

Families & Science Project

Parent Questionnaire (Longitudinal Study)

9th grade

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INTERVIEWER: IF IT SAYS LOOK AT [LIST], SAY THE SCALE ONCE FOR THE PARTICIPANT. IF IT DOES NOT SAY LOOK AT [LIST], THERE IS NO SCALE FOR THE QUESTION.

Section 1: Background

Thank you so much for your participation, we greatly appreciate it. The following questions let us get to know who you are a little bit better. Please answer the following questions about yourself to the best of your ability. First, I have a few questions about your teenager and your family.

Your Teenager:

1. How old is [TEENAGER] (*in years*)?

- 14
- 15
- 16
- 17

2. What gender is [TEENAGER]?

- Female
- Male

3. Was [TEENAGER] born in the United States?

- Yes
- No → *IF NO*: Where was [TEENAGER] born?
 - Mexico
 - Somewhere else (*please specify the country*):

How old was [TEENAGER] when (s/he) moved to the United States (*in years*)?

4. Please look at **List #1**. In general, what language does [TEENAGER] read and speak?

Only Spanish	Spanish more than English	Both equally	English more than Spanish	Only English
①	②	③	④	⑤

5. In this country, people come from many different backgrounds or ethnic groups. Please look at **List #2**. To what racial or ethnic group does [TEENAGER] belong? You can select as many that apply.

IF NECESSARY: Ethnicity generally refers to where your parents or family are from.

① Latino/Hispanic *IF YES, what country or group?:*

② Black/African American

③ White (Not Hispanic)

④ Native American

⑤ Asian *IF YES, what country or group?:*

⑥ Other *IF YES, what country or group?:*

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6. What is your current marital status?

- Married -- Never divorced or separated
- Never married
- Separated, not remarried
- Divorced, not remarried
- Divorced, remarried
- Other (*please describe*):

7. Ok. Now, take a look at **List #3**. Please select the number that best describes your family's average annual income before taxes. If you like, you can just tell me the number next to it.

- 1 Less than \$10,000
- 2 \$10,000 - \$19,999
- 3 \$20,000 - \$29,999
- 4 \$30,000 - \$39,999
- 5 \$40,000 - \$49,999
- 6 \$50,000 - \$59,999
- 7 \$60,000 - \$69,999
- 8 \$70,000 - \$79,999
- 9 \$80,000 - \$89,999
- 10 \$90,000 - \$99,999
- 11 over \$100,000

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Next, I am going to ask some questions about you and about your (spouse/partner).

Parents:

1. How old (are/is)....?

You	
(Spouse/Partner)	

2. Were (you/spouse/partner) born in the United States?

	Yes	No	<i>IF NO: Where were (you/your spouse) born? (NAME OF COUNTRY)</i>	<i>IF NO: What age did (s/he) come to the US?</i>
You	O	O		
Spouse /Partner	O	O		

3. Let's go back to **List #1** again. Now I'm going to ask you some questions about language use.

	Only Spanish	Spanish more than English	Both equally	English more than Spanish	Only English
3a. In general, what language do you read and speak?	①	②	③	④	⑤
3b. What language do you usually speak at home?	①	②	③	④	⑤
3c. In what language do you usually think?	①	②	③	④	⑤
3d. What language do you usually speak with your friends?	①	②	③	④	⑤

4. Using **List #1**, in general, what language does your (partner/spouse) read and speak?

Only Spanish	Spanish more than English	Both equally	English more than Spanish	Only English
①	②	③	④	⑤

5. Please look at **List #4**. How much school have (you/spouse/partner) completed?

	Less than high school	Some high school	High school degree	Some college	College degree	Graduate degree or training beyond a BA/BS
You	①	②	③	④	⑤	⑥
Spouse/ Partner	①	②	③	④	⑤	⑥

6. Do (you/your spouse/partner) work?

	No	Yes	IF YES, What do (you/your spouse) do?
You	O	O	
Spouse/ Partner	O	O	

IF NEITHER PARENT WORKS, SKIP TO QUESTION 9

7. What days of the week do (you/your spouse/partner) usually work? (*BUBBLE ALL THAT APPLY*)

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
You	①	②	③	④	⑤	⑥	⑦
Spouse/ Partner	①	②	③	④	⑤	⑥	⑦

8. What time of the day do (you/your spouse/partner) usually work? (*READ OPTIONS. BUBBLE ALL THAT APPLY*)

	Morning	Afternoon	Evenings	Night time
You	①	②	③	④
Spouse/ Partner	①	②	③	④

9. Some teens have a lot of siblings and cousins and others do not. How many children besides your teenager live in your house? We will ask about your children who live outside the house next. *BUBBLE IN THEIR ANSWER. NOTE: include any biological or non-biological children who live with the parent.*

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ OTHER:

10. Starting with the oldest child living in the house, what is (his/her) age and gender?

#	Age	Gender		#	Age	Gender	
1.		Ⓜ	♀	6.		Ⓜ	♀
2.		Ⓜ	♀	7.		Ⓜ	♀
3.		Ⓜ	♀	8.		Ⓜ	♀
4.		Ⓜ	♀	9.		Ⓜ	♀
5.		Ⓜ	♀	10.		Ⓜ	♀

11. Do you have any older children who do not live in the house? (*BUBBLE IN THE NUMBER*) *NOTE: only include biological children who do not live at home*

0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 OTHER:

12. Starting with the oldest child living out of the house, what is their age and gender?

#	Age	Gender	
1.		<input type="radio"/> M	<input type="radio"/> F
2.		<input type="radio"/> M	<input type="radio"/> F
3.		<input type="radio"/> M	<input type="radio"/> F
4.		<input type="radio"/> M	<input type="radio"/> F
5.		<input type="radio"/> M	<input type="radio"/> F

13. The next 5 questions are about things some people have and some people do not have. Answer yes or no.

Do you have a:	Yes	No
a. A checking account	<input type="radio"/>	<input type="radio"/>
b. A savings account	<input type="radio"/>	<input type="radio"/>
c. A credit card	<input type="radio"/>	<input type="radio"/>
d. A driver's license	<input type="radio"/>	<input type="radio"/>
e. A library card	<input type="radio"/>	<input type="radio"/>

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14. We are interested in science careers and jobs. Do you know anyone with a science career or job? This can be someone in your family, a friend of the family, or an adult you know.

PROBE FOR: (A) relationship to the teen (NOT the person's name)

(B): person's career, or description if not sure or unclear

Person's relation to teen	Person's science career/job
1.	
2.	
3.	
4.	
5.	
6.	

Section 2: Science Coursework

IF PARTICIPANT DID NOT ATTEND HIGH SCHOOL, THEN SKIP TO QUESTION 6. SEE PAGE 6, QUESTION 5 TO REFERENCE PARENT EDUCATION LEVEL.

The next section asks about what you took in school growing up followed by questions about [TEENAGER]’s math and science classes

1. How many years did you take science classes in high school?

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
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IF PARENT TOOK ZERO CLASSES IN HIGH SCHOOL SKIP TO QUESTION 3

2. Did you take [SUBJECT] in high school?

IF YES: Was it an honors or AP (advanced placement) class?

Did you take [SUBJECT] in high school?	No	Yes	Honors or AP?	
a. Biology	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> N	<input type="radio"/> Y
b. Chemistry	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> N	<input type="radio"/> Y
c. Physics	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> N	<input type="radio"/> Y
d. Anatomy or Physiology	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> N	<input type="radio"/> Y
e. Environmental Science	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> N	<input type="radio"/> Y
f. Other (<i>please specify</i>): <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> N	<input type="radio"/> Y
g. Other (<i>please specify</i>): <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> N	<input type="radio"/> Y

IF PARTICIPANT DID NOT GO TO COLLEGE, GO TO QUESTION 6

3. Did you take [SUBJECT] in college?

IF YES: How many semesters or years did you take?

Did you take [SUBJECT] in college?	Did not take	1 semester	1 year	2+ years
a. Biology	0	1	3	3
b. Chemistry	0	1	3	3
c. Physics	0	1	3	3
d. Anatomy or Physiology	0	1	3	3
e. Environmental Science	0	1	3	3
f. Other (<i>please specify</i>): <input data-bbox="134 982 610 1094" type="text"/>	0	1	3	3
g. Other (<i>please specify</i>): <input data-bbox="134 1161 610 1272" type="text"/>	0	1	3	3

4. What college (do/did) you attend? (*List all if they went to multiple schools*)

5. What (is/was) your major in college? (*List all. Indicate what was their graduating major*)

Motivation

6. The next set of questions ask you to report on what you think about [TEENAGER] in math, biology, chemistry, and physics. First, I'd like to talk for a few minutes about your [TEENAGER] and **math**. Look at **list #5**. You'll see that there is a lot under **List #5**. The list will change for each question. I'll tell you which letter to look at.

a. How good is [TEENAGER] at math?	Not at all good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
b. How good would [TEENAGER] be at learning something new in math?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 9 th graders, how much ability or talent does [TEENAGER] have in math?	No talent or ability			Some talent or ability			A lot of talent or ability
	①	②	③	④	⑤	⑥	⑦
d. How important is it to you that [TEENAGER] does well in math?	Not important			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
e. Compared to other subjects, how useful is learning math?	Not at all useful			Somewhat useful			Very useful
	①	②	③	④	⑤	⑥	⑦
f. How useful do you think math skills will be to [TEENAGER] in the future?	Not at all useful						Very useful
	①	②	③	④	⑤	⑥	⑦

7. Look at list #5 again. I'd like to talk for a few minutes about **biology**. Biology includes topics like animals, plants, the environment, or the human body.

a. How good is [TEENAGER] at biology?	Not at all good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
b. How good would [TEENAGER] be at learning something new in biology?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 9 th graders,, how much ability or talent does [TEENAGER] have in biology?	No talent or ability			Some talent or ability			A lot of talent or ability
	①	②	③	④	⑤	⑥	⑦
d. How important is it to you that [TEENAGER] does well in biology?	Not important			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
e. Compared to other subjects, how useful is learning biology?	Not at all useful			Somewhat useful			Very useful
	①	②	③	④	⑤	⑥	⑦
f. How useful do you think biology skills will be to [TEENAGER] in the future?	Not at all useful						Very useful
	①	②	③	④	⑤	⑥	⑦

8. Continue looking at List #5. I'd like to talk for a few minutes about **chemistry**. Chemistry refers to topics like the structure of matter, such as atoms and molecules, chemical reactions, the periodic table, and more.

a. How good is [TEENAGER] at chemistry?	Not at all good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
b. How good would [TEENAGER] be at learning something new in chemistry?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to 9 th graders, how much ability or talent does [TEENAGER] have in chemistry?	No talent or ability			Some talent or ability			A lot of talent or ability
	①	②	③	④	⑤	⑥	⑦
d. How important is it to you that [TEENAGER] does well in chemistry?	Not important			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
e. Compared to other subjects, how useful is learning chemistry?	Not at all useful			Somewhat useful			Very useful
	①	②	③	④	⑤	⑥	⑦
f. How useful do you think chemistry skills will be to [TEENAGER] in the future?	Not at all useful						Very useful
	①	②	③	④	⑤	⑥	⑦

9. Lastly, I'd like to talk for a few more minutes about **physics**. Physics refers to topics like forces such as gravity and friction, the motion of objects, electricity, magnetism, and more. **Take a look at List #5 one last time.**

<p>a. How good is [TEENAGER] at physics?</p>	<p>Not at all good</p> <p>① ② ③</p>	<p>Somewhat good</p> <p>④ ⑤ ⑥</p>	<p>Very good</p> <p>⑦</p>
<p>b. How good would [TEENAGER] be at learning something new in physics?</p>	<p>Not very good</p> <p>① ② ③</p>	<p>Somewhat good</p> <p>④ ⑤ ⑥</p>	<p>Very good</p> <p>⑦</p>
<p>c. Compared to other 9th graders, how much ability or talent does [TEENAGER] have in physics?</p>	<p>No talent or ability</p> <p>① ② ③</p>	<p>Some talent or ability</p> <p>④ ⑤ ⑥</p>	<p>A lot of talent or ability</p> <p>⑦</p>
<p>d. How important is it to you that [TEENAGER] does well in physics?</p>	<p>Not important</p> <p>① ② ③</p>	<p>Somewhat important</p> <p>④ ⑤ ⑥</p>	<p>Very important</p> <p>⑦</p>
<p>e. Compared to other subjects, how useful is learning physics?</p>	<p>Not at all useful</p> <p>① ② ③</p>	<p>Somewhat useful</p> <p>④ ⑤ ⑥</p>	<p>Very useful</p> <p>⑦</p>
<p>f. How useful do you think physics skills will be to [TEENAGER] in the future?</p>	<p>Not at all useful</p> <p>① ② ③</p>	<p>Somewhat useful</p> <p>④ ⑤ ⑥</p>	<p>Very useful</p> <p>⑦</p>

Teen's Classes

10. Now we have questions about what math and science classes your teenager is taking. What math class is [TEENAGER] currently in? *Read options if parent does not know.*

School A	School B	School C
<ul style="list-style-type: none"> <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> Other (specify) <div style="border: 1px solid black; height: 70px; width: 240px; margin-top: 10px;"></div>	<ul style="list-style-type: none"> <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> Other (specify) <div style="border: 1px solid black; height: 70px; width: 240px; margin-top: 10px;"></div>	<ul style="list-style-type: none"> <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> <i>Other (specify)</i> <div style="border: 1px solid black; height: 70px; width: 240px; margin-top: 10px;"></div>

11. What science class is [TEENAGER] currently in? *Read options if parent does not know.*

School A	School B	School C
<ul style="list-style-type: none"> <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Other (<i>specify</i>) <div style="border: 1px solid black; height: 70px; width: 240px; margin-top: 10px;"></div>	<ul style="list-style-type: none"> <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Other (<i>specify</i>) <div style="border: 1px solid black; height: 70px; width: 240px; margin-top: 10px;"></div>	<ul style="list-style-type: none"> <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Other (<i>specify</i>) <div style="border: 1px solid black; height: 70px; width: 240px; margin-top: 10px;"></div>

WRITE THE SCIENCE CLASS IN THE BOX BELOW THAT THE TEEN IS CURRENTLY IN (OR IF IN MORE THAN 1, THE CLASS THAT THEY SPEND THE MOST TIME DOING).

For the rest of the interview, if I ask you about your Teen's science class, think about Teen's [SCIENCE CLASS] class.

INTERVIEWER: PLEASE FILL IN THE BEST ANSWER BELOW. DO NOT READ TO PARENT.

In your perception, how much did the parent know what classes their teen is enrolled in?

- parent definitely knew*
- parent sort of knew*
- parent sort of did not know*
- parent definitely did not know*

People and Science

12. Different people help teens with their science coursework. In the last month, how often has [PERSON] helped [TEENAGER] with their science coursework? Look at **List #6**.

How often (has/have) [PERSON] helped [TEEN] with their science coursework?	Never	About once a month	A couple times a month	About once a week	A couple of times per week	Everyday	N/A
a. You	①	②	③	④	⑤	⑥	⑧
b. Your spouse/partner	①	②	③	④	⑤	⑥	⑧
c. [TEEN]'s older siblings	①	②	③	④	⑤	⑥	⑧
d. [TEEN]'s younger siblings	①	②	③	④	⑤	⑥	⑧
e. [TEEN]'s Aunt or Uncle	①	②	③	④	⑤	⑥	⑧
f. [TEEN]'s cousins	①	②	③	④	⑤	⑥	⑧
g. [TEEN]'s teachers or school counselors	①	②	③	④	⑤	⑥	⑧
h. [TEEN]'s friends	①	②	③	④	⑤	⑥	⑧
i. Other: (<i>relationship to teen</i>) <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>	①	②	③	④	⑤	⑥	⑧

13. Some teenagers have people in their life that they spend time talking to about science classes and careers. These are things that are not related to homework. Look at **List #6**. How often does [PERSON] talk with your teen about science classes or careers?

How often (do/does) [PERSON] talk with your teen about science classes or careers?	Never	About once a month	A couple times a month	About once a week	A couple of times per week	Everyday	N/A
a. You	①	②	③	④	⑤	⑥	⑧
b. Your spouse/partner	①	②	③	④	⑤	⑥	⑧
c. [TEEN]’s older siblings	①	②	③	④	⑤	⑥	⑧
d. [TEEN]’s younger siblings	①	②	③	④	⑤	⑥	⑧
e. [TEEN]’s Aunt or Uncle	①	②	③	④	⑤	⑥	⑧
f. [TEEN]’s cousins	①	②	③	④	⑤	⑥	⑧
g. [TEEN]’s teachers or school counselors	①	②	③	④	⑤	⑥	⑧
h. [TEEN]’s friends	①	②	③	④	⑤	⑥	⑧
i. Other: <i>(relationship to teen)</i> <div data-bbox="134 1297 449 1432" style="border: 1px solid black; height: 64px; width: 194px; margin-top: 5px;"></div>	①	②	③	④	⑤	⑥	⑧

14. Some people think science is interesting and some people do not. Think about your family members. Look at **List #7** and tell me the number that best matches your answer.

[PERSON] thinks that science is...	Very boring	Neither boring nor interesting			Very interesting	N/A
a. You	①	②	③	④	⑤	⑧
b. Your spouse/partner	①	②	③	④	⑤	⑧
c. [TEEN]'s older siblings	①	②	③	④	⑤	⑧
d. [TEEN]'s younger siblings	①	②	③	④	⑤	⑧
e. [TEEN]'s aunt or uncle	①	②	③	④	⑤	⑧
f. [TEEN]'s cousins	①	②	③	④	⑤	⑧

15. Some people know a lot about science and some people do not. Think about your family members. Look at **List #8** and tell me the number that best matches your answer

[PERSON] knows a lot about science...	Not True	Sort of True			Very True	N/A
g. You	①	②	③	④	⑤	⑧
h. Your spouse/partner	①	②	③	④	⑤	⑧
i. [TEEN]'s older siblings	①	②	③	④	⑤	⑧
j. [TEEN]'s younger siblings	①	②	③	④	⑤	⑧
k. [TEEN]'s aunt or uncle	①	②	③	④	⑤	⑧
l. [TEEN]'s cousins	①	②	③	④	⑤	⑧

Support

16. Families try to help teens with science in many different ways. We are interested in how you help [TEEN]. Listed below are some methods parents may use to help their teen with science school work. Use **List #9** to tell us how often, if ever, (you/and your spouse) do each thing with [TEENAGER].

How often do you (and your spouse/partner)....	Never	A little	Sometimes	A lot	Always
a. Buy science supplies, like equipment, books, games, or things to help study.	①	②	③	④	⑤
b. Help enroll [TEENAGER] in science lessons, workshops, or tutoring programs outside of class.	①	②	③	④	⑤
c. Tell [TEENAGER] that (he/she) is good at science.	①	②	③	④	⑤
d. Talk to [TEENAGER] about how things are going in (his/her) science classes.	①	②	③	④	⑤
e. Give [TEENAGER] rewards for good performance in science.	①	②	③	④	⑤
f. Make sure [TEENAGER] has a space or time to work on science homework.	①	②	③	④	⑤
g. Pressure [TEENAGER] to do well in science.	①	②	③	④	⑤
h. Encourage [TEENAGER] to work with friends or family members who are good at science.	①	②	③	④	⑤
i. Talk about college majors and careers in science.	①	②	③	④	⑤
j. Tell [TEENAGER] how important doing well in science will be for (his/her) future.	①	②	③	④	⑤
k. Check or ask if [TEENAGER]'s science homework is complete.	①	②	③	④	⑤
l. Help [TEENAGER] do (his/her) science work.	①	②	③	④	⑤

How often do you (and your spouse/partner)....	Never	A little	Sometimes	A lot	Always
m. Take [TEENAGER] to a science museum, zoo, or event.	①	②	③	④	⑤
n. Watch science television shows with [TEENAGER]. <i>(please specify)</i> <div data-bbox="110 443 678 596" style="border: 1px solid black; height: 73px; width: 350px;"></div>	①	②	③	④	⑤
o. Look at science websites with [TEENAGER]. <i>(please specify)</i> <div data-bbox="110 709 678 863" style="border: 1px solid black; height: 73px; width: 350px;"></div>	①	②	③	④	⑤
p. Talk about news or current events related to science.	①	②	③	④	⑤
q. Praise [TEENAGER] for (his/her) school work in science.	①	②	③	④	⑤
r. Help [TEENAGER] feel better when science is hard.	①	②	③	④	⑤
s. Like how [TEENAGER] does things in science.	①	②	③	④	⑤
t. Say nice things about [TEENAGER]'s grades in science.	①	②	③	④	⑤
u. Like [TEENAGER]'s study habits in science.	①	②	③	④	⑤
v. Teach [TEENAGER] about things (he/she) needs to know.	①	②	③	④	⑤
w. Teach [TEENAGER] about things (he/she) wants to know in science.	①	②	③	④	⑤

Parent Ability

17. Parents usually feel that they have the skills and information necessary to help their teenagers improve in some areas more than other areas. Please look at **List #10**. How confident do you feel about your ability to help [TEENAGER] in each of the following classes?

How confident do you feel about your ability to help [TEEN] in...	Not at all confident						Very confident
a. Math	①	②	③	④	⑤	⑥	⑦
b. Biology	①	②	③	④	⑤	⑥	⑦
c. Chemistry	①	②	③	④	⑤	⑥	⑦
d. Physics	①	②	③	④	⑤	⑥	⑦
e. History	①	②	③	④	⑤	⑥	⑦
f. English	①	②	③	④	⑤	⑥	⑦

18. Please look at **List #11**. In general, how much influence do you have over [TEENAGER]'s performance in each of these different classes?

How much influence do you have over [TEEN]'s performance in...	Very little influence					A great deal of influence	
a. Math	①	②	③	④	⑤	⑥	⑦
b. Biology	①	②	③	④	⑤	⑥	⑦
c. Chemistry	①	②	③	④	⑤	⑥	⑦
d. Physics	①	②	③	④	⑤	⑥	⑦
g. History	①	②	③	④	⑤	⑥	⑦
h. English	①	②	③	④	⑤	⑥	⑦

Section 3: Family and the Future

Family Involvement

We have a few more questions about your family and your teenager. Please give me your best response. You are doing great! We have been talking about [TEENAGER] science classes. For the next section, think about [TEENAGER]'s school in general.

1. Refer to the scale under **List #12**. The following items list things some parents know and some parents do not know. How often do you know:

How often do you know...	Never	A little	Some-times	A lot	Always
a. Which courses your teenager has been taking this past term?	①	②	③	④	⑤
b. How well your teenager is performing in school?	①	②	③	④	⑤
c. How many credits your teenager has earned towards graduation?	①	②	③	④	⑤
d. What classes will help your teenager prepare for college?	①	②	③	④	⑤
e. Your teenager's teachers' names?	①	②	③	④	⑤
f. What your teenager needs to do to apply for college?	①	②	③	④	⑤

2. Do you ever have problems with any of the following...? Look at **List #12**.

	Never	A little	Some-times	A lot	Always
a. Making yourself understood to your teenager's teachers	①	②	③	④	⑤
b. Understanding your teenager's teachers	①	②	③	④	⑤

3. Looking back over the past year, how often did you do the following things? Look at **List #12**.

In the past year, how often have you...	Never	A little	Some- times	A lot	Always
a. Attended school extracurricular activities (ex: sports, plays)	①	②	③	④	⑤
b. Attended school information nights (ex: meet the teacher, curriculum nights)	①	②	③	④	⑤
c. Attended a function for parents or talked with a parent organization (ex: parent liaisons, PTA, booster club)	①	②	③	④	⑤
d. Checked homework or projects for completion	①	②	③	④	⑤
e. Worked on homework or school projects	①	②	③	④	⑤
f. Talked with other parents about your teenager's school life	①	②	③	④	⑤
g. Gone onto the school's website for other information	①	②	③	④	⑤

4. Look at **List #12**. Since your teenager's school opened last fall, how many times have you and your spouse/partner contacted the school about each of the following?

How many times have you and your spouse/partner contacted the school about...	Never	A little	Some- times	A lot	Always
a. Your teenager's attendance record at school	①	②	③	④	⑤
b. Your teenager's behavior in school	①	②	③	④	⑤
c. Your teenager's grades	①	②	③	④	⑤
d. Your teenager's progress in school	①	②	③	④	⑤
e. Your teenager's coursework choices	①	②	③	④	⑤

Conversations

5. Look at **List #13**. How often during the past year have you talked with your teen about...

FOR EACH ITEM FOLLOW UP: Who usually starts the conversation about.....

How often during the past year have you talked with your parent about... Who usually starts a conversation about...	How often during the past year have you talked with your teen about:					Who usually starts a conversation about...					
	Never	A little	Some-times	A lot	Always	Teen		Both		Parent	N/A
a. Things (he/she) has studied in class	①	②	③	④	⑤	①	②	③	④	⑤	⑨
b. (His/her) science grades	①	②	③	④	⑤	①	②	③	④	⑤	⑨
c. (His/her) science school work (ex: homework help, project due date)	①	②	③	④	⑤	①	②	③	④	⑤	⑨
d. College or other schools after high school	①	②	③	④	⑤	①	②	③	④	⑤	⑨
e. Specific jobs (he/she) might apply for after high school	①	②	③	④	⑤	①	②	③	④	⑤	⑨
f. Importance of science	①	②	③	④	⑤	①	②	③	④	⑤	⑨
g. Selecting courses at school	①	②	③	④	⑤	①	②	③	④	⑤	⑨
h. School activities or events of particular interest to your teen	①	②	③	④	⑤	①	②	③	④	⑤	⑨
i. Taking the SAT and/or ACT	①	②	③	④	⑤	①	②	③	④	⑤	⑨

Thinking About Your Teen’s Future

6. The next set of questions asks about what you think will happen in the future. Using **List #14**, tell me how likely you think each of the following will be:

How likely do you think it will be...	Very Unlikely						Very Likely
a. [TEENAGER] will drop out of high school before (he/she) finishes	①	②	③	④	⑤	⑥	⑦
b. [TEENAGER] will go to work full time right after high school	①	②	③	④	⑤	⑥	⑦
c. [TEENAGER] will graduate from college (four year program)	①	②	③	④	⑤	⑥	⑦

7. What job would your teen be most likely to have when (he/she) is done with their schooling (*write the job and please be specific about what he/she would be doing*)?

	Very Unlikely						Very Likely
8. How likely is it that your teen will be able to get this type of job? Look at List #14 .	①	②	③	④	⑤	⑥	⑦

9. What two other jobs has [TEENAGER] considered doing:

10. Look at **List #15**. In thinking about the teenager in this study, how much schooling would you like this teenager to receive?

- ① 10th or 11th grade
- ② Graduate from high school
- ③ Post high school vocational or technical training
- ④ Some college
- ⑤ Graduate from a business college or a two year college with an associate's degree

Graduate from a 4 year college. *IF YES*: what would you like to your teen to major in?

⑥

Get a masters degree or a post-undergraduate credential, such as a teaching certificate. *IF YES*: what would you like to your teen's degree to be?

⑦

Get a law degree, a Ph.D., or a medical doctor's degree *IF YES*: what would you like your teen's field of study to be?

⑧

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11. We know that things don't always turn out exactly the way we'd like. How much schooling do you think this teenager will actually receive? Look at **List #15**.

- ① 10th or 11th grade
- ② Graduate from high school
- ③ Post high school vocational or technical training
- ④ Some college
- ⑤ Graduate from a business college or a two year college with an associate's degree
- ⑥ Graduate from a 4 year college.
- ⑦ Get a master's degree or a post-undergraduate credential, such as a teaching certificate.
- ⑧ Get a law degree, a Ph.D., or a medical doctor's degree

Section 4: After school

After School Time Use

1. Teenagers do many different things after school. Looking at **List #16**, we would like to know how often your teenager does each thing in a typical week.

How much time does your teenager usually spend weekly in...	Never	Almost never	About once a month	About once a week	A few times a week	Almost daily/daily
a. Reading nonfiction science books, like about animals, rocks, etc.	①	②	③	④	⑤	⑥
b. Reading science fiction books	①	②	③	④	⑤	⑥
c. Looking at science websites [like NOVA].	①	②	③	④	⑤	⑥
d. Reading a science magazine [like National Geographic].	①	②	③	④	⑤	⑥
e. Watching science shows on TV [like Animal Planet].	①	②	③	④	⑤	⑥
f. Figuring out how things work	①	②	③	④	⑤	⑥
g. Observing things in nature or space, like stargazing or insects	①	②	③	④	⑤	⑥
h. Doing science homework	①	②	③	④	⑤	⑥
i. Going to a science museum or science event	①	②	③	④	⑤	⑥
j. Going to a science activity or club	①	②	③	④	⑤	⑥
k. Making up experiments or science projects	①	②	③	④	⑤	⑥

Grades

1. Before we move on to the last section, I have two questions about your teen’s grades at school. When was the last time (he/she) received grades from school?

9 th grade, fall semester	9 th grade, spring semester
<input type="radio"/>	<input type="radio"/>

2. What was your teenager’s most recent semester grade in each of the following subjects?

IF THE PARENT DOES NOT KNOW, HAVE THEM GUESS UNLESS THEY ARE ADAMENT ABOUT NOT KNOWING

	A	B	C	D	E or F	(He/she) didn’t take this subject	I don’t know
a. English/Language Arts	(A)	(B)	(C)	(D)	(F)	(X)	(Y)
b. Mathematics	(A)	(B)	(C)	(D)	(F)	(X)	(Y)
c. History/Social Studies	(A)	(B)	(C)	(D)	(F)	(X)	(Y)
d. Science	(A)	(B)	(C)	(D)	(F)	(X)	(Y)

In your perception, how much did the parent know what grades their teen received?

- parent definitely knew
- parent sort of knew
- parent sort of did not know
- parent definitely did not know

Section 5: Culture

Gender roles and Familism subscales of the Mexican American Cultural Orientation Scale

1. The next statements are about what people may think or believe. Remember, there are no right or wrong answers. Take a look at **List #17** and tell me how much you believe that . . .

How much do you believe that...	Not at all	A little	Somewhat	Very much	Completely
a. Parents should teach their children that the family always comes first	①	②	③	④	⑤
b. Children should be taught that it is their duty to care for their parents when their parents get old	①	②	③	④	⑤
c. Children should always do things to make their parents happy.	①	②	③	④	⑤
d. Family provides a sense of security because they will always be there for you.	①	②	③	④	⑤
e. If a relative is having a hard time financially, one should help them out if possible	①	②	③	④	⑤
f. When it comes to important decisions, the family should ask for advice from close relatives.	①	②	③	④	⑤
g. It is always important to be united as a family.	①	②	③	④	⑤
h. A person should share their home with relatives if they need a place to stay.	①	②	③	④	⑤
i. It is important to have close relationships with aunts/uncles, grandparents, and cousins.	①	②	③	④	⑤
j. Older kids should take care of and be role models for their younger brothers and sisters	①	②	③	④	⑤

How much do you believe that...	Not at all	A little	Somewhat	Very much	Completely
k. Children should be taught to always be good because they represent the family.	①	②	③	④	⑤
l. Holidays and celebrations are important because the whole family comes together.	①	②	③	④	⑤
m. Parents should be willing to make great sacrifices to make sure their children have a better life.	①	②	③	④	⑤
n. A person should always think about their family when making important decisions.	①	②	③	④	⑤
o. It is important to work hard and do one's best as this work reflects on the family.	①	②	③	④	⑤
p. Men should earn most of the money for the family so women can stay home and take care of the children and the home.	①	②	③	④	⑤
q. Families need to watch over and protect teenage girls <u>more</u> than teenage boys.	①	②	③	④	⑤
r. It is important for the man to have more power in the family than the woman.	①	②	③	④	⑤
s. Mothers are the main people responsible for raising children.	①	②	③	④	⑤
t. A wife should always support her husband's decisions, even if she does not agree with him.	①	②	③	④	⑤

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2. The next set of questions asks about your family and cultural background. Some of these questions use the term 'Anglos'. This means people of White, European American backgrounds who are not Hispanic/Latino. You might more commonly hear the term 'Whites' instead of 'Anglos'; both words mean the same thing. Think about the last 12 months as you answer these questions. We will use **List #18** now.

	Not at all	Very little or not very often	Moderately	Much or very often	Extremely often or almost always
a. I speak Spanish.	①	②	③	④	⑤
b. I speak English.	①	②	③	④	⑤
c. I enjoy speaking Spanish.	①	②	③	④	⑤
d. I associate with Anglos.	①	②	③	④	⑤
e. I enjoy watching TV in Spanish.	①	②	③	④	⑤
f. I enjoy watching movies in English.	①	②	③	④	⑤
g. I enjoy watching movies in Spanish.	①	②	③	④	⑤
h. I enjoy reading (e.g., books) in Spanish.	①	②	③	④	⑤
i. I write (e.g. letters) in English.	①	②	③	④	⑤
j. I think in English.	①	②	③	④	⑤
k. I think in Spanish.	①	②	③	④	⑤
l. My friends are of Anglo origin.	①	②	③	④	⑤

Section 6: Contacts and Payment

We would like to talk with you and your teenager again. We know families sometimes move. Could you provide contact information on 5 family members or friends? We will only contact them if we cannot reach you. We will only contact them to get your current contact information.

Name: _____ Name: _____

Address: _____ Address: _____

Phone numbers: _____ Phone numbers: _____

Email address: _____ Email address: _____

Name: _____ Name: _____

Address: _____ Address: _____

Phone numbers: _____ Phone numbers: _____

Email address: _____ Email address: _____

Name: _____

Address: _____

Phone numbers: _____

Email address: _____