored
3. Yes, rules but child makes own choices  5. No rules
6. Child is too young (Vol)  7. Child is too old (Vol)

C6 Rule: Child's Grade (CHGRADE)

Grade K-12

Grade K-12

C6. Page 45
What rules do you have about when [CHILD NAME] does [his/her] homework? [C5 ASKED: ] Do you have clear rules that are enforced, general rules that are monitored, are there rules but your child makes [his / her] own choices, or are there no rules?[C5 ASKED: ]

1. Yes, clear rules that are enforced  2. Yes, general rules that are monitored
3. Yes, rules but child makes own choices  5. No rules
6. Child is too young (Vol)  7. Child is too old (Vol)  8. Does not get homework (Vol)

GO TO C9 RULE

Grade K-12

C7. Page 46 [F1]-Help
How often do you set a place where [he/she] does homework? Would you say never, less than half of the time, about half of the time, most of the time or all of the time?

1. Never  2. Less than half of the time  3. About half of the time
4. Most of the time  5. All of the time
Grade K-12
C8. 46

How often do you check [his/her] homework?
(Would you say never, less than half of the time, about half of the time, most of the time or all of the time?)

1. Never 2. Less than half of the time 3. About half of the time
4. Most of the time 5. All of the time

C9 Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 12-18 All Others → GO TO C14CKPT

Age 12-18
C9. Page 47

What rules do you have about how [CHILD NAME] spends time after school?

[6=06-08: () Do you have clear rules that are enforced, general rules that are monitored, are there rules but your child makes [his / her] own choices, or are there no rules?[6=06-08: ]]

1. Yes, clear rules that are enforced 2. Yes, general rules that are monitored
3. Yes, rules but child makes own choices 5. No rules
6. Child is too young (Vol) 7. Child is too old (Vol)

Age 12-18
C10. Page 47

What rules do you have about who [CHILD NAME] can spend time with and where they can go?

(Do you have clear rules that are enforced, general rules that are monitored, are there rules but your child makes [his / her] own choices, or are there no rules?)

1. Yes, clear rules that are enforced 2. Yes, general rules that are monitored
3. Yes, rules but child makes own choices 5. No rules
6. Child is too young (Vol) 7. Child is too old (Vol)

Age 12-18
C11. Page 47

What rules do you have about [CHILD NAME]’s dating?

(Do you have clear rules that are enforced, general rules that are monitored, are there rules but your [child makes [his / her]] own choices, or are there no rules?)

1. Yes, clear rules that are enforced 2. Yes, general rules that are monitored
3. Yes, rules but child makes own choices 5. No rules
6. Child is too young (Vol) 7. Child is too old (Vol)
Age 12-18

C12. Page 47
(What rules do you have about...)
How late [CHILD NAME] can stay out on weeknights or weekends?
(Do you have clear rules that are enforced, general rules that are monitored, are there rules but your child makes [his / her] own choices, or are there no rules?)

1. Yes, clear rules that are enforced
2. Yes, general rules that are monitored
3. Yes, rules but child makes own choices
4. No rules
5. Child is too young (Vol)
6. Child is too old (Vol)

Age 12-18

C13. Page 47
(What rules do you have about...)
The amount of time [CHILD NAME] can work at a job?
(Do you have clear rules that are enforced, general rules that are monitored, are there rules but your child makes [his / her] own choices, or are there no rules?)

1. Yes, clear rules that are enforced
2. Yes, general rules that are monitored
3. Yes, rules but child makes own choices
4. No rules
5. Child is too young (Vol)
6. Child is too old (Vol)

C14CKPT. CAI Checkpoint: Whether Spanking Reported Last Wave; Age of Child (PRELOAD.CHILD[].AGE)

1. Not Spanked Last Wave (PRELOAD.C14<>Yes & Age 3-18)
2. Spanked Last Wave (PRELOAD.C14=Yes & Age 3-18)
3. All Others (Age 0-2) → GO TO C17CKPT

GO TO C16

Age 3-18

C14. Parents sometimes use physical punishment to discipline their child. Have you ever spanked [CHILD NAME]?
1. Yes 5. No → GO TO C17CKPT

Age 3-11

C15A. [F1]-Help
How old was [CHILD NAME] when you first spanked [him/her]?
• Enter a number from 1 to 18 first, then enter unit of time at next screen (Weeks, Months, Years)
1 – 18 DK/RF → GO TO C16

Age 3-11

C15B. (Was that weeks, months, or years old?)
• ENTER unit of time

Age 3-18

C16. [C14CKPT=3]: Parents sometimes use physical punishment to discipline their child. How old was [CHILD NAME] the last time you spanked [him/her], if ever? / C14CKPT=1: How old was [CHILD NAME] when you last spanked [him/her]?
• ENTER age here, then ENTER unit of time on next screen (Weeks, Months, Years)
→ GO TO C17CKPT
Age 3-18
C16A. (Was that weeks, months, or years old?)
• ENTER unit of time

C17CKPT. CAI Checkpoint: Whether Spanking Reported This Wave or Last; Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 3-11</th>
<th>5. All Others (Age 0-2, 12-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Spanked</td>
<td>Spanked</td>
</tr>
<tr>
<td>ASSIGN C17=0</td>
<td>↓</td>
</tr>
</tbody>
</table>

Age 3-11
C17. How many times in the past week have you...
  Spanked [CHILD NAME]?
  • ENTER a number from 0 to 40
  • If R says “None”, ENTER [0]
  • If R says more than 40, ENTER [40]
  • PROBE for R’s best estimate of the number of times in the past week

  0 – 40

C18 Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 3-18</th>
<th>All Others</th>
<th>→ GO TO PCGC_LANG</th>
</tr>
</thead>
<tbody>
<tr>
<td>↓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Age 3-18
C18. How many times in the past week have you grounded [CHILD NAME]?
• ENTER a number from 0 to 40
• If R says “None”, ENTER [0]
• If R says more than 40, ENTER [40]
• PROBE for R’s best estimate of the number of times in the past week

  0 – 40

Age 3-18
C19. (How many times in the past week have you...)  
  Taken away TV or other privileges?
• ENTER a number from 0 to 40
• If R says “None”, ENTER [0]
• If R says more than 40, ENTER [40]
• PROBE for R’s best estimate of the number of times in the past week

  0 – 40
**Age 3-18**

C20. (How many times in the past week have you...) Praised [CHILD NAME] for doing something worthwhile?

- ENTER a number from 0 to 40
- If R says “None”, ENTER [0]
- If R says more than 40, ENTER [40]
- PROBE for R’s best estimate of the number of times in the past week

0 – 40

C21. (How many times in the past week have you...) Had to scold or threaten your child for misbehavior?

- ENTER a number from 0 to 40
- If R says “None”, ENTER [0]
- If R says more than 40, ENTER [40]
- PROBE for R’s best estimate of the number of times in the past week

0 – 40

C22. (How many times in the past week have you...) Shown [CHILD NAME] physical affection (kiss, hug, stroke hair, etc.)?

- ENTER a number from 0 to 40
- If R says “None”, ENTER [0]
- If R says more than 40, ENTER [40]
- PROBE for R’s best estimate of the number of times in the past week

0 – 40

C23. (How many times in the past week have you...) Sent [CHILD NAME] to [his/her] room?

- ENTER a number from 0 to 40
- If R says “None”, ENTER [0]
- If R says more than 40, ENTER [40]
- PROBE for R’s best estimate of the number of times in the past week

0 – 40

C24. (How many times in the past week have you...) Told another adult (spouse, friend, co-worker, visitor, relative) something positive about [CHILD NAME]?

- ENTER a number from 0 to 40
- If R says “None”, ENTER [0]
- If R says more than 40, ENTER [40]
- PROBE for R’s best estimate of the number of times in the past week

0 – 40
C25 Rule: Age of Child (PRELOAD.CHILD[], AGE)

Age 6-18  All Others → GO TO C27 RULE

Age 6-18
C25. Page 48
(About how often in the past month have you...)  
Talked with [CHILD NAME] about [his/her] relationships, like [his/her] relationships with friends?  
Would you say not in the past month, one or two times in the past month, about once a week, several times a week, or every day?

1. Not in the past month
2. 1 or 2 times in the past month
3. About once a week
4. Several times a week
5. Every day

Age 6-18
C26. Page 48
(About how often in the past month have you...)  
Talked with [CHILD NAME] about current events, like things going on in the news?  
(Would you say not in the past month, one or two times in the past month, about once a week, several times a week, or every day?)

1. Not in the past month
2. 1 or 2 times in the past month
3. About once a week
4. Several times a week
5. Every day

C27 Rule: Age of Child (PRELOAD.CHILD[], AGE)

Age 3-18  All Others → GO TO PCGC_LANG

Age 3-18
C27. Page 48
[AGE 6-18: () About how often in the past month have you... [AGE 6-18: ]]
Talked with [CHILD NAME] about [his/her] day?  
[AGE 6-18: () Would you say not in the past month, one or two times in the past month, about once a week, several times a week, or every day? [AGE 6-18: ]]

1. Not in the past month
2. 1 or 2 times in the past month
3. About once a week
4. Several times a week
5. Every day

PCGC_LANG. Indicate language(s) used to conduct this section of the interview
• ENTER all that apply

1. English  2. Spanish  7. Language other than English or Spanish

End SECTION_C
Section D: Non Co-Resident Parent

**PCGCHILDREN.PCGCHILD[1..15].SECTION_D [1..15]=Which CDS Child**

**D1A Rule:** Whether Both Biological/Adoptive Parents in the FU

- Biological/Adoptive Mother and Biological/Adoptive Father in FU
  - ((PRELOAD.CHILD[].MOMFU=1 or PRELOAD.CHILD[].ADPTMOMFU=1)
  - & (PRELOAD.CHILD[].DADFU=1 or PRELOAD.CHILD[].ADPTDADFU=1))

  → GO TO SECTION E

- All Others

  ↓

**D1B Rule:** Whether Biological/Adoptive Mother in the FU

- Biological/Adoptive Mother in FU (PRELOAD.CHILD[].MOMFU=1
  or PRELOAD.CHILD[].ADPTMOMFU=1)

  → GO TO D2 RULE

- All Others

  ↓

**Age 0-18**

D1. Does [CHILD NAME] have an adoptive mother?

1. Yes  5. No  7. Person is deceased (Vol)

**D2 Rule:** Whether Biological/Adoptive Father in the FU

- Biological/Adoptive Father in FU & (PRELOAD.CHILD[].DADFU=1
  or PRELOAD.CHILD[].ADPTDADFU=1)

  → GO TO D3 RULE

- All Others

  ↓

**Age 0-18**

D2. Does [CHILD NAME] have an adoptive father?

1. Yes  5. No  7. Person is deceased (Vol)

**D3 Rule:** Whether Step-Mother in the FU

- Step Mother in FU (PRELOAD.CHILD[].STEPMOMFU=1)

  → GO TO D4 RULE

- All Others

  ↓

**Age 0-18**

D3. Does [CHILD NAME] have a stepmother?

1. Yes  5. No  7. Person is deceased (Vol)
D4 Rule: Whether Step-Father in the FU

Step Father in FU (PRELOAD.CHILD[].STEPDADFU=1) → GO TO D5 All Others ↓

Age 0-18
D4. Does [CHILD NAME] have a stepfather?
   1. Yes  5. No  7. Person is deceased (Vol)

Age 0-18
D5. [F1]-Help
Does [CHILD NAME] have another father-figure?
   • If R says “Yes”, PROBE: Does this person live with the child?
     1. Yes, living with child  3. Yes, not living with child  5. No, does not have

Age 0-18
D6. [F1]-Help
Does [CHILD NAME] have another mother-figure?
   • If R says “Yes”, PROBE: Does this person live with the child?
     1. Yes, living with child  3. Yes, not living with child  5. No, does not have

Age 0-18
D7. Does [CHILD NAME] have a legal guardian/foster mother?
   • If R says “Yes”, PROBE: Does this person live with the child?
     1. Yes, living with child  3. Yes, not living with child  5. No, does not have

Age 0-18
D8. Does [CHILD NAME] have a legal guardian/foster father?
   • If R says “Yes”, PROBE: Does this person live with the child?
     1. Yes, living with child  3. Yes, not living with child  5. No, does not have

Non Co-Resident Father
D9CKPT. CAI Checkpoint: Whether Biological/Adoptive Father in the FU

1. Biological/Adoptive Father in FU (PRELOAD.CHILD[].DADFU=1 or PRELOAD.CHILD[].ADPTDADFU=1) → GO TO D16CKPT 5. All Others ↓

D9_1CKPT. CAI Checkpoint: Whether Father Reported As Deceased in 2019

1. Father Reported Deceased in 2019 (PRELOAD.WtrDadDied19=1) → ASSIGN D9_1=5 AND ASSIGN D9AM & D9AY=Preload.DadDied19Mo/Yr THEN GO TO D16CKPT 5. All Others ↓
**Age 0-18**

D9_1 (ABP1). Is [CHILD NAME]’s biological or adoptive father still living?

- If R says “Never had contact”, PROBE: Do you know whether he is still living?
  
  1. Yes  5. No  → GO TO D9AM  DK/RF → GO TO D10CKPT  

**Age 0-18**

D9. Does [CHILD NAME] ever live with [his / her] biological or adoptive father?

- If R says Yes, PROBE: Is that part-time during the year, part of the year, or part-time during the year and part of the year?
  
  1. Yes, part-time during the year  2. Yes, part of the year  
  3. Yes, part time during the year AND part of the year  5. No  
  
  GO TO D10CKPT

**Age 0-18**

D9AM. In what month and year did he die?

- ENTER Month or Season (Enter Year at next screen)
- If DK month, PROBE: Do you know what season it was?
  

**Age 0-18**

D9AY. (In what month and year did he die?)

- ENTER year
  
  2002 – [CYEAR/CYEAR+1]

**D10CKPT. CAI Checkpoint: Whether Biological/Adoptive Father Living; Whether Lived with Biological/Adoptive Father**

<table>
<thead>
<tr>
<th>Father Deceased (D9_1=No)</th>
<th>Father Living (D9_1=Yes, DK/RF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More Than 12 Months (D9AM/D9AY &gt;12 mos, DK/RF)</td>
<td>2. Within 12 Months (D9AM/D9AY ≤12 mos)</td>
</tr>
</tbody>
</table>

**Age 0-18**

D10. [DECEASED: Did [CHILD NAME] have / ALL OTHERS: Has [CHILD NAME] had] any contact with [his / her] father in the last 12 months?

  1. Yes  5. No  DK/RF  → GO TO D16CKPT  
  
  ↓
**Age 0-18**

D11M. In what month and year did [CHILD NAME] last see him?
- ENTER Month or Season (Enter Year at next screen)
- If R says “DK”, PROBE: Do you know what season it was?
- If R says “Never”, ENTER [97]

|------------|-------------|----------|----------|

DK/RF 97. Never (Vol)

GO TO D13CKPT

**Age 0-18**

D11Y. (In what month and year did [CHILD NAME] last see him?)
- ENTER year

2002 – [CYEAR/CYEAR+1]

**Age 0-18**

D12M. In what month and year did [CHILD NAME]’s father last live with [CHILD NAME] full time?
- ENTER Month or Season (Enter Year at next screen)
- If R says “DK”, PROBE: Do you know what season it was?
- If R says “Never lived with child”, ENTER [97]

|------------|-------------|----------|----------|

97. Never lived with child full time (Vol)

GO TO D13CKPT

**Age 0-18**

D12Y. (In what month and year did [CHILD NAME]’s father last live with [CHILD NAME]?)
- ENTER year

2002 – [CYEAR/CYEAR+1]

**D13CKPT. CAI Checkpoint: Whether Child Has Had Contact with Biological/Adoptive Father**

<table>
<thead>
<tr>
<th>1. Lives with Father (D9_1=Yes &amp; D9=1-3)</th>
<th>2. Had Contact with Father (D9_1=Yes &amp; D9=No, DK/RF &amp; D10=Yes)</th>
<th>5. All Others</th>
</tr>
</thead>
</table>

GO TO D15

**Age 0-18**

D13. [F1]-Help

During the past 12 months, about how often did [CHILD NAME] and [his / her] father communicate by phone, internet, or mail? Would you say not at all, about once a year, several times a year, one to three times a month, about once a week, or several times a week?

<table>
<thead>
<tr>
<th>1. Not at all</th>
<th>2. About once a year</th>
<th>3. Several times a year</th>
<th>4. One to three times a month</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. About once a week</td>
<td>6. Several times a week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
During the past 12 months, how often did [CHILD NAME] see [his / her] father? Would you say not at all, about once a year, several times a year, one to three times a month, about once a week, or several times a week?

1. Not at all
2. About once a year
3. Several times a year
4. One to three times a month

GO TO D16CKPT

5. About once a week
6. Several times a week

D15. [F1]-Help

During the past 12 months, about how many days did [CHILD NAME] spend with [his / her] father either overnight or just for the day?

• ENTER a number from 1 to 365

1 – 365

D16CKPT. CAI Checkpoint: Whether Biological/Adoptive Mother in the FU

1. Biological/Adoptive Mother in FU (PRELOAD.CHILD[].MOMFU=1 or PRELOAD.CHILD[].ADPTMOMFU=1) → GO TO PCGD_LANG

5. All Others

D16_1CKPT. CAI Checkpoint: Whether Mother Reported As Deceased in 2019

1. Mother Reported Deceased in 2019 (Preload.WtrMomDied19=1) → ASSIGN D16_1=5 AND ASSIGN D16AM & D16AY=Preload.MomDied19Mo/Yr THEN GO TO PCGD_LANG

5. All Others

Age 0-18
D16. [F1]-Help

Is [CHILD NAME]’s biological or adoptive mother still living?

• If R says “Never had contact”, PROBE: Do you know whether he is still living?

1. Yes 5. No

GO TO D16AM  → GO TO D16AM

DK/RF → GO TO D17CKPT

Age 0-18
D16. Does [CHILD NAME] ever live with [his / her] biological or adoptive mother?

• If R says Yes, PROBE: Is that part-time during the year, part of the year, or part-time during the year and part of the year?

1. Yes, part-time during the year
2. Yes, part of the year
3. Yes, part time during the year AND part of the year

GO TO D17CKPT
Age 0-18
D16AM. In what month and year did she die?

- **ENTER Month or Season (Enter Year at next screen)**
- If DK month, PROBE: Do you know what season it was?


Age 0-18
D16AY. (In what month and year did she die?)

- **ENTER year**

2002 – [CYEAR/CYEAR+1]

D17CKPT. CAI Checkpoint: Whether Biological/Adoptive Mother Living; Whether Lived with Biological/Adoptive Mother

<table>
<thead>
<tr>
<th>Mother Deceased (D16_1=No)</th>
<th>Mother Living (D16_1=Yes, DK/RF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Never Lived With Mother (D16=5, DK/RF or D16_1=DK/RF)</td>
<td>5. Lived With Mother (D16=1-3)</td>
</tr>
</tbody>
</table>

GO TO D20M  ↓  ↓  GO TO D20M

Age 0-18
D17. [DECEASED: Did [CHILD NAME] have / ALL OTHERS: Has [CHILD NAME] had] any contact with [his / her] mother in the last 12 months?

1. Yes 5. No DK/RF → GO TO PCGD_LANG

↓
Age 0-18

D19M. In what month and year did [CHILD NAME] last see her?
- ENTER Month or Season (Enter Year at next screen)
- If R says “DK”, PROBE: Do you know what season it was?
- If R says “Never”, ENTER [97]

<table>
<thead>
<tr>
<th>Month</th>
<th>Month</th>
<th>Month</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>February</td>
<td>March</td>
<td>April</td>
</tr>
<tr>
<td>May</td>
<td>June</td>
<td>July</td>
<td>August</td>
</tr>
<tr>
<td>September</td>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
<tr>
<td>Winter</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
</tbody>
</table>

DK/RF
97. Never (Vol)

GO TO D21CKPT

Age 0-18

D19Y. (In what month and year did [CHILD NAME] last see her?)
- ENTER year

2002 – [CYEAR/CYEAR+1]

Age 0-18

D20M. In what month and year did [CHILD NAME]’s mother last live with [CHILD NAME] full time?
- ENTER Month or Season (Enter Year at next screen)
- If R says “DK”, PROBE: Do you know what season it was?
- If R says “Never lived with child”, ENTER [97]

<table>
<thead>
<tr>
<th>Month</th>
<th>Month</th>
<th>Month</th>
<th>Month</th>
</tr>
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<tbody>
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<td>December</td>
</tr>
<tr>
<td>Winter</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
</tbody>
</table>

97. Never lived with child full time (Vol)

GO TO D21CKPT

Age 0-18

D20Y. (In what month and year did [CHILD NAME]’s mother last live with [CHILD NAME]?)
- ENTER year

2002 – [CYEAR/CYEAR+1]

D21CKPT. CAI Checkpoint: Whether Child Has Had Contact with Biological/Adoptive Mother

1. Lives with Mother (D16_1=Yes & D16=1-3)
2. Had Contact with Mother (D16_1=Yes & D16=No, DK/RF & D17=Yes)
5. All Others

GO TO D23

Age 0-18

D21. Page 49 [F1]-Help

During the past 12 months, about how often did [CHILD NAME] and mother communicate by phone, internet, or mail? Would you say not at all, about once a year, several times a year, one to three times a month, about once a week, or several times a week?

1. Not at all 2. About once a year 3. Several times a year 4. One to three times a month
5. About once a week 6. Several times a week
During the past 12 months, how often did [CHILD NAME] see [his/her] mother? (Would you say not at all, about once a year, several times a year, one to three times a month, about once a week, or several times a week?)

1. Not at all  2. About once a year  3. Several times a year  4. One to three times a month

GO TO PCGD_LANG

During the past 12 months, about how many days did [CHILD NAME] spend with [his/her] mother either overnight or just for the day?

- ENTER a number from 1 to 365

PCGD_LANG. Indicate language(s) used to conduct this section of the interview

- ENTER all that apply

1. English  2. Spanish  7. Language other than English or Spanish

End SECTION_D
Section E: Home Environment

Age 0-18

E1. Now I have some questions about things [CHILD NAME] does at home. Does [CHILD NAME] usually eat breakfast in the morning?

1. Yes  5. No

Age 0-18

E2. About how many books does [CHILD NAME] have?
   • This includes ebooks

   1. None  2. 1 or 2  3. 3 to 9  4. 10 to 19  5. 20 or more  DK/RF → GO TO E4 RULE

   GO TO E4 RULE  ↓

Age 0-18

E3. What is your best estimate of the number of books [CHILD NAME] has?
   • This includes ebooks

   20 – 500

E4 Rule: Age of Child (PRELOAD.CHILD[.AGE])

   Age 6-18  All Others → GO TO E7 RULE

   ↓

Age 6-18

E4. About how often does [CHILD NAME] read for enjoyment?
   Would you say never, several times a year, several times a month, about once a week, a few times a week, or every day?

   1. Never  2. Several times a year  3. Several times a month
   4. About once a week  5. A few times a week  6. Every day  7. Child cannot read (VOL)

Age 6-18

E5. Is there a musical instrument (for example, piano, drum, guitar, etc.) that [CHILD NAME] can use at home?

1. Yes  5. No → GO TO E7 RULE

   ↓

Age 6-18

E6. About how often does [CHILD NAME] use these instruments?
   Would you say never, several times a year, several times a month, about once a week, a few times a week, or every day?

   1. Never  2. Several times a year  3. Several times a month
   4. About once a week  5. A few times a week  6. Every day
E7 Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 0-11</th>
<th>All Others</th>
<th>→ GO TO E8 RULE</th>
</tr>
</thead>
</table>

Age 0-11
E7. Page 52
How often have you or another family member taken or arranged to take [CHILD NAME] to the library within the past year?
Would you say never, once or twice, several times, about once a month, or more than once a month?

E8 Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 3-18</th>
<th>All Others</th>
<th>→ GO TO E9 RULE</th>
</tr>
</thead>
</table>

Age 3-18
E8. Does [CHILD NAME] have a library card or [his/her] name on a library list?
1. Yes  5. No

E9 Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 6-18</th>
<th>All Others</th>
<th>→ GO TO E35 RULE</th>
</tr>
</thead>
</table>

Age 6-18
E9A. Did [CHILD NAME] receive tutoring in the last 12 months?
- If [CHILD NAME] was the tutor, ENTER no
1. Yes  5. No  → GO TO E15

Age 6-18
E10. What was the tutoring for?
- ENTER all that apply
- If necessary PROBE: Any others?
1. Math  2. Reading  7. Other-specify (E10SPEC. Specify (String 100))

Age 6-18
E11. Page 53
During the last year, how often did [CHILD NAME] spend time on tutoring programs?
Would you say less than once a month, at least once a month, once a week, more than once a week, or usually every day?
1. Less than once a month  2. At least once a month  3. Once a week  4. More than once a week  5. Usually every day  7. Every day while program lasted (Vol)
Age 6-18
E13. [F1]-Help
During the past 12 months, how much money did you or anyone else living with you spend on [CHILD NAME] to be in tutoring?

- If R says nothing or $0, PROBE: Was this program offered free of charge to child, or was there a cost covered by someone like a friend or family member living elsewhere?
- ENTER [0] if program was free of charge
- ENTER [9997] if the cost was covered by someone living elsewhere
- ENTER a number from 1.00 to 9,996.00

0.0 → GO TO E15
1.00 – 9,996.00
9997
DK/RF

Age 6-18
E14. Who paid for [CHILD NAME]’s tutoring programs? Include contributions from family members or friends living elsewhere.

- ENTER all that apply
- DO NOT READ list

1. PCG and/or spouse/partner
2. Child’s parent living elsewhere
3. Grandparent(s) through mother
4. Grandparent(s) through father
5. Other person in household
6. Other person living elsewhere
7. Other- specify (E14SPEC. Specify (String 100))

Age 6-18
E15. Did [CHILD NAME] take lessons, such as music, dance, or drama in the last 12 months?

1. Yes
5. No

→ GO TO E20

Age 6-18
E16. Which lessons was [CHILD NAME] involved in?

- ENTER all that apply
- If necessary PROBE: Any others?

1. Dance
2. Drama
3. Music
4. Other

Age 6-18
E17. Page 53
During the last 12 months, how often did [CHILD NAME] spend time on lessons?
Would you say less than once a month, at least once a month, once a week, more than once a week, or usually every day?

1. Less than once a month
2. At least once a month
3. Once a week
4. More than once a week
5. Usually every day
7. Every day while program lasted (Vol)
**E18. [F1]-Help**

During the last 12 months, how much did you and your family living there pay for [CHILD NAME] to be involved in the lessons?

- **If R says nothing or $0, PROBE:** Was this program offered free of charge to child, or was there a cost covered by someone like a friend or family member living elsewhere?
- ENTER [0] if program was free of charge
- ENTER [9997] if the cost was covered by someone living elsewhere
- ENTER a number from 1.00 to 9,996.00

0.0 → GO TO E20
1.00 – 9,996.00
9997 DK/RF

**E19.** Who paid for [CHILD NAME]’s lessons? Include contributions from family members or friends living elsewhere.

- ENTER all that apply
- DO NOT READ list

1. PCG and/or spouse/partner
2. Child’s parent living elsewhere
3. Grandparent(s) through mother
4. Grandparent(s) through father
5. Other person in household
6. Other person living elsewhere
7. Other- specify (E19SPEC. Specify (String 100))

**E20.** Was [CHILD NAME] a member of any athletic or sports teams in the last 12 months?

1. Yes 5. No → GO TO E25

**E21.** In the last 12 months, which athletic or sports teams was [CHILD NAME] involved in?

- ENTER all that apply
- If necessary PROBE: Any others?

13. Volleyball 14. Wrestling 97. Other-specify (E21SPEC. Specify (String 100))

**E22. [E] Page 53**

When [CHILD NAME] played those sports, how often did [he/she] spend time on them? Would you say less than once a month, at least once a month, once a week, more than once a week, or usually every day?

1. Less than once a month 2. At least once a month 3. Once a week 4. More than once a week
5. Usually every day 7. Every day while program lasted (Vol)
E23. [F1]-Help
During the last 12 months, how much did you and your family living there pay for [CHILD NAME] to be involved in athletic and sports teams and programs?
- If R says nothing or $0, PROBE: Was this program offered free of charge to child, or was there a cost covered by someone like a friend or family member living elsewhere?
- ENTER [0] if program was free of charge
- ENTER [9997] if the cost was covered by someone living elsewhere
- ENTER a number from 1.00 to 9,996.00

0.0 → GO TO E25 1.00 – 9,996.00 9997 DK/RF

E24. Who paid for [CHILD NAME]'s athletic and sports teams? Include contributions from family members or friends living elsewhere.
- ENTER all that apply
- DO NOT READ list

1. PCG and/or spouse/partner
2. Child’s parent living elsewhere
3. Grandparent(s) through mother
4. Grandparent(s) through father
5. Other person in household
6. Other person living elsewhere
7. Other- specify (E24SPEC. Specify (String 100))

E25. Was [CHILD NAME] a member of any groups or programs in the community in the last 12 months?
- Groups or programs in the community includes scouts, service, or hobby clubs

1. Yes 5. No → GO TO E30

E26. Which community groups or programs was [CHILD NAME] involved in?
- ENTER all that apply
- If necessary PROBE: Any others?

1. Community service groups
2. Educational/school-based programs
3. Religious groups
4. Youth family groups/clubs
5. Art/music/dance/theater
6. Sports
7. Other- specify (E26SPEC. Specify (String 100))
8. Leadership (including 4H, sororities)

E27. During the last 12 months, how often did [CHILD NAME] spend time on community groups or programs?
Would you say less than once a month, at least once a month, once a week, more than once a week, or usually every day?

1. Less than once a month
2. At least once a month
3. Once a week
4. More than once a week
5. Usually every day
7. Every day while program lasted (Vol)
**Age 6-18**

**E28. [F1]-Help**

During the last 12 months, how much did you and your family living there pay for [CHILD NAME] to be involved in community groups or programs?

- If R says nothing or $0, PROBE: Was this program offered free of charge to child, or was there a cost covered by someone like a friend or family member living elsewhere?
- ENTER [0] if program was free of charge
- ENTER [9997] if the cost was covered by someone living elsewhere
- ENTER a number from 1.00 to 9,996.00

0.0 → GO TO E30

1.00 – 9,996.00
9997
DK/RF

**Age 6-18**

**E29.** Who paid for [CHILD NAME]’s involvement in community groups or programs? Include contributions from family members or friends living elsewhere.

- ENTER all that apply
- DO NOT READ list

1. PCG and/or spouse/partner
2. Child’s parent living elsewhere
3. Grandparent(s) through mother
4. Grandparent(s) through father
5. Other person in household
6. Other person living elsewhere
7. Other - specify (E29SPEC. Specify (String 100))

**Age 6-18**

**E30.** Did [CHILD NAME] attend religious services in the last 12 months?

1. Yes
5. No → GO TO E32

**Age 6-18**

**E31.** During the last 12 months, how often did [CHILD NAME] spend time on religious services or activities? Would you say not at all, a few times a year, about once a month, 2 or 3 times a month, about once a week, or more than once a week?

1. Not at all
2. A few times a year
4. 2 or 3 times a month
5. About once a week
3. About once a month
6. More than once a week

**Age 6-18**

**E32. [F1]-Help**

Did [CHILD NAME] participate in other religious activities in the last 12 months?

1. Yes
5. No → GO TO E34A RULE

**Age 6-18**

**E33.** Which religious activities was [CHILD NAME] involved in?

- ENTER all that apply
- If necessary PROBE: Any others?

1. Youth ministry and other church groups
2. Religious education
3. Religious services (attending or participating)
4. Summer camp/retreat
5. Social events
7. Other - specify (E33SPEC. Specify (String 100))
Age 6-18
E34. [Page 55]
During the last 12 months, how often did [CHILD NAME] spend time on these religious activities?
Would you say less than once a month, at least once a month, once a week, more than once a week, or usually every day?
1. Less than once a month  2. At least once a month  3. Once a week  4. More than once a week
5. Usually every day  7. Every day while program lasted (Vol)

E34A Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 12-18  All Others → GO TO E35 RULE

Age 12-18
E34A. Do you ever talk to [CHILD NAME] about giving some of [his/her] money—if only a few pennies—to a church, synagogue, or another charity?
• If “Yes”, PROBE: To a church or synagogue, or a charity or to both groups?
   1. Yes, to a church/synagogue/other religious group  2. Yes, to another type of charity
   3. Yes, both to a church/synagogue/other religious group and to another type of charity  5. No

E35 Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 0-5  All Others → GO TO E36 RULE

Age 0-5
E35. [Page 56]
How often do you read to [CHILD NAME]?
Would you say never, several times a year, several times a month, about once a week, a few times a week, every day?
1. Never  2. Several times a year  3. Several times a month
4. About once a week  5. A few times a week  6. Every day

E36 Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 1-5  All Others → GO TO E38 RULE

Age 1-5
E36. [Page 56]
How often does [CHILD NAME] read or look at books on [his/her] own?
(Would you say never, several times a year, several times a month, about once a week, a few times a week, or every day?)
1. Never  2. Several times a year  3. Several times a month
4. About once a week  5. A few times a week  6. Every day
E38 Rule: Age of Child (PRELOAD.CHILD\[.AGE\]); Child’s Grade (CHGRADE)

| Age 1-6 & Not Yet in School | All Others | → GO TO E39 RULE |

Age 1-6 & Not Yet in School
E38. Page 56
How often do you encourage [CHILD NAME] to learn to read?
(Would you say never, several times a year, several times a month, about once a week, a few times a week, or every day?)

1. Never
2. Several times a year
3. Several times a month
4. About once a week
5. A few times a week
6. Every day

E39 Rule: Age of Child (PRELOAD.CHILD\[.AGE\])

| Age 6-11 | All Others | → GO TO E40 RULE |

Age 6-11
E39. Page 56
How often do you encourage [CHILD NAME] to read on [his/her] own?
[AGE=1-5: [ ] Would you say never, several times a year, several times a month, about once a week, a few times a week, every day? [AGE=1-5: ]]

1. Never
2. Several times a year
3. Several times a month
4. About once a week
5. A few times a week
6. Every day

E40 Rule: Age of Child (PRELOAD.CHILD\[.AGE\])

| Age 0-5 | All Others | → GO TO E43 RULE |

Age 0-5
E40. Page 57
How often does a family member take [CHILD NAME] away from home to a park, playground, or other type of outdoor space where there are trees and grass?
- If R asks which family member, PROBE: Any family member, including yourself
Would you say a few times a year or less, about once a month, about 2 or 3 times a month, several times a week or about once a day?

1. A few times a year or less
2. About once a month
3. About 2 or 3 times a month
4. Several times a week
5. About once a day
Age 0-5
E41. Page 58
Which things have you (or another adult/or an older child) used to help [CHILD NAME] learn at home?
- ENTER all that apply

Age 0-5
E42. Page 59
How much choice is [CHILD NAME] allowed in deciding what foods [he/she] eats at breakfast and lunch? Would you say no choice, a little choice, some choice, or a great deal of choice?

E43 Rule: Age of Child (PRELOAD.CHILD[].AGE)

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<tr>
<th>Age 6-18</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>→ GO TO E45 RULE</td>
</tr>
</tbody>
</table>

Age 6-18
E43. How much choice do you give [CHILD NAME] in regard to room decorations? Would you say very little, some or a lot?
  1. Very Little  2. Some  3. A lot

Age 6-18
E44. (How much choice do you give [CHILD NAME] in regard to)...
The type of clothes [he/she] buys or wears? Would you say very little, some or a lot?
  1. Very Little  2. Some  3. A lot

E45 Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 9-18</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>→ GO TO E47ACKPT</td>
</tr>
</tbody>
</table>

Age 9-18
E45. [F1]-Help
How much choice do you give [CHILD NAME] in regard to hobbies or other leisure activities done for enjoyment? Would you say very little, some, or a lot?
- This includes watching tv, doing physical activities that R enjoys, going online, or spending time with friends
  1. Very Little  2. Some  3. A lot

Age 9-18
E46. (How much choice do you give [CHILD NAME] in regard to)...
Managing their own homework?
  (Would you say very little, some or a lot?)
  1. Very Little  2. Some  3. A lot
E47ACKPT. CAI Checkpoint: Whether Cell Phone Status Already Reported in PCG-HH IW; Age of Child (PRELOAD.CHILD[].AGE)

Age 6-18

1. Reported No Cell Phone (PCG-HH S14A=0) 2. All Others
Assign E47A=No; Then GO TO E48ACKPT

Age 6-18
E47A. Does [CHILD NAME] have [his/her] own cell phone that is used to make calls or text?

1. Yes 5. No → GO TO E48ACKPT

Age 6-18
E47B. [F1]-Help
Is that a smartphone like an iPhone or Android (that connects to the internet)?

1. Yes 5. No

E48ACKPT. CAI Checkpoint: Whether Tablet Status Already Reported in PCG-HH IW

1. Reported No Tablet (PCG-HH S14D=0) 5. All Others
Assign E48A=No; Then GO TO E49ACKPT

Age 0-18
E48A. [F1]-Help
Does [CHILD NAME] use a tablet at home (like an Apple iPad, Samsung Galaxy Tab, Microsoft Surface, or Kindle Fire)?

1. Yes 5. No → GO TO E49ACKPT

Age 6-18
E48B Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 6-18  All Others → GO TO E49ACKPT

Age 6-18
E48B. [F1]-Help
Does [CHILD NAME] have [his/her] own tablet (like an Apple iPad, Samsung Galaxy Tab, Microsoft Surface, or Kindle Fire)?

1. Yes 5. No

E49ACKPT. CAI Checkpoint: Whether Desktop/Laptop Status Already Reported in PCG-HH IW

1. Reported No Desktop/Laptop (PCG-HH S14C=0) 5. All Others
Assign E49=No; Then GO TO E50 RULE
Age 0-18
E49A. [F1]-Help
Does [CHILD NAME] use a desktop or laptop computer at home?

1. Yes 5. No → GO TO E50 RULE

↓

E49B Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 6-18</th>
<th>All Others</th>
<th>→ GO TO E50 RULE</th>
</tr>
</thead>
</table>

Age 6-18
E49B. Does [CHILD NAME] have [his/her] own desktop or laptop computer?

1. Yes 5. No

E50 Rule: Whether Child Uses a Device at Home; Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Uses Device at Home (E47, E48, or E49 = YES)</th>
<th>All Others</th>
<th>→ GO TO E57 RULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 2-5</td>
<td>Age 6-18</td>
<td>GO TO E52 RULE</td>
</tr>
</tbody>
</table>

Age 2-5
E51. [Page 60]
In the past 30 days, how often did [CHILD NAME] use a computer or other electronic device (such as a smartphone or tablet) at home for learning? Would you say every day, a few times a week, once a week, less than once a week, or never?

1. Every day 2. A few times a week 3. Once a week 4. Less than once a week 5. Never

E52 Rule: Age of Child (PRELOAD.CHILD[].AGE)

<table>
<thead>
<tr>
<th>Age 6-18</th>
<th>All Others</th>
<th>→ GO TO E53</th>
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</table>

Age 6-18
E52. [Page 60]
In the past 30 days, how often did [CHILD NAME] use a computer or other electronic device (such as a smartphone or tablet) at home to do school work or other educational activities? Would you say every day, a few times a week, once a week, less than once a week, or never?

1. Every day 2. A few times a week 3. Once a week 4. Less than once a week 5. Never

Age 2-18
E53. [Page 60]
In the past 30 days, how often did [CHILD NAME] use a computer or other electronic device (such as a smartphone or tablet) to watch movies or TV shows? (Would you say every day, a few times a week, once a week, less than once a week, or never?)

1. Every day 2. A few times a week 3. Once a week 4. Less than once a week 5. Never
Age 2-18
E53A. Page 60
In the past 30 days, how often did [CHILD NAME] use a computer or other electronic device (such as a smartphone or tablet) to listen to music? Would you say every day, a few times a week, once a week, less than once a week, or never?

1. Every day  2. A few times a week  3. Once a week  4. Less than once a week  5. Never

Age 2-18
E54. Page 60
(In the past 30 days, how often did [CHILD NAME] use a computer or other electronic device (such as a smartphone or tablet) to...)
Play games?
(Would you say every day, a few times a week, once a week, less than once a week, or never?)

1. Every day  2. A few times a week  3. Once a week  4. Less than once a week  5. Never

E55 Rule: Age of Child (PRELOAD.CHILD[].AGE)

```
Age 6-18  All Others → GO TO PCGE_LANG
```

↓

Age 6-18
E55A. Page 61
On an average day in the past 30 days, how often did [CHILD NAME] use a computer or other electronic device (such as a smartphone or tablet) to send or receive email? Would you say almost all of the time, several times a day, about once a day?

1. Almost all of the time  2. Several times a day  3. About once a day

↓

Age 6-18
E55B. Page 62
In the past 30 days, how often did [CHILD NAME] use a computer or other electronic device (such as a smartphone or tablet) to send or receive text messages including in a group chat?

1. Every day  2. A few times a week  3. Once a week  4. Less than once a week  5. Never  DK/RF

↓

Age 6-18
E55C. Page 63
On an average day in the past 30 days, how often did [CHILD NAME] use a computer or other electronic device (such as a smartphone or tablet) to send or receive text messages including in a group chat? Would you say almost all of the time, several times a day, about once a day?

1. Almost all of the time  2. Several times a day  3. About once a day
E57 Rule: Age of Child (PRELOAD.CHILD().AGE)

Age 6-18  All Others  → GO TO PCGE_LANG

Age 6-18
E57. Page 64  [F1]-Help
How often in the past 30 days have you or another adult in your household helped [CHILD NAME] do something on the computer or other electronic device (such as a tablet or smartphone)? Would you say every day, a few times a week, once a week, less than once a week, or never?

1. Every day  2. A few times a week  3. Once a week  4. Less than once a week  5. Never

Age 6-18
E58. Page 64  [F1]-Help
(How often in the past 30 days...)
Has [CHILD NAME] helped you or another adult by doing something on the computer for you or the other adult? (Would you say every day, a few times a week, once a week, less than once a week, or never?)

1. Every day  2. A few times a week  3. Once a week  4. Less than once a week  5. Never

PCGE_LANG. Indicate language(s) used to conduct this section of the interview
- ENTER all that apply
  1. English  2. Spanish  7. Language other than English or Spanish

End SECTION_E
Section F: Child Education

TOC

PCGCHILDREN.PCGCHILD[1..15].SECTION_F [1..15]=Which CDS Child

F2 Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 6-18 All Others → GO TO F14 RULE

Age 6-18

F2. [F1]-Help

Now I have some questions about [CHILD NAME]’s school experiences. In the best of all worlds, how much schooling would you like [CHILD NAME] to complete?

- Do not read responses

1. Grade 11 or less
2. Graduate from high school or receive GED
3. Post-high school vocational training
4. Some college
5. Graduate from 2 year college (Associate’s degree)
6. Graduate from 4 year college (Bachelor’s degree)
7. Master’s (MA, MS, MBA) degree
8. Medicine (MD), law (JD), doctorate (PhD) degree

Age 6-18

F3. [F1]-Help

Sometimes children do not get as much education as we would like. How much schooling do you expect that [CHILD NAME] will really complete?

- Do not read responses

1. Grade 11 or less
2. Graduate from high school or receive GED
3. Post-high school vocational training
4. Some college
5. Graduate from 2 year college (Associate’s degree)
6. Graduate from 4 year college (Bachelor’s degree)
7. Master’s (MA, MS, MBA) degree
8. Medicine (MD), law (JD), doctorate (PhD) degree

F4 Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 6-7 All Others → GO TO F14 RULE

Age 6-7

F4. Did [CHILD NAME] ever participate in any early intervention program such as Head Start, Even Start, or Fair Start?

1. Yes 5. No → GO TO F9

Age 6-7

F5. How old was [CHILD NAME] at the time [he/she] started the program?

- ENTER number first; ENTER unit of time on next screen (Years, Months, Weeks)

0.0 – 17.0 DK/RF → GO TO F7
Age 6-7
F6. (How old was [CHILD NAME] at the time [he/she] started the program?)
  • ENTER unit of time

Age 6-7
F7. How long was [CHILD NAME] in the program?
  • ENTER number first; ENTER unit of time on next screen (Years, Months, Weeks)
    01 – 52   DK/RF   → GO TO F9
    ↓
Age 6-7
F8. (How long was [CHILD NAME] in the program?)
  • ENTER unit of time

Age 6-7
F9. Did [CHILD NAME] attend kindergarten?
  1. Yes  5. No   → GO TO F14 RULE
    ↓
Age 6-7
F10. Most school districts have guidelines about when a child can start school based upon his or her birth date. Did you enroll [CHILD NAME] in kindergarten early, when [he/she] was old enough based on [his/her] birth date, or did you wait until [he/she] was older?
  1. Early  2. When eligible  3. Waited  DK → GO TO F11M  RF → GO TO F14 RULE
    GO TO F11M
    ↓
Age 6-7
F10A. Why did you wait?
  String 100

Age 6-7
F11M. In what month and year, or at what age, did [CHILD NAME] start kindergarten?
  • ENTER Month or Season (Enter Year at next screen)
  • Or PRESS [Enter] to record Age
  • PROBE DK month: Do you know what season it was?

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Age 6-7
F11. How old was [CHILD NAME] in years and months when [he/she] started kindergarten?
   • ENTER age in years
      1 – 6

Age 6-7
F12. (How old was [CHILD NAME] in years and months when [he/she] started kindergarten?)
   • ENTER age in months
      1 – 11

F14 Rule: Child’s Grade (CHGRADE)

<table>
<thead>
<tr>
<th>K-12, Graduated/GED, College, Dropped Out</th>
<th>PreK, Not In School Yet</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO TO F16 RULE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade K-12, Grad/GED, College, Dropped Out
F14. [F1]-Help
For the previous school year, was [CHILD NAME] attending a public school, a private school, or was
[he/she] attending school at home?
   • ENTER all that apply

GO TO F16 RULE  ↓  GO TO F16 RULE

Grade K-12, Grad/GED, College, Dropped Out
F15A. [F1]-Help
How much did you pay for private school last school year?
   • ENTER a number from 0.0 to 99,997.00; ENTER unit of time on next screen (Hour, Day,
      Week, 2 Weeks, Month, Year)

$ 0.00  → GO TO F16 RULE  $ 1.00 – 99997.00  DK/RF  → GO TO F16 RULE

Grade K-12, Grad/GED, College, Dropped Out
F15B. [F1]-Help
Was that per hour, per day, per week, every two weeks, every month or for the year?
   • Enter unit of time
      1. Per hour  2. Per day  3. Per week  4. Every two weeks  5. Every month
      6. For the year  7. Other -specify (F15BSPEC. Specify (String 100))

Grade K-12, Grad/GED, College, Dropped Out
F15C. Who paid for [CHILD NAME]’s private school expenses? Include contributions from
family members or friends living elsewhere.
   • ENTER all that apply
   • DO NOT READ list
      1. PCG and/or spouse/partner  2. Child’s parent living elsewhere
      3. Grandparent(s) through mother  4. Grandparent(s) through father
      5. Other person in household  6. Other person living elsewhere
      7. Other -specify (F15CSPEC) Specify (String 100))
F16 Rule: Whether Child Attended Private School; Age of Child [PRELOAD.CHILD[].AGE]

<table>
<thead>
<tr>
<th>Age 12-18</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Not Attend Private School (F14&lt;&gt;2)</td>
<td>Attended Private School (F14=2)</td>
</tr>
<tr>
<td>GO TO F17</td>
<td>GO TO F21</td>
</tr>
</tbody>
</table>

Age 12-18
F16. Between starting kindergarten and now, did [CHILD NAME] ever attend a religious or other private school (instead of public school)?
1. Yes 5. No → GO TO F20

Age 12-18
F17. [F1] Help
Between starting kindergarten and now, what type of private school has [CHILD NAME] attended: a private religious school, a private non-religious school or both?
4. Other -specify (F17SPEC. Specify. String 200) 5. DK/RF

Age 12-18
F18. Was most of the time spent in a religious private school or a non-religious private school?

Age 12-18
F19. In which grade or grades did [CHILD NAME] attend a private school?
- ENTER all that apply
- Do not read responses
- INCLUDE both religious and non-religious private schools
1. Grade 1 2. Grade 2 3. Grade 3 4. Grade 4 5. Grade 5 6. Grade 6
13. Kindergarten 95. Pre-kindergarten 96. Pre-first grade (after kindergarten)

Age 12-18
F20. [F1] Help
Has [CHILD NAME] ever attended a special class or school for gifted students or done advanced work in any subjects?
1. Yes 5. No

F21 Rule: Age of Child [PRELOAD.CHILD[].AGE]; Child’s Grade (CHGRADE)

| Age 6-18 | Grade 1-12, Graduated/GED, College, Dropped Out | All Others → GO TO F23 |

Down
Age 6-18 or Grade 1-12, Grad/GED, College, Dropped Out

F21. [F1]-Help
Has [he/she] ever been classified by the school as needing an Individualized Education Plan or IEP?

1. Yes  5. No  → GO TO F23

F22 Rule: Child’s Grade (CHGRADE)

| Grade 1-12 | Graduated/GED, College, Dropped Out | → GO TO F23 |

Age 6-18 or Grade 1-12

F22. Does [CHILD NAME] currently have an Individualized Education Plan or IEP?

1. Yes  5. No

Age 6-18

F23. Has [CHILD NAME] ever been suspended or expelled from school?

1. Yes  5. No

Age 6-18

F24. Since starting kindergarten, has [CHILD NAME] ever repeated a grade or been held back?

1. Yes  5. No  → GO TO F25 RULE

Age 6-18

F24A. Which grades did [CHILD NAME] repeat?

- ENTER all that apply
- Do not read responses

1. Grade 1  2. Grade 2  3. Grade 3  4. Grade 4  5. Grade 5  6. Grade 6
13. Kindergarten  96. Pre-first grade (after kindergarten)

F25 Rule: Child’s Grade (CHGRADE)

| Grade 6-12, Graduated/GED, College | Grade K-5, PreK, Not In School Yet | Dropped Out | → GO TO F33 RULE | → GO TO F26 |

Grade 6-12, Grad/GED, College

F25. Did [CHILD NAME] ever drop out of school?

1. Yes  5. No  → GO TO F33 RULE

Grade 6-12, Grad/GED, College

F26. What was the last grade [CHILD NAME] completed in school before dropping out?

- If child has dropped out of school more than once, ASK “What grade was completed most recently”

6. Sixth grade  7. Seventh grade  8. Eighth grade
F33 Rule: Child’s Grade (CHGRADE)

Grade K-12  All Others  → GO TO PCGF_LANG

Grade K-12
F33. Is [CHILD NAME] home schooled?
1. Yes  → GO TO F39  5. No  DK/RF  → GO TO F39

Grade K-12
F27. Does [CHILD NAME] usually eat breakfast at school under the School Breakfast Program?
1. Yes  5. No  7. School does not have program (Vol)  DK/RF
GO TO F29  GO TO F30  GO TO F29

Grade K-12
F28. Are the breakfasts full-price, reduced-price or free?
1. Full-priced  2. Reduced-price  3. Free  7. Part of fee or tuition (Vol)  DK/RF
GO TO F30

Grade K-12
F29. [F1]-Help
Did you (or another person) apply for [CHILD NAME] to receive free or reduced-price breakfasts under the School Breakfast Program during this school year?
1. Yes  5. No

Grade K-12
F30. [F1]-Help
Does [CHILD NAME] usually eat a complete hot lunch offered at school 3 or more days a week?
1. Yes  5. No  7. School does not have program (Vol)  DK/RF
GO TO F32  GO TO F34  GO TO F32

Grade K-12
F31. Are the lunches full-price, reduced-price or free?
1. Full-priced  2. Reduced-price  3. Free  7. Part of fee or tuition (Vol)  DK/RF
GO TO F34

Grade K-12
F32. [F1]-Help
Did you (or another person) apply for [CHILD NAME] to receive free or reduced-price lunches under the National School Lunch Program during this school year?
1. Yes  5. No
Grade K-12
F34. In the last 12 months, how many times have you participated in any of the following activities at [CHILD NAME]’s school?
   Had a conference with any of [CHILD NAME]’s teachers?
   • ENTER a number from 0 to 365
   • If R says “None”, ENTER [0]
   0 – 365

Grade K-12
F35. (In the last 12 months, how many times have you participated in any of the following activities at [CHILD NAME]’s school?)
   Had a conference with [CHILD NAME]’s school principal about [CHILD NAME]?
   • ENTER a number from 0 to 365
   • If R says “None”, ENTER [0]
   0 – 365

Grade K-12
F36. [F1]-Help
   (In the last 12 months, how many times have you participated in any of the following activities at [CHILD NAME]’s school?)
   Had an informal conversation with [CHILD NAME]’s teacher?
   • ENTER a number from 0 to 365
   • If R says “None”, ENTER [0]
   0 – 365

Grade K-12
F37. (In the last 12 months, how many times have you participated in any of the following activities at [CHILD NAME]’s school?)
   Attended a school event in which [CHILD NAME] participated such as a play, sporting event or concert?
   • ENTER a number from 0 to 365
   • If R says “None”, ENTER [0]
   • If needed: Please include remote or online event attendance
   0 – 365

Grade K-12
F38. (In the last 12 months, how many times have you participated in any of the following activities at [CHILD NAME]’s school?)
   Met with a school counselor at [CHILD NAME]’s school about [CHILD NAME]?
   • ENTER a number from 0 to 365
   • If R says “None”, ENTER [0]
   0 – 365
Grade K-12
F39.  [Page 65]  
In the last 12 months, please tell me how often you discussed the following with [CHILD NAME]. School activities or events of particular interest to [CHILD NAME]? Would you say never, once or twice in the past 12 months, about once a week, more than once a week, or every day?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Never</td>
<td>2. Once or twice in the past 12 months</td>
<td>3. A few times in the past 12 months</td>
<td>4. About once a week</td>
</tr>
</tbody>
</table>

Grade K-12
F40.  [Page 65]  
(In the last 12 months, please tell me how often you discussed the following with [CHILD NAME].) Things [CHILD NAME] has studied in class? (Would you say never, once or twice in the past 12 months, a few times in the past 12 months, about once a week, more than once a week, or every day?)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Never</td>
<td>2. Once or twice in the past 12 months</td>
<td>3. A few times in the past 12 months</td>
<td>4. About once a week</td>
</tr>
</tbody>
</table>

Grade K-12
F41.  [Page 65]  
(In the last 12 months, please tell me how often you discussed the following with [CHILD NAME].) [CHILD NAME]’s experiences in school? (Would you say never, once or twice in the past 12 months, a few times in the past 12 months, about once a week, more than once a week, or every day?)

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Never</td>
<td>2. Once or twice in the past 12 months</td>
<td>3. A few times in the past 12 months</td>
<td>4. About once a week</td>
</tr>
</tbody>
</table>

PCGF LANG. Indicate language(s) used to conduct this section of the interview

- ENTER all that apply

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English</td>
<td>2. Spanish</td>
<td>7. Language other than English or Spanish</td>
</tr>
</tbody>
</table>

End SECTION F
Section G: Expenditures and Savings

PCGCHILDREN.PCGCHILD[1..15].SECTION_G [1..15]=Which CDS Child

G1 Rule: Age of Child (PRELOAD.CHILD[], AGE)

| Age 6-18     | All Others → GO TO G7 |

Age 6-18
G1. [F1]-Help
Does [CHILD NAME] receive an allowance?
1. Yes 5. No → GO TO G7

↓

Age 6-18
G2. [F1]-Help
How much allowance does [CHILD NAME] receive?
- ENTER a number from 1.0 to 997.00
- ENTER unit of time at next screen (Day, Week, Two Weeks, Month, Chore)

1.00 – 997.00 DK/RF → GO TO G3

↓

Age 6-18
G2A. [F1]-Help
Is that per day, per week, per chore, or what?
- Enter unit of time

1. Per day 2. Per week 3. Per two weeks 4. Per month 5. Per chore

Age 6-18
G3. Does the allowance depend on [CHILD NAME] completing [his/her] chores?
1. Yes 5. No

Age 6-18
G4. Does the allowance depend on [CHILD NAME] following the family rules?
1. Yes 5. No

Age 6-18
G5. Does the allowance depend on [CHILD NAME] doing [his/her] school work?
1. Yes 5. No
Age 6-18
G6. Who pays [CHILD NAME]'s allowance? Include contributions from family members or friends living elsewhere.

- ENTER all that apply
- DO NOT READ list

1. PCG and/or spouse/partner
2. Child’s parent living elsewhere
3. Grandparent(s) through mother
4. Grandparent(s) through father
5. Other person in household
6. Other person living elsewhere
7. Other- specify (G6SPEC. Specify (String 100))

Age 0-18
G7. [F1]-Help
Do you [PCG HAS SPOUSE/PARTNER IN FU: and [SPOUSE/PARTNER NAME]] have any shares of stock in publicly held corporations, mutual funds, or investment trusts for [CHILD NAME]?

1. Yes 5. No → GO TO G9

Age 0-18
G8. [F1]-Help
How much would they be worth?

- ENTER a number from 1.0 to 99,997.00

$ 1.0 – 99,997.00

Age 0-18
G9. Do you [PCG HAS SPOUSE/PARTNER IN FU: and [SPOUSE/PARTNER NAME]] have any money in checking or savings accounts, money market funds, certificates of deposit, government savings bonds, or treasury bills for [CHILD NAME]?

1. Yes 5. No → GO TO G11

Age 0-18
G10. [F1]-Help
If you added up all such accounts for [CHILD NAME], about how much would they amount to right now?

- ENTER a number from 1.0 to 99,997.00

$ 1.0 – 99,997.00

Age 0-18
G11. Do you [PCG HAS SPOUSE/PARTNER IN FU: and [SPOUSE/PARTNER NAME]] have any other savings or assets, such as bond funds, cash value in a life insurance policy, a valuable collection for investment purposes, or rights in a trust or estate for [CHILD NAME] that you haven't already told us about?

1. Yes 5. No → GO TO G12

Age 0-18
G11A. [F1]-Help
If you sold that and paid off any debts on it, how much would you have for [CHILD NAME]?

- ENTER a number from 0.0 to 99,997.00
- If R says "None", ENTER [0]

$ 0.0 – 99,997.00
Age 0-18
G12. [F1]-Help
Do you [PCG HAS SPouse/PARTNER IN FU: and [SPOUSE/PARTNER NAME]] have money or assets set aside for [CHILD NAME] to attend college or other future schooling?
• Includes all expenses/costs related to school and living at school
  1. Yes  5. No → GO TO G14 RULE
↓

Age 0-18
G12A. [F1]-Help
About how much does it amount to right now?
• ENTER a number from 1.0 to 999,997.00
  $1.0 – 999,997.00

Age 0-18
G13. Who else is saving money for [CHILD NAME]’s college, if anyone?
• ENTER all that apply
• DO NOT READ list
  2. Child’s parent living elsewhere
  3. Grandparent(s) through mother
  4. Grandparent(s) through father
  5. No one (Vol)
  7. Other -specify (G13SPEC. Please specify (String 100))

G14 Rule: Age of Child (PRELOAD.CHILD[].AGE)

Age 12-18  All Others → GO TO G20
↓

Age 12-18
G14. [F1]-Help
Will [CHILD NAME] need student loans or scholarships to help pay for college?
  1. Yes  5. No, no need for student loan  7. No, Child not going to college (Vol)  DK/RF
↓

Age 12-18
G15. [F1]-Help
Will [CHILD NAME] need to choose a college based on how much expenses, such as tuition, will be?
  1. Yes  5. No
↓

Age 12-18
G16. Will [CHILD NAME] consider private or out-of-state colleges to attend?
  1. Yes → GO TO G18  5. No  DK/RF → GO TO G18
↓

Age 12-18
G17. Will private or out-of-state colleges not be considered because of the amount it costs to attend them?
  1. Yes  5. No
Age 12-18
G18. [F1]-Help

Which college expenses are you \( [PCG \text{ HAS SPOUSE/PARTNER IN FU}: \text{and } [NAME=RESPONSE: [SPOUSE/PARTNER] / NAME=DK/RF: your spouse or partner] \) planning to cover?

- DO NOT READ list
- ENTER all that apply
- If R says "Tuition", PROBE: Would that be full or partial tuition?
- If R says "Room and board", PROBE: Would that be full or partial room and board?
- If R says "Expenses", PROBE: Would that be living expenses or other expenses?
- If necessary, PROBE: Any others?

1. Full tuition
2. Partial tuition
3. Full room and board
4. Partial room and board
5. Books
6. Living expenses
7. Other expenses
8. Travel expenses
9. None

Age 12-18
G19. [F1]-Help

How much money will you \( [PCG \text{ HAS SPOUSE/PARTNER IN FU}: \text{and } [NAME=RESPONSE: [SPOUSE/PARTNER NAME] / NAME=DK/RF: your spouse or partner] \) be able to give to \( [CHILD NAME] \) each year while [he/she] attends college?

- ENTER a number from 0.0 to 99,997.00
- If R says "None", ENTER [0]

$0.0 \rightarrow 99,997.00

Age 12-18
G20. Do you \( [PCG \text{ HAS SPOUSE/PARTNER IN FU}: \text{and } [NAME=RESPONSE: [SPOUSE/PARTNER NAME] / NAME=DK/RF: your spouse or partner] \) have any other money or assets set aside for \( [CHILD NAME] \) that you haven’t already told me about?

1. Yes  
5. No  \rightarrow \text{GO TO PCGG_LANG}

Age 12-18
G20A. [F1]-Help

About how much does it amount to right now?

- ENTER a number from 1.0 to 999,997.00

$1.0 \rightarrow 999,997.00

PCGG_LANG. Indicate language(s) used to conduct this section of the interview

- ENTER all that apply
  1. English  
  2. Spanish  
  7. Language other than English or Spanish

End SECTION_G
Interview Observations

PCGCHILDREN.PCGCHILD[1..15].PCGCHOBS [1..15]=Which CDS Child

PCGCHOB1.  
PCG Child Interview Observation  
Is there anything potentially confusing or unusual about this interview that you need to provide to project staff?

1. Yes  5. No → GO TO PCGCHOBS_END

↓

PCGCHOB1A. PCG Child Interview Observation  
Please provide a few words to help project staff understand confusing or unusual situations.
- Press INSERT to edit existing text
- To SAVE your entry, use Alt-S
- Ctrl-D and Ctrl-R not allowed

Open end

PCGCHOB_LANG. PCG Child Interview Observation  
Indicate language(s) used to conduct this interview 
- ENTER all that apply

1. English  2. Spanish  7. Language other than English or Spanish

PCGCHOBS_END. You have reached the end of the PCG Child Interview observations.
- ENTER [1] to continue

1. Continue

End PCGCHOBS
Interview End
TOC

PCGCHCOMPLETE. Interviewer Checkpoint:
Thank you that completes the questions I have about [CHILD NAME].
- ENTER [1] to continue
  1. Continue

CHILDIWSEC_END. Interviewer checkpoint:
End of child parallel block
- ENTER [1] to continue
  1. Continue

End PCGCHILD

PCGCIWEND. End Date of PCG Child Interview (assigned)
MM/DD/YYYY

End PCGCHILDREN

CHILDRENPARALLELSTATUS. Status of Parallel Block – PCG-Child Interviews
3. Not Started Parallel block not started
4. Started Parallel block in progress
9. Unable to Administer All PCGCHINTRO[]=2
15. Done Parallel block completed
17. Refused All PCGCHINTRO[]=5

CHILDPARALLELSTATUS[1..15]. Child Individual Status – PCG-Child Interview
3. Not Started Interview not started
4. Started Interview in progress
9. Unable to Administer PCGCHINTRO[]=2
15. Done Interview completed
17. PCG Refused PCGCHINTRO[]=5
Address Update and Interview Payment

This section is allowed once the Household Interview has been completed and all Child Interviews have been finalized.

RPAY

WTRPREPAID. Whether interview was prepaid (prefilled with PRELOAD.WTRPREPAIDLOAD)

1. Interview was prepaid  5. Interview was not prepaid

AMTPREPAID. Prepayment Amount (prefilled with PRELOAD.AMTPREPAIDLOAD)

0.00 – 999.00

PAYMENT. Standard Payment Amount (prefilled with PRELOAD.PAYMENTLOAD)

0.00 – 999.00

RPSEC_START. Interviewer checkpoint:

Start of RPay Block

• ENTER [1] to continue

1. Continue

RPSTART. Start Date of Section (assigned)

MM/DD/YYYY

Mailing Address, Phones, Emails

TOC

RP2A. [F1]-Help

[PREPAID: This interview was PREPAID]

[PREPAID: In order for the University to keep in touch with you, I must make sure that I have your correct contact information. / NOT PREPAID: Before we go on to the next part of the interview, I’d like to make sure we have contact information for you so that we can send you a check for $[PAYMENT] in appreciation of your help. In order for the University of Michigan to send you a check or other correspondence, I must make sure that I have your correct name and address.]

• VERIFY/UPDATE R's mailing address
• ENTER [1] to continue

1. Continue

RPAY.RMAILADDR

ADDRTYPE. Which Address (assigned)

2. RMailAddr

TITLE. Title -- e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”

• If no title, PRESS [Enter] to continue
• Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue
• VERIFY Title of Respondent: [PCG NAME] [[RTH]]

String 6
NAMF. First Name
- Ctrl-D and Ctrl-R not allowed
- VERIFY First Name of Respondent: [PCG NAME] ([RTH])

```
String 20
```

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

NAMM. Middle Name
- Ask for Middle Name but do not probe DK or RF
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue
- VERIFY Middle Name of Respondent: [PCG NAME] ([RTH])

```
String 20
```

NAML. Last Name
- Ctrl-D and Ctrl-R not allowed
- VERIFY Last Name of Respondent: [PCG NAME] ([RTH])

```
String 20
```

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

SUFFIX. Suffix -- e.g. “Sr”, “Jr
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue
- VERIFY Suffix of Respondent: [PCG NAME] ([RTH])

```
String 20
```

INCO. [F1]-Help
In Care Of
First, is there an "in care of" for your address?
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

```
String 40
```

ADDR1. Address 1
- IF R says the mailing address contains both a street address and PO Box: ENTER street address here (Address 1) and ENTER PO Box in Address 2
- Ctrl-D and Ctrl-R not allowed

```
String 40
```

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

APTSTE. Apt/Suite
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue
- ENTER [Apt] or [Ste] plus numbers and /or letters

```
String 10
```
ADDRT2. Address 2
- IF R says the mailing address contains both a street address and PO Box: ENTER PO Box here (Address 2)
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

CITY. City
- Ctrl-D and Ctrl-R not allowed

STATE, STCODE. State
- Start typing the name of the State to bring up the look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”
- Ctrl-D and Ctrl-R not allowed

ZIP. Zip Code
- If foreign country, ENTER all [0]’s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]’s

COUNTRY, CNTRYCODE (STATE=57. Foreign Country). Country
- Start typing the name of the Foreign Country to bring up the look-up list
- Ctrl-D and Ctrl-R not allowed

End RMAILADDR

RPAY.RPHONE

ADDTERTYPE. Which Address (assigned)

2. RMailAddr

WTRCELL. Do you have a cell phone?
- Do NOT ask but ENTER [1] if you know R is using a cell phone
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]

1. Yes  5. No → GO TO WTRHOME

CELLPH. Cell Phone - Area Code and Telephone Number
What is the area code and phone number?
- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell

[ENTER] ( _ _ ) _ _ _ _ _ _ → GO TO WTRHOME
CELLFOR. Cell Phone - Foreign Number
(What is the area code and phone number?)
  • Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell

WTRHOME. Do you a home phone?
  • Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]
  1. Yes  5. No → GO TO RP2G

HOMEPH. Home Phone - Area Code and Telephone Number
What is the area code and phone number?
  • If foreign phone, PRESS [ENTER] to go to foreign phone field
  • Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

  [ENTER] (___) ___-___-___ → GO TO RP2G

HOMEOFOR. Home Phone - Foreign Number
(What is the area code and phone number?)
  • Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

End RPHONE

RPAY.RP2G_H

RP2G. Is there an email address where we can contact you?
  1. Yes  5. No → GO TO RP3A

  RP2H. (What is that e-mail address?)
  • ENTER email address, then READ BACK and VERIFY with Respondent
  • Ctrl-D and Ctrl-R not allowed; For DK/RF go back and ENTER [Ctrl-D, Ctrl-R] at previous question

  String 50

RP2I. Is there another email address where we can contact you?
  1. Yes  5. No → GO TO RP3A

  RP2J. (What is that (2nd) e-mail address?)
  • ENTER email address, then READ BACK and VERIFY with Respondent
  • Ctrl-D and Ctrl-R not allowed; For DK/RF go back and ENTER [Ctrl-D, Ctrl-R] at previous question

  String 50

End RP2G_H
Physical/Street Address

TOC

RP3A. [F1]-Help

Is your street address where you actually live different from your mailing address?

- STREET ADDRESS is the address where R ACTUALLY LIVES, which is sometimes different from R’s mailing address
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]
- If R cannot report the full street address, ENTER [5]

1. Yes 5. No → GO TO RP4PPCKPT

RPAY.RP3B

INCO. [F1]-Help

In Care Of

Is there an “in care of” for this address?

- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

[ String 40 ]

ADDR1. Address 1

- DO NOT enter PO Box here, since we are asking for a street address.→ GO BACK to R’s mailing address to enter PO Box
- Ctrl-D and Ctrl-R not allowed

[ String 40 ]

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to makes a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

APTSTE. Apt/Suite

- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue
  - ENTER [Apt] or [Ste] plus numbers and/or letters

[ String 10 ]

ADDR2. Address 2

- IF R says the mailing address contains both a street address and PO Box: ENTER PO Box here (Address 2)
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

[ String 40 ]

CITY. City

- Ctrl-D and Ctrl-R not allowed

[ String 40 ]

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to makes a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

STATE. State

- Start typing the name of the State to bring up the look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”
- Ctrl-D and Ctrl-R not allowed

[ Look up list 1-57 ]
ZIP. Zip Code
- If foreign country, ENTER all [0]'s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s
  
COUNTRY, CNTRYCODE (STATE=57. Foreign Country). Country
- Start typing the name of the Foreign Country to bring up the look-up list
- Ctrl-D and Ctrl-R not allowed
  
End RP3B

Prepayment/Who Receives Payment/Other Payee

RP4PPCKPT. CAI Checkpoint: Whether Interview Incentive Was Prepaid

<table>
<thead>
<tr>
<th>1. Prepaid (WTRPREPAID=1)</th>
<th>5. Not Prepaid (WTRPREPAID=5)</th>
<th>→ GO TO RP4A</th>
</tr>
</thead>
</table>

RP4PP. Interviewer Checkpoint
- This interview was prepaid $[AMTPREPAID] - was the prepayment received? ASK R if needed.
  - The standard payment amount for this interview is $[PAYMENT]
  - Non-standard payment amounts can be $[PAYMENT] to $[PAYMENT*2]
  - Other payment amounts (e.g., in addition to prepaid amount) can be $1.00 to $[PAYMENT*2]
- Ctrl-D and Ctrl-R not allowed; For DK/RF, ENTER [1]

<table>
<thead>
<tr>
<th>1. Yes, prepayment received and accepted</th>
<th>Assign RP4A=1; Then GO TO RPSA</th>
<th>2. Yes, prepayment received but a different payment is needed</th>
<th>5. No, prepayment was not received</th>
</tr>
</thead>
</table>

RP4A. [F1]-Help

[PREPAID: IWER: This interview was PREPAID $[AMTPREPAID] but R reported the prepayment was not received or a different/additional payment is needed.]
You may accept the [PREPAID: payment / NOT PREPAID: $[PAYMENT]] or have it sent to someone else of your choosing. Which would you prefer?
- [AGE 8-11: Confirm with R or PCG whether Child or someone else should receive incentive]
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [1]

<table>
<thead>
<tr>
<th>1. Respondent accepts $[PAYMENT]</th>
<th>3. Other person should receive $[PAYMENT]</th>
<th>4. Payment declined (Vol)</th>
<th>→ GO TO RPSA</th>
</tr>
</thead>
</table>

RP4AY.RP4B

ADDRTYPE. Which Address (assigned)

<table>
<thead>
<tr>
<th>3. Other Payee</th>
</tr>
</thead>
</table>

TITLE. Title -- e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”
Who would you like to receive the check? To what address should we send the check?
- If no title, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 6
NAMF. First Name
• Ctrl-D and Ctrl-R not allowed

String 20

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

NAMM. Middle Name
• Ask for Middle Name but do not probe DK or RF
• If none, PRESS [Enter] to continue
• Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 20

NAML. Last Name
• Ctrl-D and Ctrl-R not allowed

String 20

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

SUFFIX. Suffix -- e.g. “Sr”, “Jr
• If none, PRESS [Enter] to continue
• Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 20

INCO. [F1]-Help
In Care Of
Is there an “in care of” for this address?
• If none, PRESS [Enter] to continue
• Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 40

ADDR1. Address 1
• IF R says the mailing address contains both a street address and PO Box: ENTER street address here (Address 1) and ENTER PO Box in Address 2
• Ctrl-D and Ctrl-R not allowed

String 40

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

APTSTE. Apt/Suite
• If none, PRESS [Enter] to continue
• ENTER [Apt] or [Ste] plus numbers and /or letters
• Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 10
ADDR2. Address 2
- If R says the mailing address contains both a street address and PO Box: ENTER PO Box here (Address 2)
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

CITY. City
- Ctrl-D and Ctrl-R not allowed

STATE. State
- Start typing the name of the State to bring up the look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”
- Ctrl-D and Ctrl-R not allowed

ZIP. Zip Code
- If foreign country, ENTER all [0]'s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

COUNTRY, CNTRYCODE (STATE=57. Foreign Country). Country
- Start typing the name of the Foreign Country to bring up the look-up list
- Ctrl-D and Ctrl-R not allowed

End RP4B

RPAY.OPPHONE

ADDRTYPE. Which Address (assigned)
3. Other Payee

WTRCELL. Does [RP4B.NAMF RP4B.NAML] have a cell phone?
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]
1. Yes 5. No → GO TO WTRHOME

CELLPH. Cell Phone - Area Code and Telephone Number
What is the area code and phone number?
- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell
  [ENTER] [(_._.)_._._._._._.] → GO TO WTRHOME
CELLFOR. Cell Phone - Foreign Number
(What is the area code and phone number?)
  • Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell

WTRHOME. Does [RP4B.NAMF RP4B.NAML] have a home phone?
  • Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]

1. Yes  5. No  → GO TO RP5A

HOMEPH. Home Phone - Area Code and Telephone Number
What is the area code and phone number?
  • If foreign phone, PRESS [ENTER] to go to foreign phone field
  • Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

[ENTER]  ( _ _ _ ) - _ _ _ _ → GO TO RP5A

HOMEOFOR. Home Phone - Foreign Number
(What is the area code and phone number?)
  • Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

End OPPHONE

Contact Person 1
TOC

RP5A. An interviewer for the F.E.S. Child Development Supplement may telephone you again in the future. You will receive a token of our appreciation for that interview, too. Just in case you should move before then, we would like the name of someone, such as a close friend or relative not living with you, who will know where we can reach you. Is there someone you could list as a contact person?

1. Yes  5. No  → GO TO RP7A

RPAY.RP5D

ADDRTYPE. Which Address; Assigned

4. Contact Person 1

TITLE. Title -- e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”
  • If needed, REMIND R: This should be someone, such as a close friend or relative not living with you, who will know where we can reach you
  • If no title, PRESS [Enter] to continue
  • Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 6

NAMF. First Name
  • Ctrl-D and Ctrl-R not allowed

String 20

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to makes a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.
NAMM. Middle Name

- Ask for Middle Name but do not probe DK or RF
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 20

NAML. Last Name

- Ctrl-D and Ctrl-R not allowed

String 20

CHECK for "DK", "RF", or "DON'T KNOW" entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

SUFFIX. Suffix -- e.g. "Sr", "Jr"

- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 20

INCO. [F1]-Help

In Care Of

Is there an “in care of” for this address?

- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 40

ADDR1. Address 1

- IF R says the mailing address contains both a street address and PO Box: ENTER street address here (Address 1) and ENTER PO Box in Address 2
- Ctrl-D and Ctrl-R not allowed

String 40

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

APTSTE. Apt/Suite

- If none, PRESS [Enter] to continue
- ENTER [Apt] or [Ste] plus numbers and /or letters
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 10

ADDR2. Address 2

- IF R says the mailing address contains both a street address and PO Box: ENTER PO Box here (Address 2)
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 40
CITY. City

- Ctrl-D and Ctrl-R not allowed

String 40

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

STATE

- Start typing the name of the State to bring up the look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”
- Ctrl-D and Ctrl-R not allowed

Look up list 1-57

ZIP. Zip Code

- If foreign country, ENTER all [0]’s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]’s

String 10

COUNTRY, CNTRYCODE (STATE=57. Foreign Country). Country

- Start typing the name of the Foreign Country to bring up the look-up list
- Ctrl-D and Ctrl-R not allowed

Look up list 1-193

End RP5D

RPAY.C1PHONE

ADDRTYPE. Which Phone; Assigned

4. Contact Person 1

WTRCELL. Does [RP5D.NAMF RP5D.NAML] have a cell phone?

- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]

1. Yes 5. No → GO TO WTRHOME

CELLPH. Cell Phone - Area Code and Telephone Number

What is the area code and phone number?

- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell

[ENTER] (_ _) _ _ _ _ _ _ _ → GO TO WTRHOME

CELLFOR. Cell Phone - Foreign Number

(What is the area code and phone number?)

- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell

String 20

WTRHOME. Does [RP5D.NAMF RP5D.NAML] have a home phone?

- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]

1. Yes 5. No → GO TO RPSJ

↓
HOMEPH. Home Phone - Area Code and Telephone Number
What is the area code and phone number?
- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

```
[ENTER] ( _ _ _ ) _ _ _ _ → GO TO RPSJ
```

↓

HOMEFOR. Home Phone - Foreign Number
(What is the area code and phone number?)
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

```
String 20
```

End C1PHONE

RPSJ. [F1]-Help
What is (his / her) relationship to you?

|-----------|-----------|--------|-------------|-----------|------------|

RPSK. Is there an email address where we can contact [RP5D.NAMF RP5D.NAML]?

```
1. Yes 5. No → GO TO RP6C
```

↓

RP5L. (What is that e-mail address?)
- ENTER email address, then READ BACK and VERIFY with Respondent
- Ctrl-D and Ctrl-R not allowed; For DK/RF go back and ENTER [Ctrl-D, Ctrl-R] at previous question

```
String 50
```

RPSM. Is there another email address where we can contact [RP5D.NAMF RP5D.NAML]?

```
1. Yes 5. No → GO TO RP6C
```

↓

RP5N. (What is that 2nd e-mail address?)
- ENTER email address, then READ BACK and VERIFY with Respondent
- Ctrl-D and Ctrl-R not allowed; For DK/RF go back and ENTER [Ctrl-D, Ctrl-R] at previous question

```
String 50
```
Contact Person 2

TOC

RP6C. [F1]-Help

We would like to have the name of a second contact person, someone who will know where we can reach you, if the first contact is not able to help us. Is there a second contact person who can help us reach you?

- If needed, REMIND R: This should be someone, such as a close friend or relative not living with you, who will know where we can reach you

1. Yes  5. No → GO TO RP7A

RPAY.RP6D

ADDRTYPE. Which Address; Assigned

5. Contact Person 2

TITLE. Title -- e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”

- If needed, REMIND R: This should be someone, such as a close friend or relative not living with you, who will know where we can reach you
- If no title, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 6

NAMF. First Name

- Ctrl-D and Ctrl-R not allowed

String 20

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

NAMM. Middle Name

- Ask for Middle Name but do not probe DK or RF
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 20

NAML. Last Name

- Ctrl-D and Ctrl-R not allowed

String 20

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

SUFX. Suffix -- e.g. “Sr”, “Jr”

- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 20
INCO. [F1]-Help

In Care Of
Is there an “in care of” for this address?
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 40

ADDR1. Address 1
- If R says the mailing address contains both a street address and PO Box: ENTER street address here (Address 1) and ENTER PO Box in Address 2
- Ctrl-D and Ctrl-R not allowed

String 40

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

APTSTE. Apt/Suite
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue
- ENTER [Apt] or [Ste] plus numbers and/or letters

String 10

ADDR2. Address 2
- If R says the mailing address contains both a street address and PO Box: ENTER PO Box here (Address 2)
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 40

CITY. City
- Ctrl-D and Ctrl-R not allowed

String 40

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

STATE
- Start typing the name of the State to bring up the look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”
- Ctrl-D and Ctrl-R not allowed

Look up list 1-57

ZIP. Zip Code
- If foreign country, ENTER all [0]'s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10
COUNTRY, CNTRYCODE (STATE=57. Foreign Country). Country

- Start typing the name of the Foreign Country to bring up the look-up list
- Ctrl-D and Ctrl-R not allowed

Look up list 1-193

End RP6D

RPAY.C2PHONE

ADDRTYPE. Which Phone; Assigned

5. Contact Person 2

WTRCELL. Does [RP6D.NAMF RP6D.NAML] have a cell phone?

- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]

1. Yes  5. No  → GO TO WTRHOME

CELLPH. Cell Phone - Area Code and Telephone Number

What is the area code and phone number?

- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell

[ENTER] (____)____-____  → GO TO WTRHOME

CELLFOR. Cell Phone - Foreign Number

(What is the area code and phone number?)

- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell

String 20

WTRHOME. Does [RP6D.NAMF RP6D.NAML] have a home phone?

- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]

1. Yes  5. No  → GO TO RP6J

HOMEPH. Home Phone - Area Code and Telephone Number

What is the area code and phone number?

- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

[ENTER] (____)____-____  → GO TO RP6J

HOMEFOR. Home Phone - Foreign Number

(What is the area code and phone number?)

- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

String 20

End C2PHONE

RP6J. [F1]-Help

What is (his / her) relationship to you?

RPAY6K. Is there an email address where we can contact [RP6D.NAMF RP6D.NAML]?

1. Yes 5. No → GO TO RP7A

RP6L. (What is that e-mail address?)
- ENTER email address, then READ BACK and VERIFY with Respondent
- Ctrl-D and Ctrl-R not allowed; For DK/RF go back and ENTER [Ctrl-D, Ctrl-R] at previous question

String 50

RP6M. Is there another email address where we can contact [RP6D.NAMF RP6D.NAML]?

1. Yes 5. No → GO TO RP7A

RP6N. (What is that 2nd e-mail address?)
- ENTER email address, then READ BACK and VERIFY with Respondent
- Ctrl-D and Ctrl-R not allowed; For DK/RF go back and ENTER [Ctrl-D, Ctrl-R] at previous question

String 50

Payment

TOC

RP7A. Interviewer Checkpoint
- Did Respondent use a cell phone to complete this interview?
- If this IW was conducted FTF, ENTER [5]

1. Yes 5. No → GO TO RP9ACKPT

RP7B. Interviewer Checkpoint
- Was a cell phone payment offered by you or anyone else?

1. Yes 5. No

RP9ACKPT. CAI Checkpoint: Whether Payment Accepted or Declined

<table>
<thead>
<tr>
<th>Not Prepaid (WTRPREPAID=5)</th>
<th>Prepaid (WTRPREPAID=1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accepted (RP4A=1-3)</td>
<td>5. Prepay Not OK: Declined (RP4PP=2, 5 &amp; RP4A=4)</td>
</tr>
<tr>
<td>2. Declined (RP4A=4)</td>
<td>4. Prepay Not OK: Accepted (RP4PP=2, 5 &amp; RP4A=1-3)</td>
</tr>
<tr>
<td>3. Prepay OK (RP4PP=1)</td>
<td>3. Prepay OK (RP4PP=1)</td>
</tr>
</tbody>
</table>

GO TO RP8  GO TO RP8  GO TO RP8
Interviewer Checkpoint

[Interviewer Checkpoint]

Payee Name and Address:

[[PROXYADDR] / [RMAILADDR] / [RPAY4B]]

[EPAY ALLOWED (XEPDISPLAY=1): READ ONLY if payee’s address is in the U.S.]
We can provide payment by either check or direct deposit to an account by electronic payment. We have contracted with JP Morgan Chase Bank to process electronic payments.

How would you like us to issue the payment?

[PREPAID: IWER: This interview was PREPAID $[AMTPREPAID] but R reported the prepayment was not received or a different/additional payment is needed

- The standard payment amount for this interview is $[PAYMENT]
- Non-standard payment amounts can be $[PAYMENT] to $[PAYMENTx2]
- Other payment amounts (e.g., in addition to prepaid amount) can be $1.00 to $[PAYMENTx2]
- Enter [5] if a cash payment was made or enter [7] to request a check payment, [EPAY ALLOWED (XEPDISPLAY=1): electronic payment,] or special handling
- Ctrl-D and Ctrl-R not allowed

/NOT PREPAID: Tell us the type of Respondent payment to make

- The standard payment amount for this interview is $[PAYMENT]
- Non-standard payment amounts can be $[PAYMENT] to $[PAYMENTx2]
- Enter [1, 7] or [2, 7] [EPAY ALLOWED (XEPDISPLAY=1): or [6, 7]] to record a cell phone payment and/or temporary mailing address in addition to a standard check/money order [EPAY ALLOWED (XEPDISPLAY=1): /electronic payment]
- Ctrl-D and Ctrl-R not allowed

NOT PREPAID: 1. Pay by CHECK in standard amount of $[PAYMENT]

NOT PREPAID: 2. Pay by MONEY ORDER in standard amount of $[PAYMENT]

5. Cash payment has been made (Record details)

NOT PREPAID & XEPDISPLAY=1: 6. Electronic payment in standard amount of $[PAYMENT] (U.S. addresses only)

7. Special handling: [PREPAID: Payment / NOT PREPAID: Non-standard payment] amount, cell phone payment, temporary address

SIGNAL for RP9A=EPAY: READ TO R: JP Morgan requires a U.S. bank or other financial institution for electronic payments - is your bank (or financial institution) a U.S. bank (financial institution)? If YES, select SUPPRESS to continue; if NO, change your selection to [1. Check] or [2. Money Order].

SIGNAL for RP9A=Money Order: You have selected money order as method of payment. READ TO R: A money order would delay payment by 1-2 weeks, and if it is lost cannot be replaced for 6-8 weeks. Is that okay or should we issue a check instead? Change your selection to [1. Check] if necessary.

RP9B Rule. Type of Payment Selected

<table>
<thead>
<tr>
<th>Check or Money Order Only</th>
<th>Cash</th>
<th>Electronic Payment Only</th>
<th>Special Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td>(RP9A=1, 2)</td>
<td>(RP9A=5)</td>
<td>(RPAY9A=6 only)</td>
<td>(RP9A=(1, 2, 6) &amp; 7)</td>
</tr>
</tbody>
</table>

GO TO RP8 ↓ GO TO RP9EP1 RULE GO TO RP9D

Cash Payment

RP9B. [F1]-Help *CASH PAYMENT ONLY* Go back to RPAY9A for check, money order or electronic payment.

[PREPAID: IWER: This interview was PREPAID $[AMTPREPAID] but R reported the prepayment was not received or a different/additional payment is needed]

When did you make the [PREPAID: different /additional] cash payment?

- ENTER MM/DD/[CYEAR/CYEARPLUS1], with or without slashes
- Ctrl-D and Ctrl-R not allowed

_ _ /_ _ / _ _ _ _

RP9C. [F1]-Help *CASH PAYMENT ONLY* Go back to RPAY9A for check, money order or electronic payment.

DO NOT INCLUDE amount for cell phone payment here - record this separately at the next screen

[PREPAID: IWER: This interview was PREPAID $[AMTPREPAID] but R reported the prepayment was not received or a different/additional payment is needed]

How much was the Respondent payment for this interview?

- The standard payment amount for this interview is $[PAYMENT]
- Non-standard payment amounts can be $[PAYMENT] to $[PAYMENTx2]
- The maximum amount for the child care OR meal reimbursement payment is $40.00
- [PREPAID: Other payment amounts (e.g., in addition to prepaid amount) can be $1.00 to $[PAYMENTx2]]
- Ctrl-D and Ctrl-R not allowed

Launch cash receipt: EDU form CDS19_PCGiwCPR_190829.rtf

RP9C2. *CASH PAYMENT ONLY* Go back to RPAY9A for check, money order or electronic payment.

How much, if any, was the cash Respondent payment for cell phone use?

- ENTER either $0.00 or $10.00
- Standard payment for cell phone use is $10.00
- Ctrl-D and Ctrl-R not allowed

$ 0.00; 10.00 ▶ GO TO RP8

SIGNAL for RP7B=Yes & RP9C2=0: Interview was completed using cell phone and CELL PHONE PAYMENT HAS BEEN OFFERED. Cash payments: RECORD amount paid for cell phone use.
Special Handling

RP9D. [F1]-Help *SPECIAL HANDLING*

[EPAY ALLOWED (XEPDISPLAY=1): IWER: DO NOT offer or select electronic payment if the payee’s mailing address is OUTSIDE OF THE U.S. JP Morgan can process electronic payments ONLY if the mailing address is IN THE U.S.]

Payee Name and Address:
[(PROXYADDR) / (RMAILADDR) / (RPAY4B)]

[PREPAID: IWER: This interview was PREPAID $[AMTPREPAID] but R reported the prepayment was not received or a different/additional payment is needed]

Please indicate the type(s) of [PREPAID: payment/] special handling needed.
- ENTER all that apply
- Ctrl-D and Ctrl-R not allowed

NOT PREPAID & RP9A<>CHECK, MO: 1. Non-standard IW payment–check
2. Temporary mailing address

PREPAID: 4. Additional or new payment–check
7. Other–specify (RP9DSPEC. Please specify other special handling needed. But, go back to temporary address to record address where payment should be sent. (String 500))


RP9DAMT Rule. Type of Special Handling

Non-Standard Payment Amount or Additional/New Payment Needed (RP9D=1, 4, 5, 6) → GO TO RP9DADDR RULE

↓

Special Handling - Non-Standard Amount or Additional/New Payment

RP9DAMT. [F1]-Help *SPECIAL HANDLING - Non-standard payment amount*

DO NOT INCLUDE amount for cell phone payment here - a separate check must be issued for cell phone payment. Go back to RP9d and select “3 - Cell phone payment”

[PREPAID: IWER: This interview was PREPAID $[AMTPREPAID] but R reported the prepayment was not received or a different/additional payment is needed]

How much is the Respondent payment for this interview?
- The standard payment amount for this interview is $[PAYMENT]
- Non-standard payment amounts can be $[PAYMENT] to $[PAYMENTx2]
- The maximum amount for the child care OR meal reimbursement payment is $40.00
- [PREPAID: Other payment amounts (e.g., in addition to prepaid amount) can be $1.00 to $[PAYMENTx2]]
- Ctrl-D and Ctrl-R not allowed

[PREPAID: $1.00 – [PAYMENTx2] / NOT PREPAID: $[PAYMENT] – [PAYMENTx2]

RP9DADDR Rule. Whether Temporary Mailing Address Selected

Temp Address (RP9D=2) → GO TO RP
Special Handling - Temporary Mailing Address

**RPAY.RP9DADDR**

**ADDRTYPE.** Which Address (assigned)

8. Temporary Mailing

**TITLE.** *SPECIAL HANDLING - Temporary name and address*

Title -- e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”

What is that name and address?

- If no title, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

**NAMF.** First Name

- Ctrl-D and Ctrl-R not allowed

String 20

**NAMM.** Middle Name

- Ask for Middle Name but do not probe DK or RF
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 20

**NAML.** Last Name

- Ctrl-D and Ctrl-R not allowed

String 20

**SUFFIX.** Suffix -- e.g. “Sr”, “Jr”

- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 20

**INCO.** [F1]-Help

In Care Of

Is there an “in care of” for this address?

- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 40
ADDR1. Address 1
- If R says the mailing address contains both a street address and PO Box: ENTER street address here (Address 1) and ENTER PO Box in Address 2
  - Ctrl-D and Ctrl-R not allowed

String 40
CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

APTSTE. Apt/Suite
- If none, PRESS [Enter] to continue
- ENTER [Apt] or [Ste] plus numbers and/or letters
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 10

ADDR2. Address 2
- If R says the mailing address contains both a street address and PO Box: ENTER PO Box here (Address 2)
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 40

CITY. City
- Ctrl-D and Ctrl-R not allowed

String 40
CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

STATE
- Start typing the name of the State to bring up the look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”
- Ctrl-D and Ctrl-R not allowed

Look up list 1-57

ZIP. Zip Code
- If foreign country, ENTER all [0]’s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]’s

String 10

COUNTRY, CNTRYCODE (STATE=57. Foreign Country). Country
- Start typing the name of the Foreign Country to bring up the look-up list
- Ctrl-D and Ctrl-R not allowed

End RP9DADDR

CHECK for no payment selected (RP4A<>Declined & RP9A<>Check, MO, Electronic payment, Cash & RP9D<>Non-standard, Additional/New Payment): You must select an interview payment type at RP9A or RP9D.
RP9EP1 RULE. Whether Electronic Payment Selected

Electronic Payment (RP9A=6 or RP9D=5,6) → GO TO CHECK BEFORE RP8

Electronic Payment

- Ctrl-D and Ctrl-R not allowed - we must have an email or cell phone to process electronic payments
- For DK/RF, GO BACK to RP9A and select a different payment option

1. Email 2. Text

(WEB) How would you prefer JP Morgan Chase Bank to contact [RP4A=1: you / RP4A=3: [RP4B.NAMF (RP4BNAML)] in order to complete electronic payment?

1. Email 2. Text  CHECK: Your response is required.

RP9EPCKPT: CAI Checkpoint. Whether Email or Cell Phone Already Collected

<table>
<thead>
<tr>
<th>EMAIL (RP9EP1=1)</th>
<th>TEXT (RP9EP1=2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Email collected (RP4A=SELF &amp; Email Reported)</td>
<td>2. All others (RP4A=SELF &amp; Email Not Reported; or RP4A=OTHER PAYEE)</td>
</tr>
<tr>
<td>3. Cell phone collected ((RP4A=SELF or OTHER PAYEE) &amp; Cell Phone Reported)</td>
<td>4. All others ((RP4A=SELF or OTHER PAYEE) &amp; Cell Phone Not Reported)</td>
</tr>
</tbody>
</table>


RP9EP2. Earlier, we recorded [1 EMAIL: the following email address / >1 EMAIL: two email addresses] for you:

READ EMAIL ADDRESSES TO R

[RP2EMAIL.WTREMAIL=1 AND WTREMAIL2=5: [RP2H]]
[RP2EMAIL.WTREMAIL=1 AND WTREMAIL2=1: [RP2J]]

[1 EMAIL: Is this the email we should / >1 EMAIL: Which of these should we] provide to JP Morgan Chase Bank (for your electronic payment)?

- If R prefers a text instead, GO BACK to RP9EP1 and ENTER [2]
- Ctrl-D and Ctrl-R not allowed - we must have an email or cell phone to process electronic payments
- For DK/RF, GO BACK to RP9A and select a different payment option
- ENTER [5] if R does not want to use (one of) the email(s) reported earlier

1. [1 EMAIL: Yes / >1 EMAIL: [RP2H]]
2. [RP2EMAIL.WTREMAIL=1 AND WTREMAIL2=1: [RP2J]]  5. [1 EMAIL: No / >1 EMAIL: Different email address-specify]

Assign RP9EP3; Then GO TO RP8  GO TO RP9EP3

(WEB) You previously reported [1 EMAIL: the following email address / >1 EMAIL: two email addresses]:

[RP2EMAIL.WTREMAIL=1 AND WTREMAIL2=5: [RP2H]]
[RP2EMAIL.WTREMAIL=1 AND WTREMAIL2=1: [RP2H]]
[RP2EMAIL.WTREMAIL=1 AND WTREMAIL2=1: [RP2J]]

[1 EMAIL: Is this the email we should / >1 EMAIL: Which of these should we] provide to JP Morgan Chase Bank for your electronic payment?

1. [1 EMAIL: Yes / >1 EMAIL: [RP2H]]
2. [RP2EMAIL.WTREMAIL=1 AND WTREMAIL2=1: [RP2J]]  5. [1 EMAIL: No / >1 EMAIL: Provide a different email address]  NA

Assign RP9EP3; Then GO TO RP8  GO TO RP9EP3

- ENTER email address, then READ BACK and VERIFY with Respondent
- If R prefers a text instead, GO BACK to RP9EP1 and ENTER [2]
- Ctrl-D and Ctrl-R not allowed - we must have an email or cell phone to process electronic payments
- For DK/RF, GO BACK to RP9A and select a different payment option

GO TO RP8

(Web) Please enter the email address that we should provide to JP Morgan Chase Bank for [RP4A=1: your / RP4A=3: [RP4B.NAMF RP4BNAML’s]] electronic payment.

Email String 50

CHECK: Your response is required.

GO TO RP8

RP9EP4. Earlier, we recorded the following cell phone number for [RP4A=1: you / RP4A=3: [RP4B.NAMF (RP4BNAML)]]:

READ CELL PHONE NUMBER TO R

[[RPHONE.CELLPH/CELLFOR] / [OPPHONE.CELLPH/CELLFOR]]

Is this the cell phone number we should provide to JP Morgan Chase Bank (for [RP4A=1: your / RP4A=3: [RP4B.NAMF RP4BNAML’s]] electronic payment)?

- If R prefers an email instead, GO BACK to RP9EP1 and ENTER [1]
- Ctrl-D and Ctrl-R not allowed - we must have an email or cell phone to process electronic payments
- For DK/RF, GO BACK to RP9A and select a different payment option
- ENTER [5] if R does not want to use the cell phone reported earlier

Then GO TO RP8

(Web) You previously reported the following cell phone number for [RP4A=1: you / RP4A=3: [RP4B.NAMF RP4BNAML]]:

[[RPHONE.CELLPH/CELLFOR] / [OPPHONE.CELLPH/CELLFOR]]

Is this the cell phone number we should provide to JP Morgan Chase Bank for [RP4A=1: your / RP4A=3: [RP4B.NAMF RP4BNAML’s]] electronic payment?

1. Yes → Assign RP9EP5; 5. No → NA
Then GO TO RP8

GO TO RP9EP5


- ENTER cell phone number, then READ BACK and VERIFY with Respondent
- If R prefers an email instead, GO BACK to RP9EP1 and ENTER [1]
- Ctrl-D and Ctrl-R not allowed - we must have an email or cell phone to process electronic payments
- For DK/RF, GO BACK to RP9A and select a different payment option

GO TO RP8

(Web) Please enter the email address that we should provide to JP Morgan Chase Bank for [RP4A=1: your / RP4A=3: [RP4B.NAMF RP4BNAML’s]] electronic payment.

Cell Phone String 20

CHECK: Your response is required.
Thank You TOC

RP8. As part of our quality control procedures, another interviewer from The University of Michigan may call you back to ask a few questions about this interview and to answer any questions you may have about the interview process.

[RPAY9EPI=EMAIL: Please check your email for payment information from JP Morgan Chase Bank, including junk and spam folders. The email expires after 48 hours.]

• ENTER [1] to continue

1. Continue

Locator 1 TOC

RP10A. [F1]-Help
Interviewer Checkpoint

• Did you or any other interviewer offer a Locator Fee to get this interview?

1. Yes 5. No → GO TO RP12

↓ RPAY.RP10B

ADDRTYPE. Which Address (assigned)

6. Locator 1

TITLE. Title -- e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”

Enter name and mailing address for Locator #1

• If no title, PRESS [Enter] to continue

• Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 6

NAMF. First Name

• Ctrl-D and Ctrl-R not allowed

String 20

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

NAMM. Middle Name

• Ask for Middle Name but do not probe DK or RF

• If none, PRESS [Enter] to continue

• Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

String 20

NAML. Last Name

• Ctrl-D and Ctrl-R not allowed

String 20

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.
**SUFX.** Suffix -- e.g. “Sr”, “Jr”
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

**INCO.** [F1]-Help
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

**ADDR1.** Address 1
- IF R says the mailing address contains both a street address and PO Box: ENTER street address here (Address 1) and ENTER PO Box in Address 2
- Ctrl-D and Ctrl-R not allowed

**APTSTE.** Apt/Suite
- If none, PRESS [Enter] to continue
- ENTER [Apt] or [Ste] plus numbers and /or letters
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

**ADDR2.** Address 2
- IF R says the mailing address contains both a street address and PO Box: ENTER PO Box here (Address 2)
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

**CITY.** City
- Ctrl-D and Ctrl-R not allowed

**STATE.** STATE
- Start typing the name of the State to bring up the look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”
- Ctrl-D and Ctrl-R not allowed

**ZIP.** Zip Code
- If foreign country, ENTER all [0]’s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]’s

*CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.*
COUNTRY, CNTRYCODE (STATE=57. Foreign Country). Country
- Start typing the name of the Foreign Country to bring up the look-up list
- Ctrl-D and Ctrl-R not allowed

| Look-up list | 1 – 193 |

SIGNAL for Locator 1: IWER: Make sure that Locator’s name and address are complete. Payments will NOT be made to incomplete names or addresses. If any field is Missing/DK/RF, SUSPEND the interview until you have the correct information.

End RP10B

RPAY.L1PHONE

ADDRTYPE. Which Address; Assigned

| 6. Locator 1 |

WTRCELL. Does [RP10B.NAMF RP10B.NAML] have a cell phone?
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]

| 1. Yes | 5. No | → GO TO WTRHOME |

↓

CELLPH. Cell Phone - Area Code and Telephone Number
What is the area code and phone number?
- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell

[ENTER] (___)___-___ → GO TO WTRHOME

↓

CELLFOR. Cell Phone - Foreign Number
(What is the area code and phone number?)
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrCell

String 20

WTRHOME. Does [RP10B.NAMF RP10B.NAML] have a home phone?
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [5]

| 1. Yes | 5. No | → GO TO RP10GG |

↓

HOMEPH. Home Phone - Area Code and Telephone Number
What is the area code and phone number?
- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

[ENTER] (___)___-___ → GO TO RP10GG

↓

HOMEFOR. Home Phone - Foreign Number
(What is the area code and phone number?)
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [5] at WtrHome

String 20

End L1PHONE
RP10G. [F1]-Help  
What is (his/her) relationship to Respondent?  

RP10H. [F1]-Help  
How much did you offer Locator #1?  
°  Ctrl-D and Ctrl-R not allowed  
10. Ten dollars ($10)  15. Fifteen dollars ($15)  20. Twenty dollars ($20) - with TL approval

RP10I. [F1]-Help  
Can Locator #1 be paid by check or did (he/she) request a money order?  
°  Ctrl-D and Ctrl-R not allowed  
GO TO RP11A  ↓  GO TO RP11A

RP10J. When was Locator #1 paid?  
°  ENTER MM/DD/[CYEAR/CYEAR+1], with or without slashes  
°  Ctrl-D and Ctrl-R not allowed  
_ _ / _ _ / [CYEAR/CYEAR+1]

Locator 2  
TOC

RP11A. [F1]-Help  
Interviewer Checkpoint  
°  Was there a second Locator Fee offered for this interview?  
1. Yes  5. No  → GO TO RP12  
↓  
RPAY.RP11B

ADDRTYPE. Which Address; Assigned  
7. Locator 2

TITLE. Title -- e.g. “Mr”, “Mrs”, “Ms”, “Miss”, “Dr”  
Enter name and mailing address for Locator #2  
°  If no title, PRESS [Enter] to continue  
°  Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue  
String 6

NAMF. First Name  
°  Ctrl-D and Ctrl-R not allowed  
String 20

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to makes a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.
NAMM. Middle Name
- Ask for Middle Name but do not probe DK or RF
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

NAML. Last Name
- Ctrl-D and Ctrl-R not allowed

INCO. [F1]-Help
In Care Of
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue

ADDR1. Address 1
- IF R says the mailing address contains both a street address and PO Box: ENTER street address here (Address 1) and ENTER PO Box in Address 2
- Ctrl-D and Ctrl-R not allowed

ADDR2. Address 2
- IF R says the mailing address contains both a street address and PO Box: ENTER PO Box here (Address 2)
- If none, PRESS [Enter] to continue
- Ctrl-D and Ctrl-R not allowed; For DK/RF, PRESS [Enter] to continue
CITY. City
- Ctrl-D and Ctrl-R not allowed

String 40

CHECK for “DK”, “RF”, or “DON’T KNOW” entered: A valid address is required in order for us to make a payment, including name, address line 1, city, state, sip/postal code and country. This payment will not be made until this information is provided.

STATE. STATE
- Start typing the name of the State to bring up the look-up list
- If foreign country, ENTER [FOR] to select “Foreign Country”
- Ctrl-D and Ctrl-R not allowed

Look up list 1-57

ZIP. Zip Code
- If foreign country, ENTER all [0]'s
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER all [0]'s

String 10

COUNTRY, CNTRYCODE (STATE=57. Foreign Country). Country
- Start typing the name of the Foreign Country to bring up the look-up list
- Ctrl-D and Ctrl-R not allowed

Look-up list 1 – 193

SIGNAL for Locator 2: IWER: Make sure that Locator’s name and address are complete. Payments will NOT be made to incomplete names or addresses. If any field is Missing/DK/RF, SUSPEND the interview until you have the correct information.

End RP11B

RPAY.L2PHONE

ADDRTYPE. Which Address; Assigned
7. Locator 2

WTRCELL. Does [RP11B.NAMF RP11B.NAML] have a cell phone?
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [S]

1. Yes  5. No → GO TO WTRHOME

CELLPH. Cell Phone - Area Code and Telephone Number
What is the area code and phone number?
- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [S] at WtrCell

[ENTER] ( _ _ _ ) _ _ _ _ _ _ → GO TO WTRHOME

CELLFOR. Cell Phone - Foreign Number
(What is the area code and phone number?)
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [S] at WtrCell

String 20
WTRHOME. Does [RP11B.NAMF RP11B.NAML] have a home phone?
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [S]
  1. Yes  5. No → GO TO RP11G

↓

HOMEPH. Home Phone - Area Code and Telephone Number
What is the area code and phone number?
- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [S] at WtrHome

[ENTER] [(_)(_) - _ _] → GO TO RP11G

↓

HOMEFOR. Home Phone - Foreign Number
(What is the area code and phone number?)
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [S] at WtrHome

String 20

End L2PHONE

RP11G. [F1]-Help
What is (his/her) relationship to Respondent?


RP11H. [F1]-Help
How much did you offer Locator #2?
- Ctrl-D and Ctrl-R not allowed

10. Ten dollars ($10)  15. Fifteen dollars ($15)  20. Twenty dollars ($20) - with TL approval

RP11I. [F1]-Help
Can Locator #2 be paid by check or did (he/she) request a money order?
- Ctrl-D and Ctrl-R not allowed

GO TO RP12

↓

GO TO RP12

RP11J. When was Locator #2 paid?
- Ctrl-D and Ctrl-R not allowed
- ENTER MM/DD/[CYEAR/CYEAR+1], with or without slashes

_ _ / _ _ / [CYEAR/CYEAR+1]
Payment Problems

TOC

RP12. [F1]-Help

Were there any Respondent or Locator payment problems reported by this Respondent?

1. Yes 5. No → GO TO RPEND

↓

RP12SPEC. [F1]-Help

Please provide details of payment issue.

String 500

RPEND. End Date of Section (assigned)

MM/DD/YYYY

RPSEC_END. You have reached the end of the Rpay section.

• Enter [1] to continue

1. Continue → RETURN TO BLOCKSTATUS

IWPAYWHO. Who Receives Interview Payment (assigned)

1. PCG / R 2. Other payee 3. Declined 4. Prepaid

IWPAYAMT. Amount of Interview Payment (assigned)

0.00

[PAYMENT] (+10.00)

RP9A=1, 2 (WTRPREPAID=5)

[RP9C] (+[RP9C2])

RP9A=5 (WTRPREPAID=1 & RP4PP=2, 5; or, WTRPREPAID=5)

[RP9DAMT] (+10.00)

RP9A=7 & RP9D=1, 4 (WTRPREPAID=1 & RP4PP=2, 5; or, WTRPREPAID=5)

IWPAYMODE. Mode of Interview Payment (assigned)

1. Check

RP9A=1 OR RP9D=1, 4 (WTRPREPAID=1 & RP4PP=2, 5; or, WTRPREPAID=5)

RP9A=2 (WTRPREPAID=5)

4. Declined

RP4A=4 (WTRPREPAID=1 & RP4PP=2, 5; or, WTRPREPAID=5)

RP9A=5 (WTRPREPAID=1 & RP4PP=2, 5; or, WTRPREPAID=5)

5. Cash

RP4PP=1 (WTRPREPAID=1)

7. Prepaid

End RPAY

RPAYPARALLELSTATUS. Status of Parallel Block – Address Update & Payment

3. Not Started RPay not started

4. Started RPay in progress

14. IW not Complete PCG-HH &/or PCG-Child interviews in progress

15. Done RPay completed
Parallel Block Components

Consent for Interview, Recording & Time Diary

The upper age limit of 18 years is applicable for children who have had birthdays in 2022 prior to completing the component. “Age of Majority” means that a CDS child has reached age 18 (in 2022) and does not reside in Alabama, Mississippi, Nebraska or Puerto Rico.

CONSENSCHILD

CONSENTCHILDSEC_START. Interviewer checkpoint:
Start of Consent (Child) parallel block
• ENTER [1] to continue

1. Continue

CONSENT2F_TEL. Interviewer checkpoint:
Indicate whether this interview is being conducted face to face or on the telephone.

1. Face to face 2. Telephone

Repeat CONSENT12_17IW[1..15] for each CDS Child age 12-17; [1..15]=Which CDS Child

CONSENT12_17IW[1..15]. As a part of the F.E.S. - Child Development Supplement, I would like to ask your children who are between ages 12 and 17 years questions about their experiences in school, at home, and with friends. Some questions asked confidentially are about sensitive topics including sexual behavior and drug and alcohol use. The interview is completely voluntary and confidential. Even after you agree, your child(ren) may decide not to participate or to stop the interview at any time. The interview for each child is designed to take between 20 and 30 minutes, depending on your child(ren)’s age, but may be shorter or longer. We will provide each child with $[PRELOAD.PAYMENT12_17LOAD] as a token of our appreciation for his/her participation. The child(ren) eligible for this part of the study [is/are]:
• Enter the consent status for each child listed below.
• Only ENTER [2] if approved by the Project Team in Ann Arbor
[\*] [CHILD NAME], Age [CHILD AGE] [\*] [AGE 18/AGE OF MAJORITY: This CDS child has reached the age of majority (age 18). Do not ask PCG for consent for this child. Consent will be obtained later from this child at the time of his/her interview. ENTER [6] to continue.]
• Inform PCG that the questions which are regarding sensitive topics like sexual behavior and drug and alcohol use will not be asked by a live person, but by an automated system over the phone. Their interviewer will not be the one asking these questions.

AGE 12-18/NOT AGE OF MAJORITY: 1. Yes, consent given
2. Unable to Administer (approved partials only)
AGE 12-18/NOT AGE OF MAJORITY: 5. No, consent not given
AGE 18/AGE OF MAJORITY: 6. Child has reached age of majority
**CH16_17CKPT[1…15]. CAI Checkpoint: Whether Child Consented is 16 or 17 Year Old**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child Consented is 16 or 17 Year Olds (Child Preload.Child.AGE=16 or 17 and CONSENT12_17IW=1)</td>
<td>→ GO TO CONSENT12_17IW END Rule</td>
</tr>
<tr>
<td>5. All Others (No Child Preload.Child.Age=16 or 17, or Child Preload.Child.Age=16 or 17 and CONSENT12_17IW&lt;&gt;1)</td>
<td></td>
</tr>
</tbody>
</table>

**Repeat CH16_17WTRCELL[1…15]. - CH16_17EMAILADDR[1…15]. for each CDS Child age 16-17; [1..15]=Which CDS Child**

**CH16_17WTRCELL[1…15]. Cell Phone for 16-17 year old**
We’d like to get [CHILD NAME]’s contact information in order to contact them for their interview. Is there a cell phone where we can contact [CHILD NAME]?
- Ctrl-D and Ctrl-R not allowed; For DK/RF ENTER [S]

- 1. Yes 5. No → GO TO CH16_17WTREMAIL

**CH16_17CELLPH[1…15]. Cell Phone for 16-17 year old**
What is the area code and phone number?
- If foreign phone, PRESS [ENTER] to go to foreign phone field
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [S] at WtrCell

- [ENTER] ( _ _ _) _ - _ _ _ → GO TO CH1617EMAIL

**CH16_17CELLFOR[1…15]. Cell Phone for 16-17 year old**
(What is the area code and phone number?)
- Ctrl-D and Ctrl-R not allowed; For DK/RF, GO BACK and ENTER [S] at WtrCell

**CH16_17WTREMAIL[1…15]. Email Address for 16-17 year old**
Is there an e-mail address where we can contact [CHILD NAME]?

- 1. Yes 5. No → GO TO CONSENT12_17IW END Rule

**CH16_17EMAIL[1…15]. Email Address for 16-17 year old**
(What is that e-mail address?)
- ENTER email address, then READ BACK and VERIFY with Respondent
- Ctrl-D and Ctrl-R not allowed; For DK/RF go back and ENTER [Ctrl-D, Ctrl-R] at previous question

**CONSENT12_17IW END Rule: Whether Consent for Interview Received for At Least One CDS Child**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent Received (CONSENT12_17IW=1, 6)</td>
<td>→ GO TO CONSENTCHILDSEC_END</td>
</tr>
<tr>
<td>All Others</td>
<td>→ GO TO CONSENTCHILDSEC_END</td>
</tr>
</tbody>
</table>
RECORDEDIW Rule: Whether IW Flagged For Recording

Flagged For Recording (RECORDIW=1) | All Others \(\rightarrow\) GO TO CONSENTCHILDSEC_END

Repeat RECORDEDIWCONSENT12_17IW[1..15] for each CDS Child [1..15]=Which CDS Child

RECORDEDIWCONSENT12_17[1..15]. [1st CHILD: We sometimes record interviews to help us maintain quality. Your child’s interview may be recorded for quality control purposes. Your child may still participate if you do not agree to the interview being recorded.]

Do you agree for [CHILD]'s interview to be recorded for quality control? Your child will also be asked if they agree to be recorded and will still be able to participate if he or she does not agree.

• If R agrees to the RECORDING of this interview, ENTER [1]
• If R does not agree to the RECORDING of this interview, ENTER [5]

[*] [CHILD NAME], Age [CHILD AGE] [*] [AGE 18/AGE OF MAJORITY: This CDS child has reached the age of majority (age 18). Do not ask PCG for consent for this child. Consent will be obtained later from this child at the time of his/her interview. ENTER [6] to continue.]

| AGE 12-18/NOT AGE OF MAJORITY: 1. Yes |
| AGE 12-18/NOT AGE OF MAJORITY: 5. No |
| AGE 18/AGE OF MAJORITY: 6. Child has reached age of majority |

CONSENTCHILDSEC_END. Interviewer checkpoint:
End of Consent (Child) parallel block
• ENTER [1] to continue
1. Continue \(\rightarrow\) RETURN TO BLOCKSTATUS

End CONSENTCHILDREN

CONSENT12_17PSTATUS. Status of Parallel Block – Children Age 12-18 Consent for Interviews & Recording

| 3. Not Started | Parallel block not started |
| 4. Started | Parallel block in progress |
| 9. Unable to Administer | All children CONSENT12_17IW[]=2 |
| 15. Done | Parallel block completed |
| 17. Refused | All children CONSENT12_17IW[]=5 |
Schools Attended

TOC

For CDS Children Age 5-18 (Birth years for CDS-2021 children: 2004-2016) and Grade PreK-12.
The upper age limit of 18 years is applicable in 2022 only, for children who have had birthdays in 2022 prior to completing the component.

SH

SHSEC_START. Interviewer checkpoint:
- Start of school block
  - ENTER [1] to continue
  1. Continue

SHSTART. Start Date of Section (assigned)

MM/DD/YYYY

SCHINTRO. PCG: [PCG NAME]

IWER: Read the voluntary statement if this is the 1st block you are completing. If you have already read this statement to the PCG you do not need to re-read the statement. If you are resuming a suspended iw, only read the 1st paragraph.
(Before I begin, I want you to know that this interview is completely voluntary. If we should come to any questions you don’t want to answer, just let me know and I will go on to the next question. Your answers will be kept confidential.
We would like to know about [1 CDS CHILD: the school [CHILD NAME] currently attends / >1 CDS CHILD: the schools your children currently attend].
  - ENTER [1] to continue
  - Only ENTER [2] if approved by the Project Team in Ann Arbor
  - If PCG refuses to continue, ENTER [5]

1. Continue  2. Unable to Administer (approved partials only)  5. If Vol: PCG refuses to continue

RETURN TO BLOCKSTATUS

SCHFTF_TEL. Interviewer checkpoint:
- Indicate whether this interview is being conducted face to face or on the telephone.
  1. Face to face  2. Telephone

SCHWHICHKID. Interviewer Checkpoint:
- Child [CHILD NAME]: [SCHOOLPARALLELSTATUS[1..15]] → GO TO NUMSCH
  - [Not all children are complete. Please select a child by clicking on the status. / All children are complete. ENTER [1] to continue.]

1. Continue
SCHCOMPLETE. Thank you, that completes the questions I have about [1 CDS CHILD: the school [CHILD NAME] attends / >1 CDS CHILD: the schools your children attend].

- ENTER [1] to continue

1. Continue

SCHOOL LANG. Indicate language(s) used to conduct this section of the interview

- ENTER all that apply

1. English  2. Spanish  7. Language other than English or Spanish

SHEND. End Date of Section (assigned)

MM/DD/YYYY

SHSEC_END. Interviewer checkpoint:
End of School parallel block
- ENTER [1] to continue

1. Continue → RETURN TO BLOCKSTATUS

SH.SCHOOL.SCHCHLP[1..15] [1..15]=Which CDS Child

NUMSCH. CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]
Starting with kindergarten, how many different schools has [CHILD NAME] ever attended?

- If needed: This includes home schooling

1 - 13 DK/RF → RETURN TO SCHWHICHKID

↓


SCHID. [F1]-Help

CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]

[LOOP 1: Which school does [CHILD NAME] currently attend? (In what city and state is it located?) /

[LOOP 2-6: What school did [CHILD NAME] attend before [[SCHOOL NAME] / being home schooled / that last school]? What is the name of the school? (In what city and state is it located?)]

- Type the following separated with commas: State abbreviation, City name, School name
- For example, “mi, ann arbor, pioneer” will list all schools in Ann Arbor Michigan that have Pioneer in the name
- If R doesn’t know State and City, type the name of the school to list all of the schools in the country with that name
- If the school cannot be found on the list, ENTER [not found] to select “School not found”
  - If R is home schooled: first search for school if applicable, if school is not listed, ENTER [Home schooled] to select “Home schooled, school not found”

String 50; NCES School look-up list 99999999995. Home schooled 99999999997. School not found DK RF → GO TO SCHOOL END RULE

GO TO SCHGRADE RULE GO TO SCHDK

SIGNAL for SCHID selected from NCES database but grades offered by school (NCESPK-NCESG12) <> CHGRADE: The selected school [[SCHOOL NAME]] does not offer the grade level that [CHILD NAME] currently attends [[CHILD GRADE]]. VERIFY school name with Respondent and GO BACK to re-select school name.
SCHDK. CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]

- Ask R for school name, address where it is located, mailing address, school district, and any other information R can give you to help us identify the school, such as:
  - Type of school (elementary, junior high/middle, high school)
  - Public or private school
  - Charter or magnet school

  Open End

SCHGRADE Rule: Whether Child Attended More Schools

<table>
<thead>
<tr>
<th>LOOP 1 (Current School)</th>
<th>GO TO SCHOOL END RULE</th>
<th>LOOP 2-6 (Previous Schools)</th>
</tr>
</thead>
</table>

SCHGRADE. What grade or grades did [CHILD NAME] attend at this school?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Tenth grade</td>
<td>11. Eleventh grade</td>
<td>12. Twelfth grade, High school, GED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL END Rule: Whether Child Attended More Schools

<table>
<thead>
<tr>
<th>Attended More Schools</th>
<th>SCHGRADE=one selection</th>
<th>All Others</th>
<th>RETURN TO SCHWHICHKID</th>
</tr>
</thead>
</table>

GO TO SCHID for Next School, MAX= 2;
Then RETURN TO SCHWHICHKID

End SCHATTEND
Child School Closure & Attendance

SCHCOVID1CKPT. CAI Checkpoint: Child’s Grade in CDS19

1. Preschool, Kindergarten or Grade 1-12 (PRELOAD.CHILD[].SCHGRADE=1-12, 95, 96)

5. All Others → GO TO END SH

SCHCOVID1. ☑️ Page 66 [CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE] ] [F1]-Help
Did [CHFNAME]’s school close or shift to online or other remote instruction for at least part of the last school year (2020-2021) because of the COVID-19 pandemic?

• If Yes, PROBE: Did the school close with no instructional activity, did it shift to online or remote learning, or was there a mix of online and in-person attendance?

1. Yes, school closed with no instructional activity
2. Yes, shifted to online or remote learning
3. Yes, shifted to mix of online and in-person attendance
5. No, school has remained open
7. Child was home schooled or attended school online already (VOL) → GO TO END SH

SCHCOVID2. [CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE] ]
The next questions are about the period when [CHFNAME]’s school closed due to the COVID-19 pandemic. When [CHFNAME]’s school closed, did [CHFNAME] continue to have schoolwork assigned to complete at home?

1. Yes 5. No → GO TO SCHCOVID8

SCHCOVID3. ☑️ Page 67 [CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE] ]
Overall, how many school assignments did [CHFNAME] complete? Would you say none, a few, some, most, or all of the assignments?


SCHCOVID4. [CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE] ]
When [CHFNAME]’s school was closed, did [CHFNAME] attend class sessions online through a video conferencing service like Zoom or Google Meet?

1. Yes 5. No → GO TO SCHCOVID6

SCHCOVID5. ☑️ Page 67 [CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE] ]
Overall, how many online class sessions did [CHFNAME] attend? Would you say none, a few, some, most, or all of the class sessions?

When [CHFNAME]’s school was closed, how involved were you or other household members in helping [CHFNAME] with schoolwork? Would you say extremely involved, very involved, somewhat involved, slightly involved, or not at all involved?

1. Extremely involved
2. Very involved
3. Somewhat involved
4. Slightly involved
5. Not at all involved

Between the time [CHFNAME]’s school closed and the end of the school year, about how many hours each school day did [CHFNAME] spend on learning activities?

- Enter a number from 0 to 24

Compared with [CHFNAME]’s learning situation before the COVID-19 pandemic, would you say [CHFNAME]’s learning during the COVID-19 pandemic last school year was much better, a little better, about the same, a little worse, or much worse?

1. Much better
2. A little better
3. About the same
4. A little worse
5. Much worse

Is [CHFNAME] currently attending class at school or college in person at least part of the time?

1. Yes
5. No

Since the start of the current school year (in August or September 2021), did [CHFNAME]’s school ever close or shift to online learning due to COVID-19?

- If Yes, PROBE: Did the school close with no instructional activity, did it shift to online or remote learning, or was there a mix of online and in-person attendance?

1. Yes, closed with no instructional activity
2. Yes, shifted to online or remote learning
3. Yes, shifted to mix of online and in-person attendance
5. No, school has remained open
7. Child was home schooled or attended school online already (VOL)

End SCHCHLP

End SH

SHPARALLELSTATUS. Status of Parallel Block – Schools Attended

1. N/A
3. Not Started
4. Started
9. Unable to Administer
15. Done
17. Refused

No CDS children age 5-18
Parallel block not started
Parallel block in progress
SCHINTRO=2
Parallel block completed
SCHINTRO=5
<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Not Started</td>
<td>Interview not started</td>
</tr>
<tr>
<td>4. Started</td>
<td>Interview in progress</td>
</tr>
<tr>
<td>15. Done</td>
<td>Interview completed</td>
</tr>
</tbody>
</table>
Child Care

TOC

For CDS Children Grade 6 or Less.

CC

CCSEC_START. Interviewer checkpoint:
Start of child care block
• ENTER [1] to continue

1. Continue

CCSTART. Start Date of Section (assigned)

MM/DD/YYYY

CCINTRO. PCG: [PCG NAME]
IWER: Read the voluntary statement if this is the 1st block you are completing. If you have already read this statement to the PCG you do not need to re-read the statement. If you are resuming a suspended iw, only read the 1st paragraph.
(Before I begin, I want you to know that this interview is completely voluntary. If we should come to any questions you don’t want to answer, just let me know and I will go on to the next question. Your answers will be kept confidential.
The interview will take about 80 minutes, depending on the number of eligible children in your family.
Now I would like to talk about child care for your children who haven’t begun school yet or are in grade 6 or below.
Children grade 6 or younger:
[CHILD NAME] List of CDS children in grade 6 or less, from youngest to oldest
• ENTER [1] to continue
• Only ENTER [2] if approved by the Project Team in Ann Arbor
• If PCG refuses to continue, ENTER [5]

1. Continue 2. Unable to Administer (approved partials only) 5. If Vol: PCG refuses to continue

RETURN TO BLOCKSTATUS

CCFTF_TEL. Interviewer checkpoint:
Indicate whether this interview is being conducted face to face or on the telephone.

1. Face to face 2. Telephone
CC.CHILDCARE.CHCHLP[1..15] [1..15]=Which CDS Child

CC1CKPT. CAI Checkpoint: Which CDS Child; Whether Programs Already Assigned to this Child

<table>
<thead>
<tr>
<th>1. Child 1 (Youngest)</th>
<th>All Other Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>↓</td>
<td></td>
</tr>
<tr>
<td>2. No Programs Assigned</td>
<td>3. 1 Program Assigned</td>
</tr>
<tr>
<td>↓</td>
<td>4. 2 Programs Assigned</td>
</tr>
<tr>
<td></td>
<td>5. 3 Programs Assigned</td>
</tr>
</tbody>
</table>

Assign CC1=Yes & CC2=[1 / 2 / 3]; Then GO TO CC2

CC1. [F1]-Help
CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]
Was [CHILD NAME] cared for by someone other than you [PCG HAS SPOUSE/PARTNER IN FU] and [PARTNAME=RESPONSE: [SPOUSE/PARTNER] / PARTNAME<>RESPONSE: your spouse or partner] in the past 4 weeks? [CHGRADE=1-6: Please be sure to include any before school or after school care for [CHILD NAME].]
  • IF No, PROBE: So that means that nobody else cared for your child in the past 4 weeks other than you [PCG HAS SPOUSE/PARTNER IN FU] and [[SPOUSE/PARTNER] / your spouse or partner]?
  1. Yes  5. No → GO TO CC1CKPT for Next Child

CC2. CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]

[PROGRAMS ALREADY ASSIGNED: Child Care Arrangements Used:
Most hours of care: [CC3]
2nd Most hours of care: [CC3]
3rd Most hours of care: [CC3]
[CC1CKPT=1, 2: How many different regular child care [CHGRADE=1-6: and before or after school care] arrangements did you have for [CHILD NAME] in the past 4 weeks? / CC1CKPT=3: Next, let’s talk about [CHILD NAME]. Including the [2] child care [arrangement / arrangements] you already reported for [CHILD NAME] (READ list above if needed), how many total arrangements did you have for [CHILD NAME] in the past 4 weeks?)
  • ENTER a number from [1 / 2 / 3] to 7
  [1 / 2 / 3] – 7

CC3CKPT. CAI Checkpoint: Whether Programs Already Assigned to this Child

<table>
<thead>
<tr>
<th>1. No Programs Assigned</th>
<th>2. 3 Programs Assigned</th>
<th>2 Programs Assigned</th>
<th>3. Child has 2 Programs (CC2=2)</th>
<th>4. Child has &gt;2 Programs (CC2=3-7, DK/RF)</th>
<th>5. Child has 1 Program (CC2=1)</th>
<th>6. Child has &gt;1 Program (CC2=2-7, DK/RF)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GO TO CC1CKPT for Next Child  GO TO CC3 LOOP 1, 2 or 3 (depends on programs already reported as 1st, 2nd or 3rd)  GO TO CC1CKPT for Next Child  GO TO CC3 LOOP 2/3, 1/3, 1/2 (depends on programs already reported as 1st, 2nd &/or 3rd)
CC.CHIrLD.CARE.CHCHLP[1..15].PROGRAMTAB.PROGRAMLP[1..3] [1..15]=Which CDS Child; [1..3]=Which program

CC3. [F1]-Help
CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]
PROGRAMS ALREADY ASSIGNED: Child Care Arrangements Used:
Most hours of care: [CC3]
2nd Most hours of care: [CC3]
3rd Most hours of care: [CC3]

[CC2=1 & PROGRAM LOOP 1]: What type of program or arrangement provided the most hours of care during the past 4 weeks for [CHILD NAME]? / CC2 >1 & PROGRAM LOOP 1: [CHILD LOOPS 2-15: ] I would like to know about the types of programs or arrangements that provided care during the past 4 weeks for [CHILD NAME]. [CHILD LOOPS 2-15: ] (First) What type of program or arrangement provided the most hours of care for [CHILD NAME] during the past 4 weeks? / CC2 >1 & PROGRAM LOOP 2: (Next) What type of program or arrangement provided the second most hours of care for [CHILD NAME] during the past 4 weeks? Do not include programs or arrangements you already told me about (READ list above). / CC2 >1 & PROGRAM LOOP 3: What type of program or arrangement provided the third most hours of care for [CHILD NAME] during the past 4 weeks? Do not include programs or arrangements you already told me about (READ list above).]

1. Relative in the child’s home
2. Non-relative in the child’s home
3. Care in a relative’s home
4. Care in a non-relative’s home (family day care provider)
5. Head Start program
6. Prekindergarten program, nursery school, preschool, or child care center
7. Before- or after-school program
8. Child cares for self alone
9. Other type of child care
95. None/No more arrangements

SIGNAL for CC4=5, 6 and 5, 6 already selected for previous program: IWER: READ QUESTION: Is this the same relative you just told me about? IF “YES”, PRESS [Enter] or SELECT [Go To], to go to CC3 to make a different child care program or arrangement selection. IF “NO”, ENTER [Close] to make relative selection.
CC5. CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]
Child Care Arrangement: [CC3]
In the past 4 weeks, how many days per week, on average, was [CHILD NAME] cared for in this program or arrangement?
- ENTER number of days per week from 1 to 7

1 – 7

CC6. CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]
Child Care Arrangement: [CC3]
In the past 4 weeks, how many total hours per week, on average, was [CHILD NAME] cared for in this program or arrangement?
- ENTER number of hours per week from 1 to 112

1 – 112

SIGNAL for CC6 <12: IWER: READ QUESTION: Is that [CC6] hours per week? If this is not correct, go back to CC6 and enter correct hours. If this is correct, click [SUPPRESS] to continue.

CC8 Rule: Whether There are More CDS Children Who Need Program(s) Assigned

More CDS Children | No More CDS Children → GO TO CC12

CC8. CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]
Child Care Arrangement: [CC3 for this loop]
Were any of your other children who have not started school yet or who are in grade 6 or lower cared for in this program or arrangement? (Which children?)
- READ LIST of children if necessary
- ENTER all that apply
- ENTER [95] if none of the children listed were in this program or arrangement

1 – 15. [CHILD NAME], Age: [CHILD AGE] List of CDS Children not already assigned 3 programs 95. None DK/RF → GO TO CC12

CC.CHILDCARE.CHCHLP[1..15].PROGRAMTAB.PROGRAMLP[1..3].OTHERCHILDDATA[1..15]

CC9. CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]
Child Care Arrangement: [CC3]
Was this program or arrangement one in which [CHILD NAME] spent the most time, the second most time, or the third most time (in the past 4 weeks)?
1. Most time 2. Second most time 3. Third most time

CC10. CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]
Child Care Arrangement: [CC3]
In the past 4 weeks, how many days per week, on average, was [CHILD NAME] cared for in this program or arrangement?
- ENTER number of days per week from 1 to 7

1 – 7
CC11.  CDS Child: [CHILD NAME], Age: [CHILD AGE], Grade: [CHILD GRADE]
Child Care Arrangement: [CC3]
In the past 4 weeks, how many hours per week, on average, was [CHILD NAME] care for in this program or arrangement?
• ENTER number of hours per week from 1 to 112

1 – 112

SIGNAL FOR CC11 <12: IWER: READ QUESTION: Is that [CC11] hours per week? If this is not correct, go back to CC6 and enter correct hours. If this is correct, click [SUPPRESS] to continue.

CC12 Rule: Whether More CDS Children Selected at CC8

<table>
<thead>
<tr>
<th>More Children Selected</th>
<th>→ GO TO CC8 for Next Child</th>
<th>No More Children</th>
</tr>
</thead>
</table>

End OTHERCHILDDATA

CC12.  [F1]-Help
CDS Children: [CHILD NAME], Age: [CHILD AGE] All List of all children for this program
Child Care Arrangement: [CC3]
Including all of your children who were cared for in this arrangement in the last 4 weeks, what was the total amount your household paid out of pocket (for the last 4 weeks)?
• ENTER a number from 1.00 to 9,997.00
• ENTER unit of time on next screen (Hour, Day, Week, 2 Weeks, Month, Year)
• If R says “Nothing”, ENTER [0]

$ 0.00 → GO TO CC END RULE $ 1.00 – 9,997.00 DK/RF → GO TO CC END RULE

CC12PER.  CDS Children: [CHILD NAME], Age: [CHILD AGE] All List of all children for this program
Child Care Arrangement: [CC3]
• If needed, ASK: Was that $[CC12] total for the last 4 weeks?
  If Yes, ENTER [5]
  If No: Was that $[CC12] per hour, per day, per week, or what?
• Enter unit of time
  1. Per hour  2. Per day  3. Per week  4. Every two weeks  5. Every month
  6. For the year  7. Other-specified (CC12PERSPEC. Specify. (String 100))

End PROGRAMLP

CC END Rule: Which Child; Which Program

<table>
<thead>
<tr>
<th>1 Program (CC2=1)</th>
<th>2 Programs (CC2=2)</th>
<th>3 or More Programs (CC2=3-7, DK/RF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO TO CC1CKPT for Next Child</td>
<td>Program Loop 1</td>
<td>Program Loop 2</td>
</tr>
<tr>
<td>GO TO CC1CKPT for Next Child</td>
<td>GO TO CC3CKPT for Next Program</td>
<td>Program Loop 3</td>
</tr>
<tr>
<td>GO TO CC1CKPT for Next Child</td>
<td>GO TO CC3CKPT for Next Program</td>
<td>Program Loop 1, 2</td>
</tr>
</tbody>
</table>
CCCOMPLETE Rule: Whether Child Care Completed for All Children

- Completed for All Children
- All Others → GO TO CC1CKPT for Next Child

CCCOMPLETE. Thank you, that completes the questions I have about child care.
- ENTER [1] to continue
  1. Continue

CCC_LANG. Indicate language(s) used to conduct this section of the interview
- ENTER all that apply
  1. English
  2. Spanish
  7. Language other than English or Spanish

CCEND. End Date of Section (assigned)

MM/DD/YYYY

CCSEC_END. Interviewer checkpoint:
End of Child Care parallel block
- ENTER [1] to continue
  1. Continue → RETURN TO BLOCKSTATUS

End CC

CCPARALLELSTATUS. Status of Parallel Block – Child Care

- 1. N/A
  No CDS children grade 6 or less
- 3. Not Started
  Parallel block not started
- 4. Started
  Parallel block in progress
- 9. Unable to Administer
  CCINTRO=2
- 15. Done
  Parallel block completed
- 17. Refused
  CCINTRO=5
Non Co-Resident Parent

For CDS Children Age 0-18 (Birth years for CDS-2021 children: 2004-2018) With One or More Non-Coresident Parent. The upper age limit of 18 years is applicable in 2022 only, for children who have had birthdays in 2022 prior to completing the component.

AP


| 1. Father ([ADPT]DADFU=0; [ADPT]MOMFU=1) | 2. Mother ([ADPT]MOMFU=0; [ADPT]DADFU=1) |
| 3. Both ([ADPT]MOMFU=0; [ADPT]DADFU=0) | 5. Neither ([ADPT]MOMFU=1; [ADPT]DADFU=1) |

ABPCKPT2. CAI Checkpoint: Whether Any CDS Child Has a Non Co-Resident Parent

1. 1+ Child With Non Co-Resident Parent (ABPCKPT1[1]=1, 2, 3) 5. All Others → RETURN TO BLOCKSTATUS

APIWSEC_START. Interviewer checkpoint:
Start of AP parallel block
  • ENTER [1] to continue

1. Continue

APSTART. Start Date of Section (assigned)

MM/DD/YYYY

ABPFTF_TEL. Interviewer checkpoint:
Indicate whether this interview is being conducted face to face or on the telephone.

1. Face to face 2. Telephone
ABPINTRO. PCG: [PCG NAME]

IWER: Read the voluntary statement if this is the 1st block you are completing. If you have already read this statement to the PCG you do not need to re-read the statement. If you are resuming a suspended iw, only read the 1st paragraph.

(Before I begin, I want you to know that this interview is completely voluntary. If we should come to any questions you don’t want to answer, just let me know and I will go on to the next question. Your answers will be kept confidential.

The interview will take about 80 minutes, depending on the number of eligible children in your family. We would like to know about [1 CDS CHILD W/NONCORESIDENT PARENT: [CHILD NAME]’s / >1 CDS CHILD W/NONCORESIDENT PARENT: any children’s] biological or adoptive parents who are not living here.

• ENTER [1] to continue
• Only ENTER [2] if approved by the Project Team in Ann Arbor
• If PCG refuses to continue, ENTER [5]

1. Continue    2. Unable to Administer (approved partials only)    5. If Vol: PCG refuses to continue

RETURN TO BLOCKSTATUS

ABP1 Rule: Starting With the Youngest CDS Child - Whether Child Has a Non Co-Resident Father; Whether Father Reported as Deceased/No Contact in PCG Child Interview

<table>
<thead>
<tr>
<th>Child has Non Co-Resident Father (ABPKPT1[]]=1, 3)</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father Deceased (PCG CH D9_1=No,) or Father Reported Deceased in 2019 (PRELOAD. WtrDadDied19=1)</td>
<td>Father Living (PCG CH D9_1=Yes)</td>
</tr>
<tr>
<td>Assign ABP1=No</td>
<td></td>
</tr>
<tr>
<td>Assign ABP1_(M/Y) = PCG Child D9A(M/Y)</td>
<td></td>
</tr>
<tr>
<td>Only 1 CDS Child w/Non Co-Resident Father</td>
<td>&gt;1 CDS Child w/Non Co-Resident Father</td>
</tr>
<tr>
<td>GO TO ABP16 RULE</td>
<td>GO TO ABP16 RULE</td>
</tr>
</tbody>
</table>

REPEAT ABP1 RULE for Next Child; Then GO TO ABP16 RULE

AP.APF[1..15] [1..15]=Which CDS Child

ABP1. [F1]-Help

Is [CHILD NAME]’s biological or adoptive father still living?

• If R says “Never had contact”, PROBE: Do you know whether he is still living?

1. Yes → GO TO ABP1A  5. No DK/RF → GO TO ABP16 RULE

ABP1_M. In what month and year did he die?

• ENTER month first
• If DK month, PROBE: Can you remember the season of the year?


ABP1_Y. (In what month and year did he die?)

- ENTER year

```
1997 – [CYEAR / CYEAR+1] → GO TO ABPDADOTHKIDS RULE
```

ABP1A. Is [CHILD NAME]'s biological or adoptive father currently in jail or prison?

1. Yes 5. No

ABPDADOTHKIDS Rule: Whether More CDS Children Have a Non Co-Resident Father

```
More Children With Non Co-Resident Father  All Others → GO TO ABPDAD
```

ABPDADOTHKIDS. *Non co-resident father for: [CHILD NAME], Age: [CHILD AGE]*

Is [CHILD NAME]'s biological or adoptive father also the biological or adoptive father of any of the other children living here? (Which ones?)

- READ LIST of children if necessary
- ENTER all that apply
- ENTER [95] for No or None

```
1 – 15. [CHILD NAME], Age: [CHILD AGE]  List of CDS Children not already assigned to a non co-resident father
95. No/None
```

Assign ABP1 & ABP1_(Y/M) For Each Child Selected

ABPDAD. Indicator-Which Non Co-Resident Father (assigned)

1. 1st non co-resident father – 15. 15th non co-resident father

ABP2 Rule: Whether Non Co-Resident Father is Living or Deceased

```
Father Living (ABP1=Yes)  Father Deceased (ABP1=No) → RETURN TO ABP1 RULE for Next Child
```

ABP2. Page 71

**Children for this non co-resident father: [CHILD NAME]** List of all CDS Children for this person

Does he [ABP1A= YES: usually] live in the same neighborhood, same city, a city nearby, the same state, another state, or another country?

1. Same neighborhood 2. Same city 3. A city nearby

4. Same state 5. Another state 6. Another country [DK/RF]

```
GO TO ABP4
```

ABP3. *Children for this non co-resident father: [CHILD NAME]* List of all CDS Children for this person

About how far away from here (in miles) does he live?

- ENTER a number from 1 to 12,000

```
1 – 12,000
```

ABP4. *Children for this non co-resident father: [CHILD NAME]* List of all CDS Children for this person

Is he currently married?

1. Yes 5. No
### ABP5. [F1]-Help

**Children for this non co-resident father: [CHILD NAME]**

List of all CDS Children for this person

Has he had any other children since those he had with [R = BIO/ADPT MOTHER OF ANY CDS CHILDREN: you / ALL OTHERS: [1 CDS CHILD: [CHILD NAME]’s / >1 CDS CHILD: the children’s] biological or adoptive mother(s)]?  

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>5. No</td>
<td>→ GO TO ABP6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ABP5A. [F1]-Help

**Children for this non co-resident father: [CHILD NAME]**

List of all CDS Children for this person

How many?

- ENTER a number from 1 to 10

1 – 10

### ABP6. Page 72 [F1]-Help

**Children for this non co-resident father: [CHILD NAME]**

List of all CDS Children for this person

How often do you talk about [1 CDS CHILD: [CHILD NAME] / >1 CDS CHILD: the children] with [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] father? Would you say not at all, about once a year, several times a year, one to three times a month, about once a week or several times a week?

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not at all</td>
<td>2. About once a year</td>
<td>3. Several times a year</td>
<td>4. One to three times a month</td>
<td>5. About once a week</td>
<td>6. Several times a week</td>
</tr>
</tbody>
</table>

GO TO DAD END RULE

DK/RF

### ABP7. Children for this non co-resident father: [CHILD NAME]

List of all CDS Children for this person

How much influence does [1 CDS CHILD: [CHILD NAME]’s / >1 CDS CHILD: the children’s] father have in making decisions about such things as education, religion, and health care? Would you say none, some or a great deal?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. None</td>
<td>2. Some</td>
<td>3. A great deal</td>
<td></td>
</tr>
</tbody>
</table>

### ABP8. Page 73 [F1]-Help

**Children for this non co-resident father: [CHILD NAME]**

List of all CDS Children for this person

How often do you and [1 CDS CHILD: [CHILD NAME] / >1 CDS CHILD: the children] have conflict over each of the following issues? Where [1 CDS CHILD: [CHILD NAME] lives / >1 CDS CHILD: the children live]. Would you say often, sometimes, hardly ever, or never?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>

### ABP9. Page 73 [F1]-Help

**Children for this non co-resident father: [CHILD NAME]**

List of all CDS Children for this person

(How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] father have conflict over each of the following issues?)  

How [1 CDS CHILD: [he / she] is / >1 CDS CHILD: they are] raised.  

(Would you say often, sometimes, hardly ever, or never?)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
</table>

### ABP10. Page 73 [F1]-Help

**Children for this non co-resident father: [CHILD NAME]**

List of all CDS Children for this person

(How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] father have conflict over each of the following issues?)  

How you spend money on [1 CDS CHILD: [CHILD NAME] / >1 CDS CHILD: the children].  

(Would you say often, sometimes, hardly ever, or never?)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
ABP11. Children for this non co-resident father: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: his / her] / >1 CDS CHILD: their] father have conflict over each of
the following issues?)
The amount of time he spends with the [1 CDS CHILD: child / >1 CDS CHILD: children]
(Would you say often, sometimes, hardly ever, or never?)

ABP12. Children for this non co-resident father: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: his / her] / >1 CDS CHILD: their] father have conflict over each of
the following issues?)
His visits with [1 CDS CHILD: [CHILD NAME] / >1 CDS CHILD: the children]
(Would you say often, sometimes, hardly ever, or never?)

ABP13. Children for this non co-resident father: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: his / her] / >1 CDS CHILD: their] father have conflict over each of
the following issues?)
His contribution to [1 CDS CHILD: [CHILD NAME]’s / >1 CDS CHILD: the children’s] support.
(Would you say often, sometimes, hardly ever, or never?)

ABP14. [F1]-Help
Children for this non co-resident father: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: his / her] / >1 CDS CHILD: their] father have conflict over each of
the following issues?)
His ([1 CDS CHILD: [his / her] / >1 CDS CHILD: their] father’s) use of alcohol or drugs.
(Would you say often, sometimes, hardly ever, or never?)

ABP15. [F1]-Help
Children for this non co-resident father: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: his / her] / >1 CDS CHILD: their] father have conflict over each of
the following issues?)
The friends he ([1 CDS CHILD: [his / her] / >1 CDS CHILD: their] father) spends time with.
(Would you say often, sometimes, hardly ever, or never?)

ABP15A. In general, would you say that your relationship with [CHILD NAME]’s biological or adoptive father is
excellent, very good, good, fair, or poor?
DAD END Rule: Whether More CDS Children Have a Non Co-Resident Father, and Not Selected at ABPDADOTHKIDS

More CDS Children → RETURN TO ABP1 RULE for Next Child

No More CDS Children

End APF

ABP16 Rule: Starting With the Youngest CDS Child - Whether Child Has a Non Co-Resident Mother; Whether Mother Reported as Deceased in PCG Child Interview

<table>
<thead>
<tr>
<th>Child has Non Co-Resident Mother (ABPCKPT1[] = 2, 3)</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Deceased (PCG Child D16_1 = No) or Mother Reported Deceased in 2019 (PRELOAD. WtrMomDied19 = 1)</td>
<td>No Contact (PCG CH D16_1 = DK/RF)</td>
</tr>
<tr>
<td>Assign ABP17 = No Assign ABP18_ (M/Y) = PCG Child D16A (M/Y)</td>
<td>REPEAT ABP16 RULE for Next Child; Then GO TO ABPCOMPLETE</td>
</tr>
<tr>
<td>Non Co-Resident Mother Only or Mother &amp; Father (ABPCKPT1[] = 2, 3)</td>
<td>All Others</td>
</tr>
<tr>
<td>Assign ABP17 = DK/RF THEN REPEAT ABP16 RULE FOR NEXT CHILD, THEN GO TO ABPCOMPLETE</td>
<td></td>
</tr>
</tbody>
</table>

Only 1 CDS Child w/ Non Co-Resident Mother

>1 CDS Child w/ Non Co-Resident Mother

GO TO ABPCOMPLETE

GO TO ABPMOMOTHKIDS RULE

GO TO ABP17

ABP16INTRO. We would like to know about [1 CDS CHILD W/NONCORESIDENT MOTHER: [CHILD NAME]'s / >1 CDS CHILD W/ NONCORESIDENT MOTHER: any children]’s biological or adoptive mother(s) who (is/are) not living here.

- ENTER [1] to continue

1. Continue

AP.APM[1..15] [1..15]=Which CDS Child

ABP17. [F1]-Help

Is [CHILD NAME]’s biological or adoptive mother still living?

- If R says “Never had contact”, PROBE: Do you know whether she is still living?

1. Yes → GO TO ABP17A

5. No DK/RF → GO TO ABPCOMPLETE
ABP18_M. In what month and year did she die?
• ENTER month first
• If DK month, PROBE: Can you remember the season of the year?


ABP18_Y. (In what month and year did she die?)
• ENTER year

1997 – [CYEAR / CYEAR+1] → GO TO ABMOMOTHKIDS RULE

ABP17A. Is [CHILD NAME]'s biological or adoptive mother currently in jail or prison?

1. Yes  5. No

ABPMOMOTHKIDS Rule: Whether More CDS Children Have a Non Co-Resident Mother

More Children With Non Co-Resident Mother  All Others → GO TO ABP18_M(Y)

ABMOMOTHKIDS. Non co-resident mother for: [CHILD NAME], Age: [CHILD AGE]
Is [CHILD NAME]'s biological or adoptive mother also the biological or adoptive mother of any of the other children living here? (Which ones?)
• READ LIST of children if necessary
• ENTER all that apply
• ENTER [95] for No or None

1 – 15. [CHILD NAME], Age: [CHILD AGE]  List of all CDS Children not already assigned to a non co-resident mother
Assign ABP17 & ABP18_M(Y) For Each Child Selected

95. No/None

ABPMOM. Indicator-Which Non Co-Resident Mother (assigned)

1. 1st non co-resident mother – 15. 15th non co-resident mother

ABP19 Rule: Whether Non Co-Resident Mother Living or Deceased

Mother Living (ABP17=Yes)  Mother Deceased (ABP17=No) → RETURN TO ABP16 RULE for Next Child

ABP19. Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person
Does she [ABP17A=YES: usually] live in the same neighborhood, same city, a city nearby, the same state, another state, or another country?

1. Same neighborhood  2. Same city  3. A city nearby

GO TO ABP21

ABP20. Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person
About how far away from here (in miles) does she live?
• ENTER a number from 1 to 12,000
1. Yes 5. No

ABP22. [F1]-Help

Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person

Has she had any other children since those she had with [R=BIO/ADPT FATHER OF ANY CDS CHILDREN: you / ALL OTHERS: [1 CDS CHILD: [CHILD NAME]'s / >1 CDS CHILD: the children’s] biological or adoptive father(s)]?

1. Yes 5. No → GO TO ABP23

ABP22A. [F1]-Help

Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person

How many?

• ENTER a number from 1 to 10

1 – 10

ABP23. Page 76 [F1]-Help

Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person

How often do you talk about [1 CDS CHILD: [CHILD NAME] / >1 CDS CHILD: the children] with [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother? Would you say not at all, about once a year, several times a year, one to three times a month, about once a week or several times a week?

1. Not at all 2. About once a year 3. Several times a year 4. One to three times a month

GO TO MOM END RULE

ABP24. Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person

How much influence does [1 CDS CHILD: [CHILD NAME]'s / >1 CDS CHILD: the children’s] mother have in making decisions about such things as education, religion, and health care? Would you say none, some or a great deal?

1. None 2. Some 3. A great deal

ABP25. Page 77

Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person

How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother have conflict over each of the following issues? Where [1 CDS CHILD: [CHILD NAME] lives / >1 CDS CHILD: the children live]. Would you say often, sometimes, hardly ever, or never?


ABP26. Page 77

Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person

(How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother have conflict over each of the following issues?) How [1 CDS CHILD: [he / she] is / >1 CDS CHILD: they are] raised. (Would you say often, sometimes, hardly ever, or never?)

ABP27. Page 77
Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother have conflict over each of the following issues?)
How you spend money on [1 CDS CHILD: [CHILD NAME] / >1 CDS CHILD: the children].
(Would you say often, sometimes, hardly ever, or never?)

ABP28. Page 77
Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother have conflict over each of the following issues?)
The amount of time she spends with the [1 CDS CHILD: [CHILD NAME] / >1 CDS CHILD: children]
(Would you say often, sometimes, hardly ever, or never?)

ABP29. Page 77
Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother have conflict over each of the following issues?)
Her visits with [1 CDS CHILD: [CHILD NAME] / >1 CDS CHILD: the children]
(Would you say often, sometimes, hardly ever, or never?)

ABP30. Page 77
Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother have conflict over each of the following issues?)
Her ([1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother’s) use of alcohol or drugs.
(Would you say often, sometimes, hardly ever, or never?)

ABP31. Page 77  [F1]-Help
Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother have conflict over each of the following issues?)
Her ([1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother’s) use of alcohol or drugs.
(Would you say often, sometimes, hardly ever, or never?)

ABP32. Page 77  [F1]-Help
Children for this non co-resident mother: [CHILD NAME] List of all CDS Children for this person
(How often do you and [1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother have conflict over each of the following issues?)
The friends she ([1 CDS CHILD: [his / her] / >1 CDS CHILD: their] mother) spends time with.
(Would you say often, sometimes, hardly ever, or never?)
In general, would you say that your relationship with [CHILD NAME]'s biological or adoptive mother is excellent, very good, good, fair, or poor?


MOM END Rule: Whether More CDS Children Have a Non Co-Resident Mother, and Not Selected at ABPMOMOTHKIDS

More CDS Children → RETURN TO ABP16 RULE for Next Child  No More CDS Children

End APM

ABPCOMPLETE. Thank you.
• ENTER [1] to continue
  1. Continue

ABP_LANG. Indicate language(s) used to conduct this section of the interview
• ENTER all that apply
  1. English  2. Spanish  7. Language other than English or Spanish

APEND. End Date of Section (assigned)

MM/DD/YYYY

APIWSEC_END. Interviewer checkpoint:
End of AP parallel block
• ENTER [1] to continue
  1. Continue → RETURN TO BLOCKSTATUS

End AP

APPARALLELSTATUS. Status of Parallel Block – Non Coresident Parents

1. N/A  No CDS children with non coresident parent
3. Not Started  Parallel block not started
4. Started  Parallel block in progress
9. Unable to Administer  ABPINTRO=2
15. Done  Parallel block completed
17. Refused  ABPINTRO=5
Measurements

TOC

CDS 2021: CURRPREFMODE=2 (Telephone) for all PCG lines. No face to face collection of “in-home” components done.

For PCG & CDS Children Age 0-18 (Birth years for CDS-2021 children: 2004-2018). The upper age limit of 18 years is applicable in 2022 only, for children who have had birthdays in 2022 prior to completing the component. “Age of Majority” means that a CDS child has reached age 18 (in 2022) and does not reside in Alabama, Mississippi, Nebraska or Puerto Rico.

HW RULE: Preferred Mode of Interview; Whether In-Home Consent for Measurements Obtained

<table>
<thead>
<tr>
<th>Preferred Mode = Face to Face (CURRPREFMODE=1)</th>
<th>Preferred Mode = Telephone (CURRPREFMODE=2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Home Consent Mode = Face to Face (CONSENTINHOMEF2F_TEL=1)</td>
<td>In-Home Consent Mode = Telephone (CONSENTINHOMEF2F_TEL =2)</td>
</tr>
<tr>
<td>Consent Obtained (HWECKPT[]=1)</td>
<td>Consent Not Obtained</td>
</tr>
<tr>
<td>↓</td>
<td>↓</td>
</tr>
<tr>
<td>RETURN TO BLOCKSTATUS</td>
<td></td>
</tr>
</tbody>
</table>

HW

HWSEC_START. Interviewer checkpoint:
- Start of Measurement parallel block
  - ENTER [1] to continue
  1. Continue

HWSTART. Start Date of Section (assigned)

MM/DD/YYYY

BLOCKSTATUSHW. Height, Weight, & Waist Measurements Block Status

[CHILD NAME], Age [AGE]: [MEASUREMENTPARALLELSTATUS[1..15]] → GO TO HWFTF_TEL
[PCG NAME], PCG [PCGMEASUREMENTPARALLELSTATUS] → GO TO HWFTF_TEL
- [Not all sections are complete. Please select a section by clicking on the status. / All sections are complete. ENTER [1] to continue.]
- If PCG refuses measurements for everyone, select first child listed and then ENTER [7] at HWVOL screen
  1. Continue

HWCOMPLETE. Thank you, that completes the measurements.
- ENTER [1] to complete
  1. Complete

HW_LANG. Indicate language(s) used to conduct this section of the interview
- ENTER all that apply
  1. English  | 2. Spanish  | 7. Language other than English or Spanish
HWEND. End Date of Section (assigned)

[MM/DD/YYYY]

HWSEC_END. Interviewer checkpoint:
End of Measurement parallel block

• ENTER [1] to continue

1. Continue → RETURN TO BLOCKSTATUS

HW.HW3.HW1_2 (PCG) / HW.MEASUREMENTS[1..15] (CHILD) [1..15]=Which CDS Child

HWFTF_TEL. Interviewer checkpoint:
Indicate whether this interview is being conducted face to face or on the telephone.

1. Face to face  2. Telephone

HWVOL. [[PCG NAME] ([RTH]) / [CHILD NAME] ([RTH]), Age [AGE]
PCG: [PCG NAME] ([RTH])

IWER: Read the voluntary statement if this is the 1st block you are completing. If you have already read this statement to the PCG you do not need to re-read the statement. If you are resuming a suspended iw, only read the 1st paragraph.

(Before I begin, I want you to know that this interview is completely voluntary. If we should come to any questions you don’t want to answer, just let me know and I will go on to the next question. Your answers will be kept confidential.

The interview will take about 80 minutes, depending on the number of eligible children in your family. We are offering you $[ORIGINAL CDS21: [PRELOAD.PAYMENTLOAD] in appreciation for your time and effort answering our questions.)

(Do you have any questions for me?)

I’d like to record [PCG: your height, weight, and waist measurements / CHILD: [CHILD NAME]’s height and weight].

HWFTF_TEL=TEL; HWFTF_TEL=FTF & AGE 2-18/NOT AGE OF MAJORITY: READ TO CHILD: (Your family is part of a study that is helping researchers to learn about children and teenagers as they grow.) Our research team would like to measure your height and weight as part of the study. [Your [mother / stepmother / adoptive mother / grandmother / father / stepfather / adoptive father / grandfather] / [PCG NAME]] has agreed for you to participate, but you can say “no” if you don’t want to.

/ HWFTF_TEL=TEL; HWFTF_TEL=FTF & AGE 18/AGE OF MAJORITY: READ TO CHILD (This CDS child has reached the age of majority (age 18): Your family is part of a study that is helping researchers to learn about children and teenagers as they grow. Our research team would like to measure your height and weight as part of the study.)

• ENTER [1] to continue
• Only ENTER [2] if approved by the Project Team in Ann Arbor
• If PCG refuses to continue, ENTER [5]
• If PCG says they have not received the materials or they haven’t taken measurements, we will accept self-reports.

1. Continue 2. Unable to Administer (approved partials only) 3. If Vol: PCG refuses for this child


RETURN TO BLOCKSTATUS

Height (PCG & CDS Children)

HW1START. Start Date of Height Section (assigned)

[MM/DD/YYYY]
HW1. [F1]-Help
[PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

[HWFTF_TEL=TEL: How tall [PCG: are you / CHILD: is [CHILD NAME]]?
• Record height in inches to the nearest decimal point
• ENTER a number from 0 to 84 inches, or PRESS [Enter] for centimeters
/ HWFTF_TEL=FTF: Now I need to see how tall you are and how much you weigh. First you need to take your shoes off.
After R removes his/her shoes: Let’s see how tall you are. Can you stand up against the (wall/door)?
Make sure R is standing up straight with his/her heels and shoulders against the wall/door. Measure R.
• Record height in inches to the nearest decimal point
• ENTER a number from 0 to 84 inches, or PRESS [Enter] for centimeters]

[Enter] 0.0 – 84.0 → GO TO HW1_SOURCECKPT DK/RF → GO TO HW1A

↓

HW1_CM. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

[HWFTF_TEL=TEL: (What is [PCG: your / CHILD: [CHILD NAME]’s] height?)
• Record height in centimeters to the nearest decimal point
• ENTER a number from 0.00 to 214 centimeters

0.0 – 214.0 → GO TO HW1_SOURCECKPT DK/RF → GO TO HW1A

↓

HW1A. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

What was [PCG: your / CHILD: [CHILD NAME]’s] height at [PCG: your / CHILD: [his / her]] last doctor visit?
• Record height in inches to the nearest decimal point
• ENTER a number from 0 to 84 inches, or PRESS [Enter] for centimeters

[Enter] 0.0 – 84.0 → GO TO HW1B DK/RF → GO TO HW1C

↓

HW1A_CM. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]
(What was [PCG: your / CHILD: [CHILD NAME]’s] height at [PCG: your / CHILD: [his / her]] last doctor visit?)
• Record height in centimeters to the nearest decimal point
• ENTER a number from 0.00 to 214 centimeters

0.0 – 214.0 DK/RF → GO TO HW1C
HW1B_MO. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]
In what month and year was that visit to the doctor?
- SELECT Month and [Enter] to go to next screen for year
- PROBE DK month: Do you know what season it was?
  1. January
  2. February
  3. March
  4. April
  5. May
  6. June
  7. July
  8. August
  9. September
  10. October
  11. November
  12. December
  21. Winter
  22. Spring
  23. Summer
  24. Fall

HW1B_YR. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]
(In what month and year was that visit to the doctor?)
[HW1B_Mo], _____
- ENTER Year: [BYEAR] – [CYEAR / CYEAR+1]

HW1C. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]
Can you give me your best estimate of [PCG: your / CHILD: [his / her]] height?
- Record height in inches to the nearest decimal point
- ENTER a number from 0 to 84 inches, or PRESS [Enter] for centimeters

[S] 0.0 – 84.0  [DK/RF]
↓  GO TO HW1END

HW1C_CM. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]
(Can you give me your best estimate of [PCG: your / CHILD: [his / her]] height?)
- Record height in centimeters to the nearest decimal point
- ENTER a number from 0.00 to 214 centimeters

0.0 – 214.0

SIGNAL for PCG <157.7cm or >194.0cm, or CHILD <MIN cm or >MAX cm (according to gender and age) (cm=inx2.54): [PCG: [PCG NAME], PCG, [HEIGHT] / CHILD: [CHILD NAME], Age [AGE], [HEIGHT]]. The height entered for [PCG/CHILD NAME] does not fall within standard measures. Please VERIFY with Respondent and GO BACK to re-enter if needed.

HW1_SOURCE CKPT. CAI Checkpoint: Whether Measurement Block Mode is Telephone

1. Telephone (HW1FTF_TEL=TEL)  5. Face to face (HW1FTF_TEL=FTF)  →HW1END
↓

HW1_SOURCE. Page 79 [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]
Is this measurement from a recent medical appointment, is it your estimate, did you take the measurement yourself, or what?

1. Measurement is from a medical appointment
2. Measurement is R’s estimate
3. R took measurement themselves
7. Other-specify (HW1_SOURCESPEC. Specify. String 100)

GO TO HW1END
HW1END. End Date of Height Section (assigned)

Weight (PCG & CDS Children)

HW2START. Start Date of Weight Section (assigned)

HW2. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

[HWFTF_TEL=TEL: How much [PCG: do you / CHILD: does [CHILD NAME]] weigh?]
- Record weight in pounds to the nearest decimal point
- ENTER a number from 0 to 350 pounds, or PRESS [Enter] for kilograms

/ HWFTF_TEL=FTF: Now, let’s see how much you weigh.

Make sure R removes any heavy items from his/her pockets. Set the scale to 0.0.
Please stand in the center of the scale.
Make sure R is standing still.
- Record weight in pounds to the nearest decimal point
- ENTER a number from 0 to 350 pounds, or PRESS [Enter] for kilograms

[Enter] 0.0 – 350.0 → GO TO HW2_SOURCE CKPT DK/RF → GO TO HW2A

↓

HW2_KG. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

[HWFTF_TEL=TEL: (How much [PCG: do you / CHILD: does [CHILD NAME]] weigh?)]
- Record weight in kilograms to the nearest decimal point
- ENTER a number from 0.0 to 159 kilograms

0.0 – 159.0 → GO TO HW2_SOURCECKPT DK/RF → GO TO HW2A

HW2A. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

What was [PCG: your / CHILD: [CHILD NAME]’s] weight at [PCG: your / CHILD: [his / her]] last doctor visit?
- Record weight in pounds to the nearest decimal point
- ENTER a number from 0 to 350 pounds, or PRESS [Enter] for kilograms

[Enter] 0.0 – 350.0 → GO TO HW2B DK/RF → GO TO HW2C

↓

HW2A_KG. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

(What was [PCG: your / CHILD: [CHILD NAME]’s] weight at [PCG: your / CHILD: [his / her]] last doctor visit?)
- Record weight in kilograms to the nearest decimal point
- ENTER a number from 0.00 to 159 kilograms

0.0 – 159.0 DK/RF → GO TO HW2C
HW2B_MO. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

In what month and year was that visit to the doctor?
- SELECT Month and [Enter] to go to next screen for year
- PROBE DK month: Do you know what season it was?

|------------|-------------|----------|----------|

HW2B_YR. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

(In what month and year was that visit to the doctor?)

\[HW2B_Mo, _____\]

• ENTER Year: \[BYEAR\] – \[CYEAR / CYEAR+1\]

\[BYEAR\] – \[CYEAR/CYEAR+1\] → GO TO HW2END

HW2C. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

Can you give me your best estimate of [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]] weight?
- Record weight IN POUNDS TO THE NEAREST DECIMAL POINT
- ENTER a number from 0 to 350 pounds, or PRESS [Enter] for kilograms

\[[Enter\] \(0.0 – 350.0\) DK/RF

↓

GO TO HW2END

HW2C_KG. [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

(Can you give me your best estimate of [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]] weight?)

- Record weight IN KILOGRAMS TO THE NEAREST DECIMAL POINT
- ENTER a number from 0.00 to 159 kilograms

\(0.0 – 159.0\)

SIGNAL for PCG <52.5 kg or >150.1 kg, or CHILD <MIN kg or >MAX kg (according to gender and age) \(kg=\text{lbs} \times 0.453592\): [PCG: [PCG NAME], PCG, [WEIGHT] / CHILD: [CHILD NAME], Age [AGE], [WEIGHT]]. The weight entered for [PCG/CHILD NAME] does not fall within standard measures. Please VERIFY with Respondent and GO BACK to re-enter if needed.

HW2_SOURCE CKPT. CAI Checkpoint: Whether Measurement Block Mode is Telephone

1. Telephone \((HWFTF\_TEL=TEL)\)
2. Face to face \((HWFTF\_TEL=FTF)\)

GO TO HW2END

HW2_SOURCE. ☀️ Page 79 [PCG: [PCG NAME], PCG / CHILD: [CHILD NAME], Age [CHILD AGE]]

Is this measurement from a recent medical appointment, is it your estimate, did you take the measurement yourself, or what?

<table>
<thead>
<tr>
<th>1. Measurement is from a medical appointment</th>
<th>2. Measurement is R’s estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. R took measurement themselves</td>
<td>7. Other-specify [HW2_SOURCESPEC. Specify. String 100]</td>
</tr>
</tbody>
</table>

GO TO HW2END

HW2END. End Date of Weight Section (assigned)

\[MM/DD/YYYY\]
End HW1_2 *(PCG)* / MEASUREMENTS *(CHILD)*

End HW

HWPARALLELSTATUS. Status of Parallel Block – PCG & Children Age 2-18 Measurements

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Not Started</td>
<td>Parallel block not started</td>
</tr>
<tr>
<td>4. Started</td>
<td>Parallel block in progress</td>
</tr>
<tr>
<td>9. Unable to Administer</td>
<td>CONSENTVOL=2 <em>(PCG In-Home Consents)</em></td>
</tr>
<tr>
<td>15. Done</td>
<td>Parallel block completed</td>
</tr>
<tr>
<td>17. Refused</td>
<td>CONSENTVOL=5 or PCGINHOME=5 <em>(PCG In-Home Consents)</em></td>
</tr>
</tbody>
</table>

PCGMEASUREMENTPARALLELSTATUS. PCG Individual Status – Measurements

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Not Started</td>
<td>Measurements not started</td>
</tr>
<tr>
<td>4. Started</td>
<td>Measurements in progress</td>
</tr>
<tr>
<td>9. Unable to Administer</td>
<td>CONSENTVOL=2 <em>(PCG In-Home Consents)</em>, or HW1_2.HWVOL=2</td>
</tr>
<tr>
<td>10. PCG REF</td>
<td>HW1_2.HWVOL=7</td>
</tr>
<tr>
<td>15. Done</td>
<td>Measurements completed</td>
</tr>
<tr>
<td>17. PCG Refused</td>
<td>CONSENTVOL=5 or PCGINHOME=5 <em>(PCG In-Home Consents)</em></td>
</tr>
<tr>
<td>18. R REF</td>
<td>HW1_2.HWVOL=5</td>
</tr>
<tr>
<td>19. PCG Consent Empty</td>
<td>PCG In-Home Consent block not complete/in progress</td>
</tr>
</tbody>
</table>

MEASUREMENTPARALLELSTATUS[1..15]. Child Individual Status – Measurements

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Not Started</td>
<td>Measurements not started</td>
</tr>
<tr>
<td>4. Started</td>
<td>Measurements in progress</td>
</tr>
<tr>
<td>9. Unable to Administer</td>
<td>CONSENTVOL=2 <em>(PCG In-Home Consents)</em>, or MEASUREMENTS.HWVOL=2</td>
</tr>
<tr>
<td>15. Done</td>
<td>Measurements completed</td>
</tr>
<tr>
<td>16. Child REF</td>
<td>MEASUREMENTS.HWVOL=5</td>
</tr>
<tr>
<td>17. PCG Refused</td>
<td>CONSENTVOL=5 or CHILDINHOME[]=5 <em>(PCG In-Home Consents)</em>, or MEASUREMENTS.HWVOL=3, 7</td>
</tr>
<tr>
<td>19. PCG Consent Empty</td>
<td>PCG In-Home Consent block not complete/in progress</td>
</tr>
</tbody>
</table>