LONGITUDINAL STUDY OF ADULT LEARNING
WAVE 1 QUESTIONNAIRE (1998-99): Formatted for Data Analysis

DATA ANALYSIS NOTES: Variable labels are in BOLD. Variables asked of all R's are noted (A) after the variable label. String variables are indicated with ($)

Items in boxes labeled "QxQ" are explanatory notes. These are not included in the interview itself. Skip patterns are indicated with IF statements and SKIPTO or GOTO statements.

> *Before going out to the interview, Interviewer will enter their name, and the case number, R's phone and Date of Birth from the Screening report.*
>
> *Interviewer will introduce self, be sure that interview and testing will be able to be completed uninterrupted or undistracted. THIS MEANS THAT OTHER FAMILY MEMBERS CANNOT BE PARTICIPATING IN THE SURVEY. Then read informed consent, both sign - both get copies.*

INTRO:
As we mentioned before, we will need to talk to you again next year and the year after that. In surveys of this sort, they have found that it is really important to have the telephone and addresses of relatives and other people who would know where to find you. It will be used only for future follow up in the Lifelong Learning Survey, never given to anyone else.

Please take a few minutes to fill out this contact form. You might need to get out your address and telephone number list. If you would prefer, you can tell me the information and I will fill it out for you.
IF RELUCTANT TO GIVE OUT OTHER PEOPLE'S NUMBERS:
"Why don't you ask them if it would be ok to give us their number and we will call you back later for that information."

Since many people have never been in an interview exactly like this, let me tell you how it works. I am going to read you questions exactly as they are worded so that every respondent in the survey is answering the same questions. Take your time to think about your answers. There are no right or wrong answers and we are not passing judgement on anything you say. But we want to get the most accurate answers you can give us.   If at anytime during the interview you are not clear about what is wanted, be sure to ask me.

The interview will go over your education and work history. We will also talk about the different settings, activities and people you have in your life. This is so we can learn about the different ways people have of learning new things. Finally we will talk about your goals and what is important to you in your future. When we are done with the interview, we will take a break before you do the skills tests. Remember, You are the expert on your own life and we want to learn from you. All information you give me will be anonymous, not connected to your name in any way. Any Questions?

To start,

PUBLICID: (A)

USA: (A)
(NALS) In what country were you born?
1   USA (SKIPTO FRSTLANG)
2   Other (Specify

OTHCOUN: Specify other country.   ($)

AGEUS: (A)
How old were you when you first came to the US?

FIRSTLAN: (A)
What was the first language you learned to speak?
1   English
2   Spanish
3   Other (specify)

OTHLANG: ($)
Specify which language was the first learned.

CHILDLIV: (A)
As a child, who did you live with primarily?
(Interviewer: READ ALL RESPONSES)
     01 = Natural Mother and father
    02 = Mother and other adult
    03 = Father and other adult
    04 = Mother only
    05 = Father only
    06 = Other guardian(s) or relative(s)
    07 = multiple (specify)_____

MOED:
How many years of education did your mother/female guardian complete?
01 Less than sixth
06 sixth
07 seventh

08 eighth
09 ninth
10 sophomore
11 junior
12 Did not graduate from high school
13 Got a GED
14 Graduated from high school
15 twoyear or vocational school
16 some college
17 college graduate
18 Post graduate
19 DK

MOOCC:
What was your mother/female guardian's main job?
See code book
999 DK

FAED:
How many years of education did your father/male guardian complete?
01 Less than sixth
06 sixth
07 seventh
08 eighth
09 ninth
10 sophomore
11 junior
12 Did not graduate from high school
13 Got a GED
14 Graduated from high school
15 twoyear or vocational school
16 some college
17 college graduate
18 Post graduate
19 DK

FAOCC:
What was your father/male guardians main job?
See code book
999 DK

QxQ: An adult other than parents can often be an important influence, especially if the family of origin is dysfunctional or limited.

INFLADLT: (A)
Were there any other influential adults in your life when you were a child?

(PROBE if necessary: "Grandparent, sibling, family friend, teacher")
1 Yes
0 No   (SKIPTO SPECED)

INADTHS:
How many years of education did he or she complete?
01 Less than sixth
06 sixth
07 seventh
08 eighth
09 ninth
10 sophomore
11 junior
12 Did not graduate from high school
13 Got a GED
14 Graduated from high school
15 twoyear or vocational school
16 some college
17 college graduate
18 Post graduate
19 DK

INADTOCC:
What was his or her main job?
See code book
999 DK

QxQ: School history is primarily for control variables which have been shown to
influence school success.

READING: (A)
As best you can remember, did anyone at home read to you when you were young, before
you started school - Never, Occasionally, Often, or Don't remember?
1. Never
2. Occasionally
3. Often
4.   Don't remember

SPCED: (A)
When you were in school, did you take any special education classes?
0 NO
1 YES
2 DK

RPTGRD: (A)
When you were in school, did you repeat any grades?

0 NO
1 YES
2 DK

QxQ: Age and last grade attended are predictors of probability of completing a GED

GRDCOMP: (A)
What is the highest grade or year of school you completed?
(If R went to school outside the US, probe for equivalent.)
Specify grade 1-12 _____

NEXTGRD: (Computed GRDCOMP + 1)   (A)

GRDATTND: (A)
Did you attend (\:GRDCOMP + 1) grade?
0 No
1   Yes
2   DK

GRDPDX: ($)   (A)
In what city did you attend \:GRDATTND grade?

AGELEFT: (A)
How old were you when you left school?

SCHLSAT: (A)
Think about your overall experience of school from first grade to when you left. Would
you say your experience was very negative, somewhat negative, neutral, somewhat
positive, or very positive?
1 very negative
2 somewhat negative
3 neutral
4 somewhat positive
5 very positive

QxQ: We are interested in the contextual influences on learning - what is going on in
someone's life that encourages or discourages them from learning.

RESN101 to RESN118 (*ENTER MANY AS APPLY*)   (A)
What was the main reason you left school?

(INTERVIEWER: This refers to the reasons R was aware if at the time. If R needs
prompting READ ALL. Code "other school reason" 10; "other family reason" 20; "other
work reason" 30; "any other reason" 40)

10 Any school reason
>11 Could not keep up with school work
>12 Could not get along with teachers
>13 I didn't get along with other students
>14 I was bored
>15 I did not like school
>16 Felt I did not belong at school
>17 Failing school
>18 Expelled

20 any family reason
>21 I/my partner was pregnant
>22 I had to help support my family

30 any job reason
>31 Got a job

40 Any other reason
>41 Illness or disability
>42 My friends were dropping out
>43 Personal/relationship problems
>44 Other

98 DK
99 Refused

OTHERRS: ($)   (If RESNLEFT is Other)

SCHLH01-SCHLH08: (*MARK ALL THAT APPLY)*   (A)
Many people had problems that got in the way of their learning when they were young.
Did you now have any of these problems that got in the way of your learning?
1   An illness that has lasted a long time
2   Experience with violence or abuse
3   Many moves and changes in school
4   A learning disability
5   A speech problem
6   A physical handicap
7   A mental or emotional problem
1   None

> QxQ: We are interested in the contextual influences on learning. The home social environment is an important context for support, discouragement and responsibilities. We are hypothesizing that the adult home is as (if not more) important for continued learning as was the home of origin. Presence of children in the family can be interpreted as a motivator for continued learning, but can also be an obstacle. Peers and role models in the household may also be important.

HHCOM01-HHCOM10: *(Mark all that apply)*   (A)
Who do you live with now?
1. by myself

2. with spouse or domestic partner
3. mother and father
4. father only (without siblings)
5. mother only(without siblings)
6. brother(s) and/or sister(s)
7. Children
8. Related adults (Grandparents, aunts, uncles)
9. Unrelated adults (friends, housemates or tenants)
10. Multiple family household (Consider a family anyone who is related to you by blood, marriage, or adoption).

HHSPED: (If HHCOM=2)
How many years of education did your spouse or partner complete?
See code book
19 DK

HHSPOCC: (If HHCOM=2)
What is that person's main job?
See code book
999 DK

HHNOCHLD: (If HHCOM=7)
How many children live with you?

NOCHILD5:   (If HHNOCHLD >0)
How many of the children are age 5 and under?

NUMCHLD1: Computed HHNOCHLD - NOCHLD5 = Children in HH over age 5

HH5TIME:
Do they live with you full time?
0 No
1 Yes (SKIPTO NOCHLD17)

HH5SLEEP
How often do they sleep at your home?
1   less than 50% of the time
2   about 50% of the time
3   more than 50% of the time

NOCHLD17:
How many of the children are 6 or older but under 17?

NUMCHLD2
Computed NUMCHLD1-NOCHLD17 = Children in HH age 17 or older

HH17TIME:
Do they live with you full time?
0 No
1 Yes (SKIPTO NOCHLD18)

HH17SLEP:
How often do they sleep at your home?
1   less than 50% of the time
2   about 50% of the time
3   more than 50% of the time

NOCHLD18:
How many of the children are between18-21?

CHLD18HS: (IF NOCHLD18>0)
Did they/that child graduate from high school?
0 No
1 Yes
2 Still in high school

(IF CHLD18HS(1) OR CHLD18HS(2) GO TO ADLTCHLD)

CLD18GED: (IF CHLD18HS=0)
Did they get a GED or equivalent?
0   0 No
1   1 Yes
2   DK

CLD18ABE: (IF CHLD18HS=0)
Did they ever participate in a basic education, literacy or GED preparation class?
0 No
1 Yes
2 DK

ADLTCHLD: (A)
Do you have any children 18 or older who don't live with you?
0 No
1 Yes

CHLDHS: (IF ADLTCHLD = 1)
Did they graduate from high school?
0 No
1 Yes

2 Still in high school

CHLDGED: (IF CHLDHS = 0)
Did they get a GED or equivalent?
0 No
1 Yes
2 DK

CHLDABE: (IF CHLDHS = 0)
Did they ever participate in a basic education, literacy or GED preparation class?
0 No
1 Yes
2 DK

HHRELAT:
How many other related adults age 18 or older live with you?

HHOTHR: (IF HHCOMP(10))
How many friends or unrelated roommates live in your household?

LANGUAGE BACKGROUND (Asked only of R's whose FIRSTLAN is not English)

Lit1STLN:
How well do you read and write in your first language?
1 Very well
2 Somewhat
3 Never learned to read and write

ESLCLASS:
Have you ever taken a course to learn English as a second language?
0 No (SKIPTO VOCED)
1 Yes

(IF ESLCLASS = 1)
When did your last English as a second language class end?
(*ENTER MONTH AND YEAR.)*
LSTMONTH: ($)
LASTYEAR: ($)

ESLLONG:
How many weeks have you spent in ESL classes in total?

ESLHRS:
And how many hours a week did you spend studying ESL?

QxQ: This series of questions is designed to capture a variety of learning motivations
and contexts that adults may encounter. They can be categorized as formal or externally
driven learning (vocational and work training, GED classes) or informal and internal
directed learning (books, recreation, tv, self education). What content areas motivate
learning? We want to get a picture of the individual's learning pattern over time.

VOCED: (A)
Have you ever taken a course to learn vocational skills - not including on the job
training? INTERVIEWER: PROBE - we mean different courses, not class sessions. EG:
computer classes, cosmetology.
0 No (SKIPTO WKED)
1 Yes

VOCED12;   (IF VOCED = 1)
How many of those courses were in the last 12 months?
0 None
3   1
4   2
5   3 OR MORE

VOCEDWT:
What was the most recent course you took?   ($)

RECED: (A)
In the past 12 months, have you taken any courses for recreation, hobbies or special
interests? INTERVIEWER: PROBE - we mean different courses, not class sessions. EG:
yoga, arts and crafts.
0 No   SKIP TO BOOKED)
1 Yes

RECEDWT: (If RECED = 1)
What was the most recent course you took?   ($)

BOOKED: (A)
In the past 12 months, have you set out to learn something on your own by reading
books, magazines or manuals?
0 NO SKIP TO TV)
1 Yes

BOOKEDWT: (If BOOKED = 1)
What was it that you set out to learn most recently by reading a book, magazines or
manuals?   ($)
(INTERVIEWER: write in topic and whether it was a book, magazine or manual.)

TVED: (A)

In the last 12 months, have you set out to learn something by watching educational TV, a video, by computer or the internet, or a correspondence course?

0 No (SKIPTO TUTORED)

1 Yes

TVEDWT: (If TVED = 1)

What was it that you set out to learn most recently from educational TV, a video, by computer, the internet, or a correspondence course? ($)

TUTORED: (A)

In the last 12 months, have you set out to learn something with a tutor or with a friend or family member?

0 No (SKIPTO WKED)

1 Yes

TUTRWT: (If TUTORED = 1)

What was it that you set out to learn most recently with a tutor or other helper? ($)

We are talking about formal training sessions offered by the employer.

WKED: (A)

Other than training for new employees, How many formal on the job training courses have you had?

(PROMPT: For example, Supervisory training, Professional development training, Technical or skilled worker training, Word processing or computer software training, Job health and safety training)

0 None (SKIPTO GENED)

1 1

2 2

3 3 or more

WKED12: (If WKED > 0)

How many times in the last 12 months?

0 None

1 1

2 2

3 3 OR MORE

4 Continuously

WKEDWT: (If WKED > 0)

What was it that you were learning in the training?

1 Supervisory training

2 Professional development training

3 Technical or skilled worker training
4 Word processing or computer software training
5 Job health and safety training
6   Other

> QxQ: One of the things we hope to capture in this question is the degree of reflexivity R
> has about learning. Do they know how they learn? Do they consciously seek out
> learning activities? In this instance "DK" is an important finding.

GENED01-GENED08: *(Mark all that apply)*   (A)
Considering all the ways of learning we have just discussed, how do you generally go
about learning new things?
   1. Ask someone I know
   2. "Hands on" learn by doing
   3. Ask an expert
   4. Read about it
   5. Take a class
   6. TV
   7. Look it up in the library or computer
   8. Just know how to do things
   9. DK

SELFED: (A)
Not including any classes you may have taken, how many months have you ever studied
or practiced on your own to improve your reading, writing or math skills or studying for a
GED?

SELFED12:   (If SELFED>0)
How many of those were in the past 12 months?

SLFEDSTR: (IF SELFED12>0)
Where those in one stretch or several? How many?

 (IF YEAR <1976 GOTO GEDCRNT)

HS12MO: (Asked only of people under 21)
Were you enrolled in any regular or alternative high school programs in the last 12
months?
0 No
1 Yes - Regular high school
2 Yes - Alternative high school

GEDCRNT: (A)
Are you currently in a class or program to improve your reading, writing or math skills or
study for a GED?

0 NO (SKIPTO GED12MO)
1 YES

GEDWKSC: (If GEDCRNT = 1)
How many weeks have you gone to this class?

GEDHRSC: (If GEDCRNT = 1)
How many hours do you go to this class each week?

GEDDESCC: (If GEDCRNT = 1)
Which best describes what happens in your class:
1.   Was it mostly the teacher instructing lessons for the whole class?
2.   Mostly students working in small groups?
3.   Individual work by yourself.

> QxQ: The following set of questions gets at the duration and intensity of program
> participation, as well as the pattern of attendance over time. These are important
> considerations when evaluating the outcomes of program participation.

GED12MO: (A)
(If R is currently taking classes add Other than the class you are currently taking)
In the past 12 months, have you taken any courses to prepare for a GED or improve your
reading, writing or math skills?
0 No   (SKIPTO GEDB4)
1   Yes

GEDMANY:
How many different teachers did you take those courses from?
1
2
3 3 OR MORE

GEDWKS1:
How many weeks did you go to (the most recent) class?

GEDHRS1:
How many hours did you go to that class each week?

GEDDESC1:
INTERVIEWER: Read all, choose only one.
Which best describes what happened in your class:
1   Was it mostly the teacher instructing lessons for the whole class?
2   Mostly students working in small groups?
3   Individual work by yourself.

QxQ: The setting that people find to improve their skills is an indicator of the educational richness of their environment. Since we have drawn our sample from the community colleges, we expect most will answer "2."

(!If GEDMANY<2 GOTO GEDB4)

GEDWK2:
How many weeks did you go to the class before that one?

GEDHRS2:
How many hours did you go to that class each week?

(If GEDMANY<3 GOTO GEDB4)

GEDWK3:
How many weeks did you go to the class before that one?

GEDHR3:
How many hours did you go to that class each week?

GEDB4:   (A)
Before this last year, have you taken any courses to prepare for a GED or improve your basic skills?
0 No   (SKIPTO REASON)
1 Yes

GEDB4MNY: (If GEDB4 = 1)
How many different teachers did you take those courses from?
1
2
3 OR MORE 3

GEDB4W1:
How many weeks did you go to the most recent class?

GEDB4H1:
How many hours did you go to that class each week?

GEDB4W2:   (If GEDB4MNY =2 or GEDB4MNY >=3)
How many weeks did you go to the class before that one?

GEDB4H2: (If GEDB4MNY =2 or GEDB4MNY >=3)
How many hours did you go to that class each week?

GEDB4W3:   (IF GEDB4MNY >=3)

How many weeks did you go to the class before that one?

GEDB4H3:   (IF GEDB4MNY >=3)
How many hours did you go to that class each week?

GEDSET:
In what setting have you participated in a program to improve basic skills or get a GED?
(*Code primary one)*
>   01 elementary,junior high or high school.
>   02 community college....
>   03 a public library
>   04 private vocational, trade or business school
>   05 an adult learning center..............
>   06 business or industry..................
>   07 a community-based organization.....
>   08 a church or religious organization...
>   09 a tutor or private instructor........
>   10 welfare to work program such as STEPS
>   91 some other organization..............

SPECSET1:   ($)
>   INTERVIEWER: Please specify what kind of setting if "other"

QxQ: YSTART is similar to reason, but we want to get at what is going on in the
person's life that they decided to invest the time, etc. now rather than at another time.
Research suggests that major life events are an impetus for personal development.

Think back to when you took your first basic skills or GED classes

YSTAR01-YSTAR07*:   (Mark all that apply*)
Sometimes changes in people's family or work situation prompt them
To go back to school. Think back to when you took your first basic
skills or GED class. What was the main reason you started taking
classes?
1 to improve for current job
2 to train for new job/career
3 to improve basic skills
4 to meet degree requirements/ get a GED
5 to help your child with school
6 because of changes in family composition such as birth, death, &
  marriage, divorce
7 Encouraged by family member/friend
8 other
9 DK

FINDCLAS:
Again, thinking about the first time you went to a basic skills or GED class, how did you find out about the first program you were in?
1 family
2 friend/neighbor or someone you know
3 newspaper/radio/tv
4 poster/flyer/mail/catalogue
5 employer
6 school
7 social service agency
8 telephone book - self referral
9 other

SPECFIND: (IF FINDCLAS is other)   ($)
How did you find out about that program?

GEDHELP: (If GED12MO=1 or GEDB4=1 or GEDCRNT=1)
To what extent did these classes help improve your skills? Would you say not at all, somewhat, or a great deal?
0   Not at all
1   Somewhat
2   Great deal
3   DK

(If GEDCRNT=0 or GED12MO=0 or GEDB4=0 GOTO GED)

YSTOP01-YSTOP18:   *(CODE ALL THAT APPLY)*
Why did you stop attending the last program you were in?
00 Still enrolled
     10 Any school reason
               11 Finished course
               12 transferred to another program
               13 continued on own
               14 Problem with teacher/tutor
               15 Conflict with other students
               16 Not learning enough or fast enough
     20 Any work reason
               21 Work schedule
               22 Got a job

30 Any family reason
> 31 Family responsibilities/childcare
> 32 No support at home for attending school

40 Any other reason
> 41 Health reasons
> 42 Transportation problems
> 43 Moved
> 44 Met my goals
> 45 De-institutionalized

GED: (A)
Have you ever taken any of the GED tests?
0 NO (SKIPTO RESONNO)
1 Yes (SKIPTO GEDOR)

QxQ: We can get data from the State for those people who have taken the GED in Oregon.

GEDOR:
Was that in Oregon?
0 NO
1 YES (SKIP TO GEDPREP)

GEDPA01-GED05:   *(Mark all that apply)*
Which ones did you take?
1 English
2 Math
3 Science
4 Social Studies
5 Writing

GEDNP01-GEDNP05:   *(Mark all that apply)*
Which ones did you pass?
0   None
1   English
2   Math
3   Science
4   Social Studies
5   5 Writing
6   DK

When did you last take a GED test?
*(State as Years or Months **ago**)*
GEDAGOYR: Years
 EDAGOMN: Months

TKGEDCR: Currently in process of testing
1 Yes
0 No

GEDPR01-GEDPR05: (*Mark all that apply)*
How did you prepare for the tests: Didn't prepare, just took test; Self-study; Class;
Tutoring?
1 Didn't prepare
2 Self-study
3 Class
4 Tutor
5 TV

QxQ: The next two questions are asked only of people who have not pursued a GED. We
want to know why. The questions get at some of the negative motivators and R's
perspective on Lifelong learning.

RESONNO: (IF SELFED(0) and GEDED(0) and GED(0))
People's lives take them in different directions once they have left school. And there are
many reasons why people don't go back to school are work to improve their skills. I am
going to read some of the reasons people have for not going to adult education programs.
Please tell me if the reason applies to you or not.

RESONNO1: I never thought about it
0. No
1. Yes   (SKIPTO PASTWORK)
2. DK

RESONNO2: I am satisfied with my reading, writing and math skills as they are
0. No
1. Yes   (SKIPTO PASTWORK)
2. DK

(The following RESONNO series are not asked if 1 or 2 above is yes)
RESONNO3: No one I know goes to school
0. No
1. Yes
2. DK

RESONNO4: I haven't known where there are any classes
0. No
1. Yes
2. DK

RESONNO5: A high school equivalency wouldn't improve my life

0. No
1. Yes
2. DK

RESONNO6: It is more important to work than to go to school
0. No
1. Yes
2. DK

RESONNO7. I don't have enough free time to go back to school
0. No
1. Yes
2. DK

RESONNO8: I just don't like school
0. No
1. Yes
2. DK

RESONNO9: I am too old to go back to school
0. No
1. Yes
2. DK

EMPLOYMENT STATUS AND WORK BACKGROUND

QxQ: Work force participation stability is correlated with low ed. attainment. These questions get more detail about work patterns specific to this population. Work history is also an important learning context.

Now we would like to talk about your past work history. First we want to know how many jobs you have had, then we want to categorize those jobs into different types of work.

JOBSPAST: (A)
Since you left school, about how many paying jobs have you had?
0(SKIPTO NOWORKY)
1(SKIPTO ONEJOB)
2 less than 10
3 10-20
4 more than 20

JOBTPMNY:
 Not including current job, how many different TYPES of jobs have you had in the past?

(IF JOBTPMNY=0 GOTO WKTRAIN)

JOBTYP1-JOBTYP9: (JOBTYP# = Value of JOBTPMNY) ($)
  What type of job was job number 1 that you mentioned that you had in the past?
       If R gives location of job or type of employer, probe for job title.
         E.g. Auto auction, Probe: Doing what? For example, waiting tables, gardening,
         warehouse, etc.

TYPEMNY1 - TYPEMNY9: (If JOBTPMNY>=1)
How many \:JOBTYPE1- JOBTYPE9 jobs did you have?

(PROGRAM CYCLES THROUGH THIS LOOP FOR ALL JOBTYPES)

JOBTIME: (If JOBTPMNY>=1)
How much total time have you spent doing \:JOBTYPE?
TOTYER1- TOTYER9: Total years for each job type
(AND/OR)
TOTMNTH1 - TOTMNTH9: Total months for each job type
(AND/OR)
TOTWKS1 - TOTWKS9: Total weeks for each job type

JOBONE: (Only asked if JOBSPAST=1)
Is this your current job?
0 No
1 Yes   (SKIPTO WKTRAIN)

WK1TRAIN: (IF WKED=1 and JOBSPAST=1)
Before, you said that you had received some training at work. Have you used the skills,
tools or equipment you were trained to use? Would you say a great deal, some, or not at
all?
1 A great deal,
2 Some
3 Not at all?

WKTRAIN: (If WKED = 1 and JOBSPAST>1)   ($)
Before, you said that you had received some training at work. At which job was that?

USESKILL: (If WKED =1)
Have you used the skills, tools or equipment you were trained to use? Would you say a
great deal, some, or not at all?
1   A great deal
2   Some
3 Not at all

NOWORK: (A)
Would you say you have had one or more periods of time when you didn't work for six months or more?
0   No (SKIPTO JOBCRNT)
1   Yes

NOWORKY: (If NOWORK=1 or JOBSPAST = 0)
Why was that?
1 Illness(SKIPTO JOBCRNT)
2 Raise children(SKIPTO JOBCRNT)
3 Hard to find a job
4 Other(SKIPTO JOBCRNT)

WHYHA01- WHYHA10: (Only asked if NOWORK=3) *(mark all that apply)*
Why?
01 not enough education or training
02 unable to fill out job application
03 jobs are scarce
04 didn't like available work, working conditions, pay
05 race or nationality, racial discrimination
06 age
07 sex
08 problems with transportation
09 problems with childcare
10 other
11 don't know
{!GOTO: JOBCRNT}

QxQ: The following work questions are to gather baseline data. They also establish the situational framework for the job as a learning context.

LASTWK: (A)   (If LASTWK = 1, 2, 3, or 5 then person is employed)
What you were doing last week?
01 Working a full time job for money, that is 35 hours or more
02 Working for money part-time, that is 1 to 30 hours.
03 Working two or more part time jobs for pay, totaling 35 or more hours
04 Unemployed, laid off or looking For Work?   (SKIPTO WK12MO)
05 With a job but not at work because of temporary illness, vacation, or work stoppage?
06 Unpaid work in home?   (SKIPTO WK12MO)
07 In School
08 Doing volunteer work   (SKIPTO WK12MO)
09 In a training or apprenticeship program   (SKIPTO WK12MO)
10 Ill or disabled   (SKIPTO WK12MO)
11 Other (specify)

LSTWKOTH: (If LASTWK=11)   ($)

The following questions are only asked if R is currently employed

JOBTYPNW:
What kind of job do you now have?
See code book

JOBPERM:
Is this a permanent or temporary job?
1   Permanent
2   Temporary
3   Seasonal

WKWAGE:
Last week, what was your total weekly wage or salary from all jobs before any
deductions, include tips and commissions.
$_____

WKWGPER:
Interviewer: Note which frame of reference R uses above.
1   per hour
2   per day
3   per week
4   per two week
5   per month
6   per year

WKHRS:
How many hours did you work last week?

(If NOT CURRENTLY WORKING: LASTWK =4, 6, 7, 8, 9, 10,11)
In what month and year did you leave your most recent job?
JEMONTH: Month
JEYEAR: Year

(If LASTWK= 1,2,3, 5)
In what month and year did you start your current job?
 JSMONTH: Month
 JSYEAR: Year

WK12MO:

Now I'd like to ask you some questions about your work during the past 12 months. Including weeks of paid leave, such as vacation and sick leave, how many weeks did you work for pay or profit during the past 12 months?

0 None - did not work at all in past 12 months   (SKIPTO WKUN01)

1 52 weeks - worked every week of past 12 months (SKIP TO WKAVWAGE)

2 Less than 52 weeks

WKMANY:

Interviewer: Specify number of weeks not working.

WKUN01-WKUN06: *(Mark all that apply)*

Of the weeks you were not employed, what were you doing? Were you…

1. Looking for work
2. In school or training
3. Keeping house/caring for children
4. Retired
5. Volunteering
6. Doing something else

WKUNEMWT: (If WKUN01-WKUN06 = 6)   ($)

What specifically?

WKAVWAGE :   (If WK12MO >0)

INTERVIEWER: Definition: "deductions" refers to the taxes and stuff that they take out of your check.

For the past 12 months, what was your average weekly wage or salary before any deductions, include tips and commissions (write in dollar amount and code appropriate unit)

$_____

WKAVPER: (Qualifies above)

1   per hour
2   per day
3   per week
4   per two week
5   per month
6   per year

WKAVHRS: (If WK12MO >0)

On average, how many (hours/days) did you work per week during the past 12 months?

WKAVHRSP:

Interviewer: Note which frame of reference R uses above.

1   hours

2   days

(IF JOBSPAST=0 GOTO WRKINFO)

Now I'd like to ask you some questions about your current full-time or part-time job or your most recent job.

JOBFIND: (Only asked of people who have work experience - Refers to current or most recent job)

How did you find this job?

01 School employment or placement service

02 Public employment service - like Unemployment dept.

03 Temporary employment agency

04 Newspaper advertisement

05 Checked with employer directly

06 Through a relative

07 Through a friend

08 Through previous work

09 Union Registration

10 Other

JFOTHER: (If JOBFIND = 10)   ($)

 How specifically?

BENEF01-05: *(Mark all that apply)*

Which of the following benefits, if any, do you get at your current or most recent job?

0   None

1   Health care insurance

2   Sick leave

3   Paid vacation

4   Other

QxQ: Literacy activities at work is one of our measures of learning gains. They are an opportunity to practice skills and learn new ones. We expect to see changes in frequency and kind of activities over time as a reflection of development.

JOBACT: The JOBACT series is asked of people who have worked in the past year. (IF ([CURYEAR]=[JEYEAR] OR ([CURYEAR]=[JEYEAR]+1 AND CURMONTH] [JEMONTH] GOTO, WRKINFO)
I am going to read a list of activities people sometimes do on the job. At your current job or job that you have had in the last year if you are currently not working, do you ever…

POLSAF: Do you ever read policy and safety documents
0 No   (go to WORKORDR)
1 Yes

POLSAFTM:
How often do you do read policy and safety documents?
1   1 Every Day
2   A few times a week
3   Once a week
4   Less than once a week
5   Rarely

WORKORDR: read or write work orders, schedules, forms
0 No   (go to REPORTS)
1 Yes

HOWOFTEN:
How often do you do read or write work orders, schedules, forms?
1   Every Day
2   A few times a week
3   Once a week
4   Less than once a week
5   Rarely

REPORTS: read reports
0 No   (go to EMAIL)
1 Yes

REPORTM:
How often do you do read reports?
1   Every Day
2   A few times a week
3   Once a week
4   Less than once a week
5   Rarely

EMAIL: read or write email

0 No   (go to INTERNET)

1 Yes

EMAILTM:

How often do you do read or write email?

1   Every Day
2   A few times a week
3   Once a week
4   Less than once a week
5   Rarely

INTERNET: find information on the internet

0 No   (go to COMPUTR)

1 Yes

INTERNTM:

How often do you find information on the internet?

1   Every Day
2   A few times a week
3   Once a week
4   Less than once a week
5   Rarely

COMPUTR: read a computer screen or enter information into the computer

0 No   (go to MONEY)

1 Yes

COMPRTM:

How often do you read a computer screen or enter information into the computer?

1   Every Day
2   A few times a week
3   Once a week
4   Less than once a week
5   Rarely

MONEY: handle money, use cash register

0 No   (go to DIRECT)

1 Yes

MONEYTM:

How often do you handle money, use cash register?

1   Every Day
2   A few times a week
3   Once a week

4   Less than once a week

5   Rarely

DIRECT: read/write directions

0 No   (go to TRAIN)

1 Yes

DIRECTTM:

How often do you read/write directions?

1   Every Day

2   A few times a week

3   Once a week

4   Less than once a week

5   Rarely

TRAIN: use or read training materials or manuals

0 No   (go to MATH)

1 Yes

TRAINTM:

How often do you use or read training materials or manuals?

1   Every Day

2   A few times a week

3   Once a week

4   Less than once a week

5   Rarely

MATH :do math

0 No   (go to JLITTIME)

1 Yes

MATHTM:

How often do you do math?

1   Every Day

2   A few times a week

3   Once a week

4   Less than once a week

5   Rarely

JLITTIME:

Think of a typical day at work and the activities you have mentioned above. How much
time in total do you spend reading, writing, and doing math?

_____minutes

JLITSKL:

Do you feel you have the reading, writing, math and computer skills to do your current job well?

0 No
1 Yes

JLITSKLY: (If JLITSKL=0)   (In Qual DB)
Why do you say that?

> QxQ: LRNNEW tells us about the formal and informal opportunities for learning in the work environment. It also indicates what kind of learning strategy R has.

LRNNE01-LRNNE06:   *(Mark all that apply)*

People learn on the job in a lot of different ways, such as Formal training from company, in staff meetings, talking to co-workers, getting instruction from the supervisor or watching what others do.

At your current or most recent job, how do you learn about new or different aspects of your work?

1   Formal training from company
2   in staff meetings
3   talking with co-workers,
4   getting instruction from the supervisor
5   watching what others do
6   other

> QxQ: The following two questions get at the social environment and opportunity for interaction that R has. Others at work who are active learners can be interpreted as positive role modeling or support for learning.

JOBOTHR:

Are any of the other people you work with taking classes, getting training, or actively engaging in any learning activities?

0   No
1   Yes
2   NA
3   DK

> QxQ: Is the social environment at work a support or an obstacle for ed attainment? Does R perceive expect his/her education to be stigmatized? Forms of support may be either affective or instrumental. Note the phrasing is conditional on whether R has taken classes.

JOBTELL:

If/Since you started taking classes or studying to increase your basic skills, would/did you tell the people you work with?

0   No
1   Yes
2   DK
3   NA

JOBSPPRT:

If/when you told the people you work with, how <u>do you think/did</u> they would respond?
1. supportive
2. Help you with flexible schedules, use of computer, etc.
3. Don't care
4. Un-supportive - laugh or make it hard personally.
5. Other (passive support)
6. NA

QxQ: Does R's work situation motivate him/her to change skills? Does the employer encourage learning? One of the policy implications of the study is the degree to which employers establish learning enriched work environments.

JOBSAT: (Only asked of those working)

On a scale of 1 to 4, with 1 being very unsatisfied and 4 being very satisfied, how satisfied are you with your present job?
1 very unsatisfied
2 somewhat unsatisfied
3   somewhat satisfied
4   very satisfied

JOBADVC: (Only asked of those working)

Are there any opportunities for promotion or a raise beyond the cost of living at your present job?
0 No   (SKIPTO JOBSLRN)
1 Yes
2 DK

SKILADVC: (Only asked of those working)

Do you feel you have the reading, writing, math skills you would need to advance at your workplace?
0 No
1 Yes   (SKIPTO JOBSKILL)
2 DK

JOBSLRN: (Only asked if SKILADVC = 0)

Are there any opportunities to improve your reading, writing and math skills at your workplace?

0 No

1 Yes

2 DK

JBEXAMP: (If JOBSLRN=1)   (In Qual DB)

Please give me an example.

JOBSKILL:

Are there any opportunities to learn computer or other new job skills at your workplace?

0 No

1 Yes

2 DK

QxQ: This is another question to establish R's literacy practices for learning new things and information network.

WRKINFO: (A)

Thinking about the world of work, including your present job and also other opportunities, where do you usually get information?

How much information do you get from …

WRKINFO1. Friends, relatives, people I know

1   a lot

2   some

3   a little

4   none

WRKINFO2: Other workers

WRKINFO3: Newspaper

WRKINFO4: Internet

WRKINFO5: Television/radio

WRKINFO6: Organizations or groups

WRKINFO7: School

WRKINFO8: Employment Agencies

QxQ: We want to know how R perceives the labor market relative to their skills.

WRKFIND: (A)

On a scale of 1 to 4 with one being very unlikely and 4 being very likely… If you needed to today, how likely is it that you would be able to find a job with your current work history, skills and credentials?

---

1   very unlikely
2   somewhat unlikely
3   somewhat likely
4   very likely

JOB5YR: (Not asked if If JOBSPAST=0 or WK12MO=0)
I'm going to read three possible answers, please pick the best one. In 5 years, do you think YOUR CURRENT JOB will…
1. Be the same job requiring the same skills
2. Be a similar job but requiring different skills
3. Be gone or eliminated

MSTJB5YR: (A)
Again, thinking about five years from now, do you think MOST JOBS will
1   Be the same job requiring the same skills
2   Be a similar job but requiring different skills
3   Be gone or eliminated

For these questions, consider as family anyone who lives in this household and who is related to you by blood marriage, or adoption.

QxQ: We need both the family income and R's earnings. R's earnings are an outcome measure for educational attainment and skill development. The household income is an SES indicator for comparability to other studies and the census. It is also contextual data for motivation to work.

ELSEPT: (Not asked if R live alone)
Including yourself, how many people in your family are employed or work for pay or wages part-time (1 to 34 hours)?
0   None
1   1
2   2
3   3 or more

ELSEFT: (Not asked if R live alone)
Including yourself, how many people in your family are employed or work for pay or wages full-time (35 hours or more)?
0   None
1   1
2   2
3   3 or more

TYPEI01-TYPEI04:   (A)
Did you or anyone in your family receive any of the following during the past 12 months:
INTERVIEWER: READ AND MARK ALL THAT APPLY
1. Social Security, retirement or disability payments

2. Temporary Aid to Needy Families (used to be AFDC)
3. Interest or dividends from savings or investment
4. Income from other sources, such as Veteran Administration payments, workers or unemployment compensation, child support, alimony or rent from tenant.
5. None

FAMINCOM: (Household income questions not asked if R lives alone)
I am going to read some ranges of family incomes. Please include income from all sources for all family members, such as salaries or other earnings, interest, rent from non-family members, and support from government programs. Which of the following ranges includes your household income?

1. Less than $5,000?   (SKIPTO AA)
2. Over $,5000 but less than $20,000? (SKIPTO BB)
3. Over 20,000 but less than 30,000   (SKIPTO CC)
4. Over 30,000 but less than 40,000? (SKIPTO DD)
5. Over $40,000
6. DK

AA: (Qualifies previous)
1   none
2   less than $1000
3   1000 to 2,999
4   3000 to 4,999

BB: (Qualifies previous)
1   5,000 to 7,499
2   7500 to 9999
3   10,000-14999
4   15000-19999

CC: (Qualifies previous)
1   20,000-24,999
2   25,000-29,999

DD: (Qualifies previous)
1   30,000-34,999
2   35,000-39,999
3   40,000 +

<mark>**FAMINCEX**: (If: FAMINCOM is DK)   (in Qual DB)</mark>
<mark>Please explain the situation:</mark>

QxQ: The resources and objects in people's home are an indirect measurement of literacy practices and ability.

HHOBJ01-HHOBJ08:   *(Mark all that apply)*   (A)
Which of the following do you have in your home?
1   A specific place to read or study
2   A daily newspaper
3   Magazines
4   Dictionary or other reference books
5   Computer
6   More than 10 books
7   Pocket calculator
8   Ruler or tape measure
0   None

QxQ: As in the work practices sequence, home literacy practices are an indicator of skill development in natural context.

I am going to read a list of activities that some people do as part of their personal or household business. Do you ever _____?

HLITPRCD: directions or instructions for medicines, recipes, or other products
0   No (GOTO HLITPRCM)
1   Yes

HLITXD: How often do you read directions or instructions for medicines, recipes, or other products?
1   Rarely
2   Less than once a week
3   Once a week
4   A few times a week
5   Every Day

HLITPRCM: read or do math for bank accounts, credit cards.
0 No (GOTO HLITPRCA)
1 Yes

HLITXM: How often do you read or do math for bank accounts, credit cards?
1   Rarely
2   Less than once a week
3   Once a week
4   A few times a week
5   Every Day

HLITPRCA: Use an ATM
0 No (GOTO HLITPRCS)
1 Yes

HLITXA: How often do you use an ATM?
1   Rarely
2   Less than once a week
3   Once a week
4   A few times a week
5   Every Day

HLITPRCS: read street maps
0 No (GOTO HLITPRCE)
1 Yes

HLITXS: How often do you read street maps?
1   Rarely
2   Less than once a week
3   Once a week
4   A few times a week
5   Every Day

HLITPRCE: read entertainment schedules or TV guides
0 No (GOTO HLITPRCN)
1 Yes

HLITXE: How often do you read entertainment schedules or TV guides?
1   Rarely
2   Less than once a week
3   Once a week
4   A few times a week
5   Every Day

HLITPRCN: read the news section of the newspaper
0 No (GOTO HLITPRCF)

1 Yes

HLITXN: How often do you read the news section of the newspaper?
1 Rarely
2 Less than once a week
3 Once a week
4 A few times a week
5 Every Day

HLITPRCF: Read fiction (stories, novels)
0 No (GOTO HLITPRCT)
1 Yes

HLITXF: How often do you read fiction?
1. Rarely
2. Less than once a week
3. Once a week
4. A few times a week
5. Every Day

HLITPRCT: Read non-fiction (eg: history, religious, science, self help)
0 No (GOTO HLITPRCC)
1 Yes

HLITXT: How often do you read non-fiction?
1. Rarely
2. Less than once a week
3. Once a week
4. A few times a week
5. Every Day

HLITPRCC: Read magazines or comic books
0 No (GOTO HLITPRCI)
1 Yes

HLITXC: How often do you read magazines or comic books?
1. Rarely
2. Less than once a week
3. Once a week
4. A few times a week
5. Every Day

HLITPRCI: Write in a diary or write stories or poems
0 No (GOTO HLITPRCL)
1 Yes

HLITXI: How often do you write in a diary or write stories or poems?
1. Rarely
2. Less than once a week
3. Once a week
4. A few times a week
5. Every Day

HLITPRCL: Write notes, letters or email
0 No (GOTO HLITPRCB)
1 Yes

HLITXL: How often do you write notes, letters or email?
1. Rarely
2. Less than once a week
3. Once a week
4. A few times a week
5. Every Day

HLITPRCB: Read manuals or reference books, including catalogs or parts lists
0 No (GOTO HLITPRCR)
1 Yes

HLITXB: How often do you Read manuals or reference books, including catalogs or parts lists?
1. Rarely
2. Less than once a week
3. Once a week
4. A few times a week
5. Every Day

HLITPRCR Do math
0 No (GOTO HLITPRCP)
1 Yes

HLITXR: How often do you do math?
1. Rarely
2. Less than once a week
3. Once a week
4. A few times a week
5. Every Day

HLITPRCP: Use a computer at home   (Only asked if there is computer in home)
0 No (GOTO HACTHLP)
1 Yes

HLITXP: How often do you use a computer at home?

1. Rarely
2. Less than once a week
3. Once a week
4. A few times a week
5. Every Day

QxQ: Asking for help can be interpreted in a variety of ways. It may indicate weak skills in an area. It can also indicate that literacy practices are a part of exchange relations with friends and family.

HACTHLP:
Do family members or friends ever help with reading or writing on math?
0 No
1Yes

HHLPWT: (If HACTHLP=1)   (In Qual DB)
What kinds of tasks do you get help with?

QxQ: TV is often identified as the culprit for low academic skills and literacy practices. It is also identified as a cause of low civic engagement. Lets see how this correlates!

TV:
How many hours do you usually watch TV each day?
0 None
1 1 hr or less
2 2 hrs
3 3 hrs
4 4 hours
5 5 hrs
6 6 or more hours

(The following questions are not asked if there are not children in the home)
Now I'd like to talk about activities you may do with or for the children in your home.

QxQ: Involvement with children is often seen as a motivator for increasing one's skills. We are also using it as an outcome measure for skill development. It is also a concern for many educational and human development specialists because of intergenerational transmission of literacy.

CHLDREAR:
Are you involved in bringing up the children in your home?
0 No (SKIPTO HHEAT)
1 Yes

CHLDREAD:

I know that there may be different demands on your time from week to week, and that your children may have different needs. But considering just last week,
Did you read to or with your children?
0   No (SKIPTO CHLDHMWK)
1   Yes
2   Refused

CHLDRDX: (Asked only if CHILDREAD = 1)
How many times last week?
1   1or 2 times
2   3+

CHLDHMWK:

Again, just considering last week,
Did you help any of your children with school work?
0. No
1. Yes
2. Refused

CHLDWKX: (Asked only if CHLDHMWK = 1)
How many times?
1   1or 2 times
2   3+
3   Home schooling

CHLDTCHR:

In the past year have you read or written a note from or to your child's teacher, or visited or called teachers about your children?
0   No
1   Yes
2   DK

CHLDTCHX: (Asked only if CHLDTCHR = 1)
How many times?
1   1or 2 times
2   more than once or twice but less than 10
3   more than 10

CHLDT01-CHLDT03:   *(Mark all that apply)*
 Why would you call or visit your child's teacher?
1 To regularly check on the child's progress
2 To talk about problems with behavior at school
3 Other reasons

QxQ: Childcare is a form of support for continuing education. Lack of childcare may be an obstacle to attending classes. It is also an indicator of embeddedness in exchange networks.

CHLDC01-CHLDC03: *(Mark all that apply)*

If you need childcare do you usually:
1   get help from friends or relatives
2   pay for in-home childcare
3   use daycare services
0   none of the above

QxQ: This is an indicator of family or household cohesion. The assumption is that mealtime is a time for exchange of values and information.

HHEAT: (A)

How often does your household eat a meal together ?
1   every day
2   at least once a week
3   occasionally
4   never

QxQ: As in the work context, these two questions are to identify a sense of stigma about R's education and measure the support available at home for learning . Again, note conditional phrasing.

HHTELL: (A)

If/when you started taking classes or studying to increase your basic skills, would/did you tell your family?
1   No
2   Yes
3   NA
4   DK

HHSPPT: (A)

If/when you told your family, how do/did you think he/she/they would respond?
1   Supportive
2   Help you with childcare, transportation, money or homework
3   Don't care
4   Un-supportive - making it hard personally
5   Other

QxQ: Leisure or personal activities are a context for learning that may have intrinsic motivation to the learner. They involve their own set of literacy practices, social relationships and informational strategies.

ACTIVITY: (A)   (In Qual DB)
What do you like to do in your free time?

ACTLRN: (A)
Think about activities that you do in your free time where do you get information for your activity?
If R HAS NO ACTIVITY, ASK WHERE S/HE WOULD GET INFORMATION ABOUT A NEW ACTIVITY.
ACTLRN1: Friends/relatives
1   a lot
2   some
3   a little
4   none

ACTLRN2: Other workers
1   a lot
2   some
3   a little
4   none

ACTLRN3: Newspaper
1   a lot
2   some
3   a little
4   none

ACTLRN4: Internet
1   a lot
2   some
3   a little
4   none

ACTLRN5: Television/radio
1   a lot
2   some
3   a little
4   none

ACTLRN6: Associations/church
1   a lot
2   some
3   a little

4   none

ACTLRN7:   School/library
1   a lot
2   some
3   a little
4   none

ACTLRN8:   Special interest magazine, newsletter or technical documents.
1   a lot
2   some
3   a little
4   none

ACTLRN9:   Other
1   a lot
2   some
3   a little
4   none

HMLIT: (Asked only if R is not working)
At home how much total time in a day do you usually spend reading,
writing, or doing math?
 RECORD TIME IN MINUTES

HMLIT1:   (Asked only if R is working)
On your days off, how much time in total do you usually spend at home reading, writing
or doing math?
RECORD TIME IN MINUTES

HMLIT2:   (Asked only if R is working)
What about on days that you do work outside of the home, how much time in total do you
usually spend at home reading, writing or doing math?
RECORD TIME IN MINUTES

QxQ: The following questions identify R's social network characteristics. There are
multiple hypotheses regarding the influence of social networks and the resulting social
capital as influences on the attainment of human capital.

PPLNUM: (A)
Think about the people you have contact at least once a month, by
visiting each other for a chat or doing some activity together like going to a restaurant or
a movie. How many people is that?
Have R think of the specific people and then tell you the number.

PPLOLDER: (A)
About how many are at least 10 years <u>older</u> than you?

PPLYNGR: (A)
About how many are at least 10 years <u>younger</u> than you?

PPLRACE: (A)
How many are a <u>different </u>race or ethnicity from you?

PPLHS: (A)
About how many of these people got a high school diploma or GED?

PPLCLGE: (A)
And of those \:PPLHS how many went to college?

QxQ: This is a measure of network density, or how tightly coupled the relationships are.

PPLDENSE: (A)
Again, thinking of these \:PPLNUM people, how many of them would know others in the
group if they didn't know you?
(Probe: do these people know each other from work or church or someplace else other
than through you?)
1   Most of them
2   About half
3   A few
4   None

PPLFAM: (A)
How many of these people are family?

Not including family members, what is the longest time you have known someone of
those you are thinking of?
PPLMNTHS: (A)
PPLYEARS: (A)

QxQ: The following four questions measure the norms and values of R's peer group regarding education and social trust.

I am going to read a series of two statements. Please pick the one that you think is most
true of what the people you know think..

SCHLVLU: (A)
Thinking of those \: PPLNUM people,
Those people mostly believe that:
1 Going to school is a waste of time for adults
2 Going to school is a good opportunity no matter how old you are

GENRCP: (A)
Would you say generally that those people mostly expect a favor:
1   to be returned to them specifically
2 passed on to the next person who needs something?

SCHTRST: (A)
Still thinking of those \:PPLNUM people, would you say generally that
Those people mostly think :
1 schools don't help people like themselves
2   think that schools help everyone equally?

SOCTRST: (A)
Thinking of those \: PPLNUM people,
Do they mostly believe that
1 people can be trusted,
2 you can't be too careful in dealing with people?

QxQ: These four questions measure R's perceptions (inferred values) regarding
education and social trust.

Now, Thinking about your own opinion of people in general,

SOCTRSTR: (A)
Would you say that most people:
1 can be trusted,
2 that you can't be too careful in dealing with people?

SCHTRSTR: (A)
Would you say generally that:
1 schools don't help people like yourself
2 schools help everyone equally?

EDJOB: (A)
In general, would you say that
1   Education is important for getting a job
2   That you can get a good job and make good money without an education

SOCHELP: (A)
In general, would you say that most of the time:
1 people try to help others,
2 people mostly just look out for themselves?

QxQ: The following question is a measure of community or civic involvement. These
are contexts for literacy practices as well as sources for expansion of social networks.
Civic engagement is considered a "public good" that is a positive outcome of adult
education and educational attainment generally.

PARTI01-PARTI04: (*Mark all that apply*) (A)

Do you participate in any of the following:

1 religious activities beyond attending services?

2 social or sports groups?

3   neighborhood activities?

4   Volunteering

5   none

QxQ: Voting is important as a literacy practice, as a measure of attitude toward dominant culture and as an outcome measure of civic engagement.

VOTLAST: (A)

Did you vote in the last presidential election 1996 Clinton vs Dole?

0 No   (SKIPTO VOTREG)

1 Yes

3   DK

VOTMAIL: (Asked only of people who voted)

Have you ever voted by mail?

0 No

1 Yes   (SKIPTO EXOPIN)

2 DK

VOTREG: (Asked only of people who didn't vote)

Are you registered to vote?

0 No

1   Yes

2   Not eligible to vote

EXOPIN: (A)

How often have you written a letter to a public figure, company or agency to express your opinion?

0 Never

1 once or twice

2 regularly

PBUINFO: (A)

I would like to know how you usually get information about current events, public affairs and the government. How much information do you get from

PUBINFO1: Friends, family members, or coworkers

1   a lot

2   some

3   a little

4   none

PUBINFO2: Newspapers

1   a lot
2   some
3   a little
4   none

PUBINFO3: Magazines

1   a lot
2   some
3   a little
4   none

PUBINFO4: TV

1   a lot
2   some
3   a little
4   none

PUBINFO5: Radio

1   a lot
2   some
3   a little
4   none

QxQ: What normative environment does R have for setting goals and reaching aspirations?

GETAH01-GETAH09:   *(Mark all that apply)* (A)
When the people you spend time with and work with talk about ways to get ahead economically, what ways do they mention?

1   Don't talk about it
2   Working harder/overtime
3   Getting a better job
4   Going back to school
5   Being own boss
6   Marrying rich person
7   Investing
8   Gambling or lottery
9   Other

PLAN: (A)
With all the pressures of daily life, how often do you think about or make plans for the future?
0 Never

1 Every day
2 Occasionally

> QxQ: What specific goals or aspirations does R have for learning and occupation? Does R have the knowledge and learning strategies to pursue these goals? These questions will be used in follow up waves to track R's progress and changing goals or aspirations.

FUTLRN: (A) (In Qual DB)
What kinds of things would you like to learn more about in your lifetime?

HOWFLRN: (A) (In Qual DB)
How would you imagine going about learning this?

ANYJOB: (A) ($)
If you had the opportunity, what kind of job or career
would you like to have?

ANYJOBTT: (A)
Have you thought about what you would need to do to do that?
0   No (SKIPTO ANYED)
1   Yes
2   DK

ANYJOBWT: (In Qual DB)
What would you need to do?

ANYJOBSP:
Have you taken any steps toward doing any of that?
0   No (SKIPTO ANYED)
1   Yes
2   DK

ANYJBWSP: (In Qual DB)
What steps have you taken?

ANYED: (A)
If you had the opportunity, would you like to get more education?
0 NO (SKIPTO DEMOS)
1 YES
2 DK

ANYED01-ANYED06: (*Mark all that apply*) (A)
1   High school diploma or equivalency
2   Vocational, trade or business
3   Two year college degree (AA)

4   Four year college degree
5   Graduate school
6   Professional certification/license

QxQ: These health questions are standard in education related survey's. They are
important to control for disabilities that may influence learning or education attainment.

HLTHRATE: (A)
Overall, how would you rate your health. Let's use this scale:
1   Excellent
2   Very good
3   Good
4   Fair
5   Poor

HLTHFEEL: (A)
Sometimes people have something they want to do, but they just don't feel well enough to
do it. How often does this happen to you?
0   Never
1   Once in a while
2   A lot of the time
3   Some of the time

HLTHPR01-HLTHP06:   (*Mark all that apply*) (A)
Many people have a problem or disability that gets in the way of work or education. Do
you now have any of the following problems?
1. Learning problems or disability
2. Speech problems or disability
3. Physical handicap or disability
4. Emotional problems or disabilities
5. An illness that has lasted a long time
6. An experience with violence or abuse
7. None of the above

DOB:
What is your date of birth
MONTH: (A)
DAY: (A)
YEAR: (A)

GENDER: (A)
Interviewer note gender:
1 Female
2 Male

RACE01-RACE06:   *(Mark all that apply)*   (A)
I am going to read six categories of race or ethnicity.
Please pick one or more that applies to you.
What is your race or ethnicity, are you?
1   White
2   American Indian or Alaska Native
3   Asian
4   Black or African American
5   Native Hawaiian or Other Pacific Islander
6   Hispanic or Latino?

MOVE1YR: (A)
Have you lived in the same residence for the past 12 months?
0 No
1 Yes   (SKIPTO CAR)

MOVESEP:
Have you moved since SEPTEMBER?
0 No(SKIPTO CAR)
1 Yes

MOVFONE: ($)
What was your previous phone number?

CAR: (A)
Do you own a working motor vehicle or have regular use of one?
0 No
1 Yes

FONES:
Not counting cell (or mobile) phones, how many telephone LINES do you have in your household?
 Enter 0 through 10, or DK

INTERVIEWER QUESTIONNAIRE**:**

DISRUPT: (In Qual DB)
 Describe any disruptions or problems that may have influenced the quality of data:

HOME: (In Qual DB)
Where the objects in their home and the home environment consistent with the responses given in the interview?

INTOX: (In Qual DB)
Do you have any reason to suspect that R was medicated or under the influence of drugs or alcohol or cognitively impaired in any other way? (Describe)

CULT: (In Qual DB)
Where there any language or cultural difficulties in understanding the questions or answers as far as you could tell? (Describe)

TESTDIST:
Was R interrupted or distracted while taking the tests?
0 No
1 Yes
2 DK

TESTANX:
Did R appear to have any stress or anxiety about taking the test?
0 No
1 Yes
2 DK

TESTREAD:
Did R appear to have difficulty reading?
0 No
1 Yes
2 DK

TESTSER:
Did R appear to take the exam seriously?
0 No
1 Yes
2 DK

NOTES: (In Qual DB)
Is there anything you observed or were told that is not captured in the data that may be important information for the study or that will assist the next person interviewing?