

## In Home Questionnaire

TOPIC	MEASURE TITLE ENGLISH (SPANISH)	SOURCE	PAGE NUMBERS		
			ENGLISH PDF	(SPANISH PDF)	
			Teen	Parent	Sibling
Background information (e.g., ethnicity, parent education, language use)	Background (Antecedentes)	Language scale: Cuellar, Arnold, & Maldonado (1995)	2-7 (2-7)	2-8 (2-8)	2-4 (2-4)
Household roster		n/a	n/a	7 (7)	n/a
Immigration status		Yosikawa (2011)	n/a		n/a
People you know with science careers		This scale was developed by the team based on qualitative data collected during focus group interviews.	7(7)	9 (9)	5 (5)
Perception of teen's ability and subject value (biology, chemistry, physics, math)	Motivation (Motivacion)	Jacobs et al., 2002; Eccles, 1993	8-11 (8-11)	12-15 (12-15)	9-12 (8-11)
Coursework History	Science Coursework (Clases de ciencia)	This scale was developed by the team based on qualitative data collected during focus group interviews.	n/a	10-11 (10-11)	6-8 (6-7)
Teen's Current Coursework	Coursework- teen (Clases de Adolescente)	This scale was developed by the team based on qualitative data collected during focus group interviews.	12 (12)	16 (16)	n/a

Science Engagement	Science Engagement (Compromiso de la Ciencia)	Wang & Eccles, 2012	13-14 (14-15)	n/a	n/a
People and science (e.g., who helps and talks about science with teen, who knows a lot about science)	People and Science (Gente y Ciencia)	This scale was developed by the team based on qualitative data collected during focus group interviews.	15-17 (16-18)	18-20 (18-20)	13 (12)
Self-report of friend names, gender, and closeness	My friends (Mis amigos)	n/a	18 (19)	n/a	n/a
Friends and science engagement	Friends and Science (Los Amigos y la Ciencia)	This scale was developed by the team based on qualitative data collected during focus group interviews.	19 (20)	n/a	n/a
Supportive behaviors towards science from family members, friends, teachers	Support- Family & Support-All (Apoyo de Familia y Apoyo)	1) Childhood and Beyond (Eccles, Wigfield, & Blumenfeld, 1984) (2) Bouchey & Harter (2005)	20-23 (21-24)	21-22 (21-23)	14-15 (13-14)
Perception of influence and ability in science	Parent Ability & Sibling/ Cousin ability (Capacidad de los Padres y Capacidad de hermano/a /primo/a)	Jacobs et al., 2002	n/a	23 (24)	16 (15)
Conversations about school and academics	Conversations (Conversaciones)	adapted from NELS <sup>a</sup>	24-25 (25-26)	26 (28)	18 (17)
Family involvement in teen's academics and school	Family Involvement (Participacion de la Familia)	adapted from NELS <sup>a</sup>	n/a	24-25 (25-27)	17 (16)

Perception of being understood by teachers at school	n/a	adapted from NELS <sup>a</sup>	25 (26)	24 (25)	17 (16)
Educational aspirations and expectations	Thinking about the future (Pensando en el Futuro)	adapted from NELS <sup>a</sup>	25-27 (26-28)	27-29 (29-30)	19-20 (18-20)
How current science coursework affect your future	Future (Futuro)	adapted from Husman & Shell (2008)	28 (28-29)	n/a	n/a
Participation in science related after school activities	After school time use (Uso del tiempo despues de la escuela)	This scale was developed by the team based on qualitative data collected during focus group interviews.	29 (30)	30 (31)	n/a
Participation in extracurricular activities	After school activities (Actividades despues de la escuela)	Checklist of activities offered at the high school	30 (31)	n/a	21-22 (21-22)
Self-reported grades	Grades (Calificaciones)	Add Health <sup>b</sup>	31 (32)	31 (32)	n/a
Culture (ARSMA-II and MACVS)	Culture (Cultura)	1) Cuellar, Arnold, & Maldonado, 1995 2) Knight, Gonzales, et al., 2010	32-34 (33-35)	32-34 (33-35)	23-25 (23-25)

<sup>a</sup>National Education Longitudinal Survey

<sup>b</sup>National Longitudinal Study of Adolescent Health