

Families & Science Project

Parent Questionnaire  
(Longitudinal Study)

10<sup>TH</sup> 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**

**Demographics**

Thank you so much for your participation, we greatly appreciate it. We will start with questions about you. These are similar to the questions we asked last year. If you are not sure about an answer, just give us your best guess.

Question	Yes/No	IF NO: updated answer																								
Is your marital status still?	<input type="radio"/> Y <input type="radio"/> N																									
Ok. Now, take a look at <b>List #1</b> . Last year you said the number that best describes <u>your family's</u> average annual income before taxes was...  #	<input type="radio"/> Y <input type="radio"/> N	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">1</td> <td style="text-align: center;">Less than \$10,000</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">7</td> <td style="text-align: center;">\$60,000 - \$69,999</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">2</td> <td style="text-align: center;">\$10,000 - \$19,999</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">8</td> <td style="text-align: center;">\$70,000 - \$79,999</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">3</td> <td style="text-align: center;">\$20,000 - \$29,999</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">9</td> <td style="text-align: center;">\$80,000 - \$89,999</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">4</td> <td style="text-align: center;">\$30,000 - \$39,999</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">10</td> <td style="text-align: center;">\$90,000 - \$99,999</td> </tr> </table>	<input type="radio"/>	1	Less than \$10,000	<input type="radio"/>	7	\$60,000 - \$69,999	<input type="radio"/>	2	\$10,000 - \$19,999	<input type="radio"/>	8	\$70,000 - \$79,999	<input type="radio"/>	3	\$20,000 - \$29,999	<input type="radio"/>	9	\$80,000 - \$89,999	<input type="radio"/>	4	\$30,000 - \$39,999	<input type="radio"/>	10	\$90,000 - \$99,999
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<p>How old are you?</p> <p>How old is your Spouse/Partner?</p>		<div data-bbox="656 212 943 327" style="border: 1px solid black; height: 55px; width: 177px; margin-bottom: 10px;"></div> <div data-bbox="656 369 943 485" style="border: 1px solid black; height: 55px; width: 177px;"></div>																								
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<p>Last year you said you had:</p> <p style="padding-left: 40px;">daughters</p> <p style="padding-left: 80px;">and</p> <p style="padding-left: 40px;">sons</p> <p>living in your house with you and</p> <p>other children not living with you. Has this changed?</p>	<p>(Y)      (N)</p>	<p>How many children besides your teenager live <u>in your house</u>? We will ask about your children who live outside the house next.</p> <p><i>BUBBLE IN THEIR ANSWER.</i></p> <p style="text-align: center;"> <input type="radio"/>①    <input type="radio"/>②    <input type="radio"/>③    <input type="radio"/>④    <input type="radio"/>⑤    <input type="radio"/>⑥    <input type="radio"/>⑦    <input type="radio"/>⑧    <input type="radio"/>⑨ </p> <p style="text-align: center;">OTHER: <input style="width: 60px; height: 40px; border: 2px solid black;" type="text"/></p> <p>Starting with the oldest child living in the house, what is their age and gender?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 5%;">#</th> <th style="width: 65%;">Age</th> <th style="width: 30%;">Gender</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td>M    F</td> </tr> <tr> <td>2.</td> <td></td> <td>M    F</td> </tr> <tr> <td>3.</td> <td></td> <td>M    F</td> </tr> <tr> <td>4.</td> <td></td> <td>M    F</td> </tr> <tr> <td>5.</td> <td></td> <td>M    F</td> </tr> </tbody> </table>	#	Age	Gender	1.		M    F	2.		M    F	3.		M    F	4.		M    F	5.		M    F
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1.		M    F																		
2.		M    F																		
3.		M    F																		
4.		M    F																		
5.		M    F																		

Do you have any older children who do not live in house?

- ①      ②      ③      ④      ⑤      ⑥      ⑦      ⑧      ⑨

*OTHER:*

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

#	Age	Gender
1.		M    F
2.		M    F
3.		M    F
4.		M    F
5.		M    F

11. 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

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

## Motivation

1. The next set of questions ask you to report on what you think about math, biology, chemistry, and physics. First, I'd like to talk for a few minutes about your thoughts on **MATH**. Look at **list #2**. You'll see that there is a lot under **List #2**. 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 10 <sup>th</sup> 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

2. I'd like to now talk for a few minutes about your thoughts on **BIOLOGY**. Look at list #2 again. 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 10th 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?	Unimportant			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

3. I'd like to now talk for a few minutes about your thoughts on **CHEMISTRY**. Continue looking at **List #2**. Chemistry refers to topics like the structure of matter, like 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 other 10th 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?	Unimportant			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

4. Lastly, I'd like to talk for a few more minutes about your thoughts on **PHYSICS**. **Take a look at List #2 one last time.** Physics refers to topics like forces like gravity and friction, the motion of objects, electricity, magnetism, and more.

a. How good is [TEENAGER] at physics?	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 physics?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 10th graders, how much ability or talent does [TEENAGER] have in physics?	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 physics?	Unimportant			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
e. Compared to other subjects, how useful is learning physics?	Not at all useful			Somewhat useful			Very useful
	①	②	③	④	⑤	⑥	⑦
f. How useful do you think physics skills will be to [TEENAGER] in the future?	Not at all useful						Very useful
	①	②	③	④	⑤	⑥	⑦

## Section 2: Science classes

### Classes

The next section is about [TEENAGER]'s science classes. We have some questions about (his/her) classes and you.

1. For 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"><li><input type="radio"/> Math Class</li><li><input type="radio"/> Other (SPECIFY)</li></ul> <div data-bbox="164 905 565 1064" style="border: 1px solid black; height: 76px; width: 247px; margin-top: 10px;"></div>	<ul style="list-style-type: none"><li><input type="radio"/> Math Class</li><li><input type="radio"/> Other (SPECIFY)</li></ul> <div data-bbox="638 905 1039 1064" style="border: 1px solid black; height: 76px; width: 247px; margin-top: 10px;"></div>	<ul style="list-style-type: none"><li><input type="radio"/> Math Class</li><li><input type="radio"/> Other (SPECIFY)</li></ul> <div data-bbox="1105 953 1507 1113" style="border: 1px solid black; height: 76px; width: 247px; margin-top: 10px;"></div>

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

<b>School A</b>	<b>School B</b>	<b>School C</b>
<ul style="list-style-type: none"><li><input type="radio"/> Science Class</li><li><input type="radio"/> Other (SPECIFY)</li></ul> <div data-bbox="165 604 565 762" style="border: 1px solid black; height: 75px; width: 246px; margin-top: 10px;"></div>	<ul style="list-style-type: none"><li><input type="radio"/> Science Class</li><li><input type="radio"/> Other (SPECIFY)</li></ul> <div data-bbox="633 604 1032 762" style="border: 1px solid black; height: 75px; width: 246px; margin-top: 10px;"></div>	<ul style="list-style-type: none"><li><input type="radio"/> Science Class</li><li><input type="radio"/> Other (SPECIFY)</li></ul> <div data-bbox="1101 604 1500 762" style="border: 1px solid black; height: 75px; width: 246px; margin-top: 10px;"></div>

## People and Science

1. Different people help teens with their science coursework. Who helps [TEENAGER] the most with their science coursework? Look at **List #3**.

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

2. Some teenagers have people in their life that they spend time talking about science or doing something related to science with. These are things that are not related to homework. How often does [PERSON] talk with your teen about science? Look at **List #3**.

<b>How often (do/does) [PERSON] talk with your teen about science classes or careers?</b>	<b>Never</b>	<b>About once a month</b>	<b>A couple times a month</b>	<b>About once a week</b>	<b>A couple of times per week</b>	<b>Everyday</b>	<b>N/A</b>
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

3. Some people think science is interesting and some people do not. Think about your family members. Look at **List #4** and tell me the number that best matches your answer

<b>[PERSON] thinks that science is...</b>	<b>Very boring</b>	<b>Neither boring nor interesting</b>			<b>Very interesting</b>	<b>N/A</b>
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

4. Some people know a lot about science and some people do not. Think about your family members. Look at **List #5** and tell me the number that best matches your answer

<b>[PERSON] knows a lot about science...</b>	<b>Not True</b>	<b>Sort of True</b>			<b>Very True</b>	<b>N/A</b>
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

1. Families try to help teens with science in many different ways. We are interested in how you, your spouse, and your teen's older sibling help [TEENAGER]. Listed below are some methods parent(s) and older sibling may use to help you with science school work. Use **List #6** to tell us how often, if ever, you and your older children do each thing.

How often do you (and your spouse/partner)...	Never	A little	Sometimes	A lot	Always
a. Buy supplies, like 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

How often do you (and your spouse/partner)...	Never	A little	Sometimes	A lot	Always
l. Help [TEENAGER] do (his/her) science work.	①	②	③	④	⑤
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="110 533 678 688" style="border: 1px solid black; height: 74px; width: 350px;"></div>	①	②	③	④	⑤
o. Look at science websites with [TEENAGER]. <i>(please specify)</i> <div data-bbox="110 812 678 968" style="border: 1px solid black; height: 74px; 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

1. Parents usually feel that they have the skills and information necessary to help their teenagers improve in some areas more than other areas. How confident do you feel about your ability to help this teenager in each of the following classes? Please LOOK AT **List #7**:

How confident do you feel about your ability to help [TEENAGER] 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

2. Please look at **List #8**: In general, how much influence do you have over this teenager's performance in each of these different classes?

How much influence do you have over this teenager'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
e. History	①	②	③	④	⑤	⑥	⑦
f. 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. Let's go back to **List #6**. 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 #6**.

	Never	A little	Some- times	A lot	Always	N/A
a. Making yourself understood to your teenager's teachers	①	②	③	④	⑤	⑧
b. Understanding your teenager's teachers	①	②	③	④	⑤	⑧

3. Looking back over the past year, how often did you do the following things? Look at **List #6**.

<b>In the past year, how often have you...</b>	<b>Never</b>	<b>A little</b>	<b>Some-times</b>	<b>A lot</b>	<b>Always</b>
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 #6**. 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?

<b>How many times have you and your spouse/partner contacted the school about...</b>	<b>Never</b>	<b>A little</b>	<b>Some-times</b>	<b>A lot</b>	<b>Always</b>
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

1. Look at **List #9**. How often during the past year have you talked with your teen about...

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

<b>How often during the past year have you talked with your teenager about... Who usually starts a conversation about...</b>	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

1. The next set of questions asks about what you think will happen in the future. Using **List #10**, 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

2. 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
3. How likely is it that your teen will be able to get this type of job? Look at <b>List #10</b>	①	②	③	④	⑤	⑥	⑦

4. What two other jobs has your teen has considered doing:

5. In thinking about the teenager in this study, how much schooling would you like this teenager to receive? Look at **List #11**.

- ① 10th-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

6. 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 #11 again**.

- ① 10th-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 #12**, we would like to know how often your teenager does each thing in a typical week.

How much time does your teenager usually spend...	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.	0	1	2	3	4	6
b. Reading science fiction books	0	1	2	3	4	6
c. Looking at science websites [like NOVA]	0	1	2	3	4	6
d. Reading a science magazine [like National Geographic]	0	1	2	3	4	6
e. Watching science shows on TV [like Animal Planet]	0	1	2	3	4	6
f. Figuring out how things work	0	1	2	3	4	6
g. Observing things in nature or space, like star gazing or insects	0	1	2	3	4	6
h. Doing science homework	0	1	2	3	4	6
i. Going to a science museum or science event	0	1	2	3	4	6
j. Going to a science activity or club	0	1	2	3	4	6
k. Making up experiments or science projects	0	1	2	3	4	6

2. Now we have a few questions about video game technology and science learning. How often do you play video games on your phone, hand-held device, computer, and/or console by yourself? Look at **List #12**.

Never	Almost Never	About once a month	About once a week	A few times a week	Almost daily	N/A
①	②	③	④	⑤	⑥	⑦

3. [ASK ONLY IF THE PARENT PLAYS GAMES] what are the names of the three video games you most recently played by yourself?




4. How often do you play video games on your phone, hand-held device, computer, and/or console with [TEENAGER]? Look at **List #12 again**.

Never	Almost Never	About once a month	About once a week	A few times a week	Almost daily	N/A
①	②	③	④	⑤	⑥	⑦

5. [ASK ONLY IF THE PARENT PLAYS GAMES WITH THE TEENAGER] What are the names of the three video games you most recently played with [TEENAGER]?

6. [ASK ONLY IF THE PARENT PLAYS GAMES WITH THE TEENAGER] Which of the following are reasons you play video games together with [TEENAGER]? (Please check ALL that apply.) Please look at **List #13**

- ① I enjoy it.
- ② [TEENAGER] asks me to.
- ③ It's our "together time".
- ④ I happen to be in the same room.

7. Parents have different opinions about their children's video gaming. The following questions are about what you think about [TEENAGER]'s video gaming. Please look at **List #14**

a. How much are you concerned about the potentially harmful effects of video games on [TEENAGER]?	Not at all concerned ①	②	Somewhat concerned ③	④	Very concerned ⑤	N/A ⑧
b. How much time does [TEENAGER] spend playing video games?	Not enough time ①	②	Just about right ③	④	Too much time ⑤	N/A ⑧
c. How useful are video games in helping [TEENAGER] develop academic skills?	Not at all useful ①	②	Somewhat useful ③	④	Very useful ⑤	N/A ⑧
d. How much do you think you know about the video games [TEENAGER] play?	Know nothing ①	②	Know some ③	④	Know all ⑤	N/A ⑧

### Teenager's Activities

1. Teenagers do different things after school. Some teenagers participate in organized activities. Referring to **the activity list for [TEEN'S SCHOOL]**, was [TEENAGER] involved in any of the following activities at school this year?

*For each activity, put the number of the activity in the box and then ask.*

How many hours each week did your teen spend in [ACTIVITY]?

*Bubble in the appropriate box. If a parent mentions that the teen does an organized activity in the community, write the activity in and the number of hours they spend at it each week.*

My teenager's activities....	1 hour or less	2-3 hours	4-6 hours	7-10 hours	11-15 hours	15+ hours	Still participating	
a.	①	②	③	④	⑤	⑥	Ⓨ	Ⓝ
b.	①	②	③	④	⑤	⑥	Ⓨ	Ⓝ
c.	①	②	③	④	⑤	⑥	Ⓨ	Ⓝ
d.	①	②	③	④	⑤	⑥	Ⓨ	Ⓝ

2. Did [TEENAGER] do any other organized activities in your neighborhood or community?

- No *SKIP TO THE NEXT PAGE*
- Yes → *IF YES, PLEASE SPECIFY*

*ACTIVITY:*

*LOCATION:*

## Grades

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?

10 <sup>th</sup> grade, fall semester	10 <sup>th</sup> grade, spring semester
<input type="radio"/>	<input type="radio"/>

1. What was your teenager’s grade in each of the following subjects?

	A	B	C	D	E or F	(He/she) didn’t take this subject	I don’t know
1. English/Language Arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	ⓧ	Ⓨ
2. Mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	ⓧ	Ⓨ
3. History/Social Studies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	ⓧ	Ⓨ
4. Science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	ⓧ	Ⓨ

## Section 5: 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, and 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: \_\_\_\_\_

**INTERVIEWER: GO TO OBSERVATIONAL TASK**