

TECHNICAL REPORT #03-19

Submitted to:

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**THE CHOICE IS YOURS EVALUATION 2003
PARENT TELEPHONE SURVEY:
RESULTS AND TECHNICAL REPORT**

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THE CHOICE IS YOURS EVALUATION 2003 PARENT TELEPHONE SURVEY

OVERVIEW

The Choice Is Yours Evaluation included telephone surveys that were conducted by the Minnesota Center for Survey Research at the University of Minnesota. The project was conducted for Aspen Associates and was authorized by the West Metro Education Program and the Minnesota Department of Education. Telephone interviews were conducted with a random sample of parents whose children were currently attending schools in West Metro school districts.

Parents with a child who was participating in The Choice Is Yours program and attending a CIY suburban school were asked the complete series of questions. First they answered a few general questions, including what is most important to them in choosing a school for their children. The remainder of the interview asked about one specific child. Questions were asked about school attendance history for this child, whether or not the parents have heard of The Choice Is Yours program, and what influenced their decision to enroll this child in the Choice Is Yours program or not to enroll this child. Additional questions asked about their reasons for enrolling the student in the school district where they currently attend and at the school they currently attend, and whether they would have preferred for this child to be enrolled in a Minneapolis public school. This was followed by a series of statements about experiences at the child's current school. Parents were asked for the extent of their agreement or disagreement with each statement.

Parents then answered questions about their experiences with this child's school during the most recent school year, whether the amount of contact and their level of involvement differed from that at the child's previous school, their satisfaction with the communication they have with the school, and what kept them from being more involved at school. This was followed by a series of statements about the quality of the school in terms of standards for achievement, curriculum, treatment of students, social justice, and extra-curricular activities. Parents were asked to indicate the extent to which they agreed or disagreed with each statement. Additional questions asked about the school's ability to meet the needs of students of different races and cultures, student from different socio-economic backgrounds, and students who speak different languages. The final questions asked whether the school did anything to make this child feel welcome, whether they would choose this school again for this child if they had to do it over, whether they would recommend this school or the CIY program to other people, and what else they would like us to know about their experiences with the school or with the CIY program.

Parents whose child was participating in the CIY program and who were attending a CIY magnet school were asked many of the same questions, while those whose child was attending a Minneapolis magnet school and those who did not make a school choice were asked a smaller subset of questions.

THE CHOICE IS YOURS EVALUATION 2003 PARENT SURVEY

Data collection was conducted from June 4 to July 24, 2003. Computer Assisted Telephone Interviewing was used for this project. A total of 530 telephone interviews were completed for The Choice Is Yours parent survey: 136 with parents whose child attended a CIY suburban school, 124 with parents whose child attended a CIY magnet school, 135 with parents whose child attended a Minneapolis magnet school, and 135 with parents who did not make a choice of the school their child would attend. The overall response rate for the survey was 74% and the overall cooperation rate was 78%.

GOALS

The goal of The Choice Is Yours (CIY) Evaluation was to gather information from students, parents, and teachers regarding the quality of The Choice Is Yours program and their experiences with the program. In addition, the surveys attempted to identify attitudes regarding certain issues in West Metro school districts, such as social justice and community within schools. The evaluation included both the telephone survey of parents reported here and mail surveys of students, parents, and teachers (see MCSR Technical Report 03-18).

STUDY DESIGN AND MANAGEMENT

The Choice Is Yours Evaluation included telephone surveys that were conducted by the Minnesota Center for Survey Research (MCSR) at the University of Minnesota. The project was conducted for Aspen Associates and was authorized by the West Metro Education Program and the Minnesota Department of Education. The highest standards of quality survey research were employed in conducting this project.

The administrative coordination of the project was provided by the MCSR Director, Rossana Armson. She was also responsible for revising the survey instrument. The MCSR Project Manager, Marc Wagoner, was responsible for supervising data collection, coding and editing, and writing the methodology report. The MCSR Data Manager, Anne Caron, programmed the survey instrument on CATI and converted the CATI file into an SPSS file format for analysis.

QUESTIONNAIRE DESIGN

The draft questionnaire was provided by Dr. Elisabeth Palmer of Aspen Associates, a social policy and evaluation network. The draft was revised by Rossana Armson and Dr. Palmer, and the final version of the survey was approved by Dr. Palmer prior to the start of data collection.

Parents with a child who was participating in The Choice Is Yours program and attending a CIY suburban school were asked the complete series of questions. First they answered a few general questions, including what is most important to them in choosing a school for their children. The remainder of the interview asked about one specific child. Questions were asked about school attendance history for this child, whether or not the parents have heard of The Choice Is Yours program, and what influenced their decision to enroll this child in the Choice Is Yours program or not to enroll this child. Additional questions asked about their reasons for enrolling the student in the school district where they currently attend and at the school they currently attend, and whether they would have preferred for this child to be enrolled in a Minneapolis public school. This was followed by a series of statements about experiences at the child's current school. Parents were asked for the extent of their agreement or disagreement with each statement.

Parents then answered questions about their experiences with this child's school during the most recent school year, whether the amount of contact and their level of involvement differed from that at the child's previous school, their satisfaction with the communication they have with the school, and what kept them from being more involved at school. This was followed by a series of statements about the quality of the school in terms of standards for achievement, curriculum, treatment of students, social justice, and extra-curricular activities. Parents were asked to indicate the extent to which they agreed or disagreed with each statement. Additional questions asked about the school's ability to meet the needs of students of different races and cultures, student from different socio-economic backgrounds, and students who speak different languages. The final questions asked whether the school did anything to make this child feel welcome, whether they would choose this school again for this child if they had to do it over, whether they would recommend this school or the CIY program to other people, and what else they would like us to know about their experiences with the school or with the CIY program.

Parents whose child was participating in the CIY program and who were attending a CIY magnet school were asked many of the same questions (see Table 1), while those whose child was attending a Minneapolis magnet school and those who did not make a school choice were asked a smaller subset of questions.

TABLE 1
QUESTIONS INCLUDED IN EACH VERSION OF THE SURVEY

<u>Topics and Questions</u>	<u>CIY Suburban</u>	<u>CIY Magnet</u>	<u>Minneapolis Magnet</u>	<u>No Choice</u>
General questions Q1 - Q4	X	X		X
Child gender Q5	X	X	X	X
Child residence Q6	X			
Attendance / CIY program Q7 - Q9	X	X		X
Years / district enrollment Q10 - Q12	X			
Years/ school enrollment Q13 - Q16	X	X		X
Public school preference Q17	X			
Recent school experience Q18 - Q19	X	X		X
School contact Q20	X	X		
Reasons for school contact Q21 - Q23	X	X		X
School involvement Q24	X	X		
School involvement Q25 - 28	X	X		X
School experiences Q29	X	X	X	
Cultural / SES student needs Q30 - Q32	X	X		X
Welcoming process Q33	X			
School choice / recommendations Q34 - Q35	X	X		X
Recommendation Q36	X	X		
Further comment Q37	X	X		X
Demographic questions Q38 - Q40	X	X	X	X

SAMPLING DESIGN

Telephone interviews were conducted with a random sample of parents whose children were currently attending school in West Metro school districts. Four separate listings of parents were provided to MCSR by Aspen Associates: parents whose child attended CIY suburban schools, CIY magnet schools, Minneapolis magnet schools, and parents who did not make a choice of the school their child would attend. Duplicate listings were removed so the household was only listed once regardless of the number of children that attended school from that household. These selection procedures guaranteed that within each group, every listed household had an equal chance of being included in the study.

Any adult in the household could complete the interview. A copy of the introduction is shown in Appendix A. The following household information was provided for interviewers to use when they called participants: 1) telephone number, 2) the name of the student, 3) the name of the school the student attended, 4) the specific school district the student attended school in, 5) the sample group the student was a part of, and 6) the household ID (assigned by Dr. Palmer).

The goal of the CIY evaluation was to complete 125 telephone interviews with parents from each sample group.

TABLE 2

SAMPLE GROUPS AND NUMBER OF PARTICIPANTS

<u>Sample #</u>	<u>Sample Group</u>	<u># Participants</u>	<u>Number to Complete</u>
1	CIY Suburban Schools	300	125
2	CIY Magnet Schools	299	125
3	Minneapolis Magnet Schools	299	125
4	No Choice	300	125

INTERVIEWING

Data collection was conducted from June 4 to July 24, 2003. Computer Assisted Telephone Interviewing (CATI) was the data collection technology used for this project.

Interviewer Selection

Interviewers were students at the University of Minnesota. They were selected for their communication skills, were trained specifically for this project, and were supervised closely in their work.

Training of Interviewers

Training of interviewers at MCSR was conducted in three phases. In the first phase, new interviewers were required to attend an initial training session during which they received basic instructions in survey interviewing. In the second phase, interviewers attended a training session that covered survey procedures and policies for this project and review of the actual survey questionnaire. For the final phase of training, before beginning the telephone survey, each interviewer had a practice session using the survey instrument.

In addition, as an employment requirement, all interviewers were required to read and sign a statement of professional ethics that contains explicit guidelines about appropriate interviewer behavior and confidentiality of respondent information. A copy of this statement is included in Appendix A.

Computer Assisted Telephone Interviews

This project used the WinCati System for Computer Interviewing, from Sawtooth Software. With minimal editing, data were available immediately after completion of data collection.

To conduct interviews using CATI, each interviewer uses a microcomputer which displays questions on the computer screen in the proper order. The interviewer wears a headset and has both hands free for entering responses into the computer via the keyboard. Responses are entered as numbers, such as "1" for yes and "2" for no.

Supervision

Interviewers were supervised throughout the data collection process. Supervisory responsibilities included distributing new phone numbers and scheduled appointments, reviewing completed questionnaires for errors and omissions, maintaining a Master Log of completed interviews, and monitoring interviews.

Monitoring

The silent entry monitoring system utilized at MCSR enabled supervisors to listen to interviews and provide immediate feedback to interviewers regarding improvements in interviewing quality. This system allowed the monitor to hear both the interviewer and the respondent during the survey. Interviewers whose performance was not satisfactory were re-evaluated on subsequent shifts. During the seven weeks of interviewing, 19 percent of the interviews were monitored.

Verification

To verify that respondents were in fact interviewed, a verification system was employed by the supervisors and reviewed by the Project Manager. Every twentieth respondent was selected from the Master Log listing and was called back by a shift supervisor. A copy of the verification script is shown in Appendix A. A total of 57 respondents (5%) were contacted for verification and all confirmed that they had been interviewed.

Operations

Interviews were conducted by telephone from the phone bank located at MCSR. The interviewing was organized into evening and daytime shifts during weekdays and weekends.

Telephone numbers to be called were recorded on contact record forms and were distributed to interviewers at the beginning of each shift. The disposition for each attempt to complete an interview was recorded on these contact records. Each telephone number in the sample continued to be called until it had been attempted at least ten times without success or until data collection ended on July 24.

The back of each contact record contained two forms: (1) a refusal form for recording relevant information about those respondents refusing to participate in the interview, and (2) a callback form for scheduling future interview appointments. The refusal form included entries for the respondents' reasons for declining to participate in the study, the arguments used by the interviewer to encourage participation, and the point at which termination of the interview occurred. The appointment form required the interviewer to specify the date and time of the scheduled appointment, the name of the targeted respondent (if selected), and whether the appointment was firm, probable, or uncertain.

For each call made, interviewers recorded the date, time, and disposition of the call as well as their interviewer ID number. Copies of the contact records and explanations for all possible disposition codes are included in Appendix A.

Open-ended responses were typed, verbatim, directly into the computer. In addition, interviewers were instructed to use a special "comment sheet" to record any incidents of repeating questions or categories, miscellaneous ad libs by respondents, and any problems they encountered during the interview. This information was also attached to the contact record.

Completed interviews were saved on the MCSR computer network. Interviewers recorded information for each respondent on a contact record, and each completed survey was then assigned a unique identification number in the Master Log. The CATI identification number, telephone number, and other pertinent information also were recorded in the Master Log. All contact records were returned to the supervisor at the end of the shift.

Translations

A total of 74 surveys were completed through the use of interpreters provided by the University Language Center. The translations were done in Hmong, Spanish, and Somali. The interviews were done collaboratively, with the MCSR interviewer entering answers into the computer while the interpreter asked the respondent the survey questions over the phone.

Answering Machine Messages

The sample for this study included many households with answering machines. Interviewers were instructed to leave a message stating they were calling from the University of Minnesota, and they would be calling back; or the respondent could call MCSR to participate in the study. The text of the answering machine message is included in Appendix A.

MANAGEMENT OF THE DATA

Data Cleaning

After data were transferred from the WinCati file to an SPSS file, a systematic examination was conducted to remove data entry errors. Data cleaning involved using a computer program to evaluate each case for variables with out-of-range values. In addition, the file was examined manually to identify cases with paradoxical or inappropriate responses.

Coding and Quality Control

Response categories for the 13 open-ended questions were developed by the Project Manager after reviewing 100 of the open-ended responses. Dr. Palmer then combined the categories for multiple questions, so that they would use identical coding schemes. The coding for the 13 open-ended questions was done by seven experienced coders, supervised by the Project Manager. In addition, "other-specify" responses were recoded whenever possible.

COMPLETION STATUS

A total of 530 telephone interviews were completed for The Choice Is Yours parent survey: 136 with parents whose child attended a CIY suburban school, 124 with parents whose child attended a CIY magnet school, 135 with parents whose child attended a Minneapolis magnet school, and 135 with parents who did not make a choice of the school their child would attend (see Table 3). An additional 66 people refused to participate and 86 telephone numbers were still active when interviewing was terminated. The remainder of the sample was categorized as follows: 27 parents were unreachable during ten or more attempted contacts, and 9 parents were not able to complete the survey because of language problems. In addition, 480 telephone numbers were eliminated, 320 of them because the parent was unreachable at the number that had been provided and there was no forwarding number, 19 because they were not eligible respondents (their child was not attending the school listed), 2 because they had completed pretest interviews, 23 because the list included duplicates (multiple children at the same telephone number), and 116 because they were not released to the interviewers. Response rates varied from 71% to 80% and cooperation rates varied from 75% to 83%. The overall response rate for the survey was 74% and the overall cooperation rate was 78%, based on formulas specified by the American Association for Public Opinion Research.

TABLE 3

FINAL SAMPLE STATUS FOR THE CHOICE IS YOURS PARENT SURVEY

Status	CIY Suburban Schools #	CIY Magnet Schools #	Minneapolis Magnet Schools #	No Choice #	Overall #	Overall (%)
Completed Survey	136	124	135	135	530	(44%)
Refusal	21	18	13	14	66	(6%)
Active	24	24	14	24	86	(7%)
10 + attempted contacts	7	7	6	7	27	(2%)
Language Problem	0	2	0	7	9	(1%)
Eliminated:						
Not reachable	84	99	31	106	320	(27%)
Not eligible	3	8	1	7	19	(2%)
Pretest completes	2	0	0	0	2	(0%)
Duplicate listings	10	10	3	0	23	(2%)
Not released	13	7	96	0	116	(10%)
TOTALS	300	299	299	300	1198	(101%)
Response Rate	72%	71%	80%	72%	74%	
Cooperation Rate	75%	75%	83%	78%	78%	

$$\text{RESPONSE RATE 1} = \frac{\text{Completions}}{\text{(Total - Eliminated)}}$$

$$\text{COOPERATION RATE 3} = \frac{\text{Completions}}{\text{Potential Interviews*}}$$

* Potential interviews are defined as all instances where contact was made with the selected person and are represented by the sum of the first three categories in Table 3.

THE CHOICE IS YOURS EVALUATION 2003

PARENT TELEPHONE SURVEY

SAMPLE = 1 (CIY SUBURBAN)

Q1. Have you ever enrolled ANY of your children in a private school or charter school?

- 1. Yes
- 2. No
- 8. DK
- 9. RA

Q2. Have you ever taught ANY of your children at home rather than enrolling them in a public or private school?

- 1. Yes
- 2. No
- 8. DK
- 9. RA

Q3. In general, what's MOST important to you in choosing a school for ANY of your children?

Q4. Is anything else important in choosing a school for ANY of your children?

Q5a. For the rest of this interview I will be asking you questions about your child (CHILD FIRST NAME).

Is your child a boy or a girl?

- 1. Boy
- 2. Girl
- 9. RA

THE CHOICE IS YOURS EVALUATION 2003 PARENT SURVEY

Q6. Does (CHILD FIRST NAME) still live in Minneapolis, or did s/he move into the (DISTRICT NAME) school district?

1. Live in Minneapolis
2. Moved into another district
8. DK
9. RA

Q7. During the last school year BEFORE this one, that is, the school year that ended a year ago, did your child attend school in Minnesota?

1. Yes
2. No
3. Home schooled last year (VOLUNTEERED)(IF HOME SCHOOL, GO TO 9)
4. No because child was in kindergarten (VOL) (IF IN K, GO TO 9)
8. DK (IF DK, GO TO 8)
9. RA (IF RA, GO TO 8)

a. (IF YES) Did your child attend school in Minneapolis or in another Minnesota school district?

1. Minneapolis
2. Another MN school district
8. DK
9. RA
- . NA

b. (IF NO) Where did your child attend school that year?

1. In another state
2. Outside the US
3. Did not attend because child is in Kindergarten this year
(IF CHILD IS IN KINDERGARTEN THIS YEAR, GO TO 9)
4. Other (SPECIFY) _____
8. DK
9. RA
- . NA

THE CHOICE IS YOURS EVALUATION 2003 PARENT SURVEY

Q8. What type of school did your child attend during that school year . . . was it a public school, a charter school, a private or parochial school, or home school?

1. Public school
2. Charter school
3. Private or parochial school
4. Home school
5. Other (SPECIFY) _____
8. DK
9. RA

Q9. Have you heard of The Choice Is Yours program?

1. Yes
2. No (IF NO, GO TO 10)
8. DK (IF DK, GO TO 10)
9. RA (IF RA, GO TO 10)

a. (IF YES) How did you FIRST hear about The Choice Is Yours program?

b. (IF YES) Were there any OTHER ways that you heard about The Choice Is Yours program?

c. (IF YES) During this most recent school year, did you have a child ENROLLED in The Choice Is Yours program?

1. Yes
2. No (IF NO, GO TO c-2)
8. DK (IF DK, GO TO 10)
9. RA (IF RA, GO TO 10)
- . NA

THE CHOICE IS YOURS EVALUATION 2003 PARENT SURVEY

c-1. (IF YES) When you FIRST decided to enroll your child in The Choice Is Yours program, did any of the following influence your decision?
(READ LIST)

	YES	NO	DK	RA
c-1a. A recommendation from someone you know	1	2	8	9
c-1b. A recommendation from a community organization (SPECIFY) _____	1	2	8	9
c-1c. A recommendation from a school or a school district where your child attended in the past	1	2	8	9
c-1d. A visit to your child's current school	1	2	8	9
c-1e. A brochure, video, or other material about your child's current school	1	2	8	9
c-1f. Something you read in the newspaper	1	2	8	9
c-1g. Something you heard on the radio	1	2	8	9
c-1h. Something else (SPECIFY) _____	1	2	8	9

c-1i. (IF MORE THAN ONE YES ANSWER) Which one of these MOST influenced your decision to enroll your child in The Choice Is Yours program . . . (READ ALL ITEMS WITH YES ANSWERS)?

- 01. A recommendation from someone you know
- 02. A recommendation from a community organization
- 03. A recommendation from a school or a school district where your child attended in the past
- 04. A visit to your child's current school
- 05. A brochure, video, or other material about your child's current school
- 06. The newspaper
- 07. The radio
- 08. Something else
- 88. DK
- 99. RA
- . NA

c-2. (IF NO) Why did you decide NOT to enroll your child in The Choice Is Yours program?

Q10. The rest of the questions are about the school and school district where your child attended most recently. How many years has (CHILD FIRST NAME) gone to school in the (DISTRICT NAME) school district?

- 1. One year or less
- 2. Two years
- 3. Three years
- 4. Four years or more
- 8. DK
- 9. RA

Q11. What was the MAIN reason you chose to enroll him/her in the (DISTRICT NAME) school district?

Q12. What other reasons did you have?

Q13. How many years has (CHILD FIRST NAME) gone to school at (SCHOOL NAME)?

- 1. One year or less
- 2. Two years
- 3. Three years
- 4. Four years or more
- 8. DK
- 9. RA

Q14. What was the MAIN reason you chose to enroll (CHILD FIRST NAME) at (SCHOOL NAME)?

Q15. What other reasons did you have?

Q16. When you FIRST decided to enroll your child in that specific school, did any of the following influence your decision? (READ LIST)

	YES	NO	DK	RA
a. A recommendation from someone you know	1	2	8	9
b. A recommendation from a community organization (SPECIFY) _____	1	2	8	9
c. A recommendation from a school or a school district where your child attended in the past	1	2	8	9
d. A recommendation from your child's current school or school district	1	2	8	9
e. A visit to your child's current school	1	2	8	9
f. A brochure, video, or other material about your child's current school	1	2	8	9
g. Something you read in the newspaper	1	2	8	9
h. Something you heard on the radio	1	2	8	9
i. Something else (SPECIFY)	1	2	8	9

j. (IF MORE THAN ONE YES ANSWER) Which one of these MOST influenced your decision to enroll your child in that specific school . . . (READ ALL ITEMS WITH YES ANSWERS)?

- 01. A recommendation from someone you know
- 02. A recommendation from a community organization
- 03. A recommendation from a school or a school district where your child attended in the past
- 04. A recommendation from your child's current school or school district
- 05. A visit to your child's current school
- 06. A brochure, video, or other material about your child's current school
- 07. The newspaper
- 08. The radio
- 09. Something else
- 88. DK
- 99. RA
- . NA

THE CHOICE IS YOURS EVALUATION 2003 PARENT SURVEY

Q17. Would you have preferred for (CHILD FIRST NAME) to be enrolled in a Minneapolis public school, if a suitable one was available?

- 1. Yes
- 2. No
- 8. DK (IF DK, GO TO 18)
- 9. RA (IF RA, GO TO 18)

a. (IF YES OR NO) Why is that?

Q18. Next, I will read some statements about your experiences with (SCHOOL NAME) during the most recent school year. I want to know to what extent you agree or disagree with each statement. (READ LIST) Do you strongly agree, agree, disagree, or strongly disagree?

	STRONGLY AGREE	AGREE	DIS- AGREE	STRONGLY DISAGREE	DK	RA
a. Your child's school contacted you right away about your child's needs or problems.	1	2	3	4	8	9
b. Student report cards and other progress reports were informative.	1	2	3	4	8	9
c. Your child's school encouraged parent participation.	1	2	3	4	8	9
d. If you wanted to, it would have been easy for you to become involved in your child's school.	1	2	3	4	8	9

THE CHOICE IS YOURS EVALUATION 2003 PARENT SURVEY

Q19. During this most recent school year, did you go to your child's school (READ LIST)?

	YES	NO	DK	RA
a. For an informal talk with a teacher or principal	1	2	8	9
b. For a parent-teacher conference	1	2	8	9
c. To help in your child's classroom	1	2	8	9
d. To visit your child's school or classrooms	1	2	8	9
e. To volunteer for a school project or trip	1	2	8	9
f. To attend a school event in which your child participated, such as a play, sporting event, or concert	1	2	8	9
g. To attend family night, for example, to watch movies or go skating	1	2	8	9
h. To attend some other school event with your child	1	2	8	9
i. For any other reason (SPECIFY)	1	2	8	9

**IF HOME SCHOOLED LAST YEAR (Q7=3 or Q8 = 4),
OR IF CHILD IS IN KINDERGARTEN THIS YEAR (Q7 = 4 or Q7b = 3),
GO TO Q21**

Q20. During this most recent school year, did you have more contact, about the same amount of contact, or less contact with (SCHOOL NAME) than you had with your child's PREVIOUS school?

1. More contact
2. About the same amount
3. Less contact
8. DK
9. RA
- . NA

THE CHOICE IS YOURS EVALUATION 2003 PARENT SURVEY

Q21. Was the contact you had with (SCHOOL NAME) primarily about your child's academic performance, your child's behavior, general information about the school, or something else?

1. Academic performance
2. Behavior
3. General info
4. Something else (SPECIFY) _____
8. DK
9. RA

Q22. How satisfied were you with the WAYS your child's school communicated with you . . . very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

1. Very satisfied
2. Somewhat satisfied
3. Somewhat dissatisfied
4. Very dissatisfied
8. DK
9. RA

Q23. How satisfied were you with HOW OFTEN your child's school communicated with you . . . very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

1. Very satisfied
2. Somewhat satisfied
3. Somewhat dissatisfied
4. Very dissatisfied
8. DK
9. RA

**IF HOME SCHOOLED LAST YEAR (Q7=3 or Q8 = 4),
OR IF CHILD IS IN KINDERGARTEN THIS YEAR (Q7 = 4 or Q7b = 3),
GO TO Q25**

Q24. During this most recent school year, would you say that you were more involved, involved about the same amount, or less involved with (SCHOOL NAME) than you were with your child's PREVIOUS school?

1. More involved
2. About the same amount
3. Less involved
8. DK
9. RA
- . NA

Q25. During this most recent school year, did (READ LIST) keep you from being more involved at your child's school?

	YES	NO	DK	RA
a. Lack of time	1	2	8	9
b. Lack of daycare	1	2	8	9
c. Lack of transportation	1	2	8	9
d. The distance from home to school	1	2	8	9
e. Your own negative experiences in school	1	2	8	9
f. English NOT being your first language	1	2	8	9
g. Anything else (SPECIFY)	1	2	8	9

Q26. Would you LIKE to have been more involved with your child's school?

1. Yes
2. No
8. DK
9. RA

Q27. How satisfied were you with your opportunities to be involved with your child's school . . . very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

1. Very satisfied
2. Somewhat satisfied
3. Somewhat dissatisfied
4. Very dissatisfied
8. DK
9. RA

Q28. How often did you or another adult in your household talk with your child about school . . . every day, at least once a week, once or twice a month, or less often than that?

1. Every day
2. At least once a week
3. Once or twice a month
4. Less often
8. DK
9. RA

THE CHOICE IS YOURS EVALUATION 2003 PARENT SURVEY

Q29. Now I will read some statements about your experiences with (SCHOOL NAME) during the most recent school year. I want to know to what extent you agree or disagree with each statement. (READ LIST) Do you strongly agree, agree, disagree, or strongly disagree?

	STRONGLY AGREE	AGREE	DIS- AGREE	STRONGLY DISAGREE	DK	RA
a. The school set high standards for achievement.	1	2	3	4	8	9
b. The school had a strong sense of community and pride.	1	2	3	4	8	9
c. The rules and expectations for student behavior were CLEAR.	1	2	3	4	8	9
d. The rules and expectations for student behavior were ENFORCED.	1	2	3	4	8	9
e. The rules and expectations for student behavior were administered FAIRLY.	1	2	3	4	8	9
f. The school provided a physically safe learning environment.	1	2	3	4	8	9
g. The school welcomed cultural diversity.	1	2	3	4	8	9
h. Teachers at the school held high expectations for your child.	1	2	3	4	8	9
i. Teachers at the school were comfortable talking about racism and prejudice.	1	2	3	4	8	9
j. Staff members at the school genuinely cared about your child's well-being.	1	2	3	4	8	9
k. You felt welcome at your child's school.	1	2	3	4	8	9
l. As a parent, you were treated with respect and courtesy by school staff.	1	2	3	4	8	9
m. The school was preparing your child to succeed academically.	1	2	3	4	8	9
n. The school was teaching your child to appreciate differences in others.	1	2	3	4	8	9

Q30. Did you feel that (SCHOOL NAME) was prepared to meet the needs of students of different races and cultures?

- 1. Yes
- 2. No
- 8. DK (IF DK, GO TO 31)
- 9. RA (IF RA, GO TO 31)

a. (IF YES OR NO) Why do you say that?

Q31. Did you feel that (SCHOOL NAME) was prepared to meet the needs of students who come from different economic backgrounds?

- 1. Yes
- 2. No
- 8. DK (IF DK, GO TO 32)
- 9. RA (IF RA, GO TO 32)

a. (IF YES OR NO) Why do you say that?

Q32. Did you feel that (SCHOOL NAME) was prepared to meet the needs of students who speak different languages?

- 1. Yes
- 2. No
- 8. DK (IF DK, GO TO 33)
- 9. RA (IF RA, GO TO 33)

a. (IF YES OR NO) Why do you say that?

Q33. Do you know of anything (SCHOOL NAME) did to make (CHILD FIRST NAME) feel welcome?

- 1. Yes
- 2. No (IF NO, GO TO 34)
- 8. DK (IF DK, GO TO 34)
- 9. RA (IF RA, GO TO 34)

a. (IF YES) What did the school do? (PROBE: What did the principal, teachers, or other students do?)

Q34. If you had to do it over, would you choose this school again for (CHILD FIRST NAME)?

- 1. Yes
- 2. No
- 8. DK (IF DK, GO TO 35)
- 9. RA (IF RA, GO TO 35)

a. (IF YES OR NO) Why is that?

Q35. Would you recommend this school to other people? (PROBE IF YES: Have you done this already?)

- 1. Yes, would recommend
- 2. Yes, already have
- 3. No, would NOT recommend
- 8. DK (IF DK, GO TO 36)
- 9. RA (IF RA, GO TO 36)

a. (IF YES OR NO) Why is that?

Q36. (IF Q9c = 1) Would you recommend The Choice Is Yours program to other people?
(PROBE IF YES: Have you done this already?)

1. Yes, would recommend
2. Yes, already have
3. No, would NOT recommend
8. DK (IF DK, GO TO 37a)
9. RA (IF RA, GO TO 37a)
- . NA

a. (IF YES OR NO) Why is that?

Q37a. (IF Q9c = 1) What else would you like us to know about your experiences with
(SCHOOL NAME) or with The Choice Is Yours program?

Q37b. (IF Q9 = 2, 8, or 9 OR IF Q9c = 2, 8, or 9) What else would you like us to know
about your experiences with (SCHOOL NAME)?

Q38. What is your relationship to (CHILD FIRST NAME)?

1. Mother or female guardian (stepmother or foster mother)
2. Father or male guardian (stepfather or foster father)
3. Grandparent
4. Other relative
5. Other non-relative
8. DK
9. RA

Q39. What race do you consider yourself? (READ LIST ONLY IF NEEDED)

1. American Indian or Alaskan Native
2. Asian or Pacific Islander
3. Hispanic
4. Black non-Hispanic, including Liberian, Somali, etc.
5. White/Caucasian non-Hispanic
6. Other (SPECIFY) _____
8. DK
9. RA

Q40. What language is spoken MOST OFTEN in your home . . . is it English or some other language?

1. English
2. Some other language
8. DK
9. RA

Thank you for answering all of these questions. I really appreciate your time.

APPENDIX A
ADMINISTRATIVE FORMS

Appendix A contains brief explanations for the contact record disposition categories and copies of the administrative forms used in the Choice is Yours Evaluation 2003 Parent Telephone Survey. There were two primary administrative forms: the contact record with callback/refusal forms on the back, and the interviewer introduction. Contact records were used to record the time and status of each attempted contact with a respondent, the interviewer ID, and the final disposition of each attempted contact.

<u>Form</u>	<u>Page</u>
Interviewer Introduction.....	A-2
Answering Machine Message	A-3
Verification Script	A-4
Contact Record.....	A-5
Callback/Refusal Form	A-6
Contact Record Disposition Categories	A-7
Statement of Professional Ethics	A-9

INTRODUCTION

- A. Hello, my name is _____. I'm a student calling from the University of Minnesota.
- B1. (CIY SUBURBAN SAMPLE) We're doing a study about school choice, and we're calling parents who have children enrolled in suburban schools in the west metro area.
- B2. (CIY MAGNET/MPLS MAGNET/NO CHOICE SAMPLE) We're doing a study about school choice, and we're calling parents who have children enrolled in a Minneapolis Public School.
- C. I need to talk to the parent or guardian who is most familiar with the school that your child, (CHILD FIRST NAME), attended this year. Would that be you or someone else?
1. Yes, person on phone
 2. No, another adult (ASK TO SPEAK WITH THAT PERSON, OR SET UP CALLBACK)
 8. DK (ASK TO SPEAK TO A KNOWLEDGEABLE ADULT)
 9. RA (IF RA, GO TO E3)
- D. (WHEN CORRECT PERSON ON PHONE) Our records show that (CHILD FIRST NAME) was enrolled this year at (SCHOOL ON LABEL) in the (DISTRICT ON LABEL) school district? Is that correct?
1. Yes (IF YES, GO TO E)
 2. No (IF NO, GO TO D1)
 - 8 DK (ASK: "Is there someone else who knows that information?")
 9. RA (IF RA, GO TO D3)
- D1. (IF NO TO D) What month and year did (CHILD FIRST NAME) leave (SCHOOL ON LABEL)?
- Month: _____ Year: _____
- D2. (IF NO TO D) What is the main reason she/he left (NAME OF SCHOOL)?
- _____
- (NOTE: CIRCLE "CHILD NOT AT SCHOOL" ON CONTACT RECORD AND GO TO D3)
- D3. Those are all the questions I have for you. Thank you for your help.
- E. The survey is about your experiences with the school your child attended this year. The interview is voluntary and confidential. Your answers will be put with a lot of other people's so you can't be identified in any way. If there are any questions you don't care to answer, we'll skip over them. Okay, let's begin.

(IF NON-ENGLISH SPEAKING, RECORD LANGUAGE ON CONTACT RECORD.)

**ANSWERING MACHINE MESSAGE
(CIY SUBURBAN SAMPLE)**

This is _____ calling from the University of Minnesota. We're doing a study about school choice, and we're calling parents who have children enrolled in suburban schools in the west metro area. Your household was selected to participate in our study, and we'll be calling you back another day. Or, to make sure your opinion is counted, you may call us at 612-627-4300. Thank you.

**ANSWERING MACHINE MESSAGE
(CIY MAGNET/MPLS MAGNET/NO CHOICE SAMPLE)**

This is _____ calling from the University of Minnesota. We're doing a study about school choice, and we're calling parents who have children enrolled in a Minneapolis public school. Your household was selected to participate in our study, and we'll be calling you back another day. Or, to make sure your opinion is counted, you may call us at 612-627-4300. Thank you.

CIY SURVEY

VERIFICATION SCRIPT

- A. Hello, my name is _____. I'm a student calling from the University of Minnesota.
- B. A few (days/weeks) ago we called and interviewed someone in your household. I'm calling to verify that a member of your household was interviewed on (DATE) by a member of our staff. Could I please speak with that person?

IF KNOWN/NEEDED: The person we interviewed is (Mr./Mrs.) (NAME).

WHEN CORRECT PERSON IS ON THE PHONE:

- C. I'm just calling to verify that you were interviewed on (DATE) by one of our interviewers. The survey was about school choice.

Do you recall this interview?

- D. **WHEN VERIFIED:** Thank you very much!

CONTACT RECORD (CATI SURVEY)
THE CHOICE IS YOURS (CIY) EVALUATION
PARENT SURVEY 2003

APPENDIX A
Callback time:

[CATI ID# _____]

DATE: _____
TIME: _____

(CODER USE ONLY)
ID _____

Completed
Partial
disc/not working
Not home phone
Physical _____
Lang. problem _____
1st Refusal
2nd Refusal
Callback
Other / Child not at school
Ans Machine - LEFT MSG
Ans Machine - No msg left
No Answer / Busy

Completed
Partial
disc/not working
Not home phone
Physical _____
Lang. problem _____
1st Refusal
2nd Refusal
Callback
Other / Child not at school
Ans Machine - LEFT MSG
Ans Machine - No msg left
No Answer / Busy

INTERVIEWER: _____
CONTACTS: _____

DATE: _____
TIME: _____

Completed
Partial
disc/not working
Not home phone
Physical _____
Lang. problem _____
1st Refusal
2nd Refusal
Callback
Other / Child not at school
Ans Machine - LEFT MSG
Ans Machine - No msg left
No Answer / Busy

Completed
Partial
disc/not working
Not home phone
Physical _____
Lang. problem _____
1st Refusal
2nd Refusal
Callback
Other / Child not at school
Ans Machine - LEFT MSG
Ans Machine - No msg left
No Answer / Busy

INTERVIEWER: _____
CONTACTS: _____

SUPERVISOR: _____

TIME START _____

TIME END _____

INTERVIEW IN MIN _____

EDITED: Y N BY: _____

INTERVIEWER ID# _____

CALLBACK FORM

	Date ___ / ___	Date ___ / ___	Date ___ / ___	Date ___ / ___
Speak with resp in person?	Yes / No /DK	Yes / No / DK	Yes / No /DK	Yes / No / DK
Respondent is:	F / M / DK	F / M / DK	F / M / DK	F / M / DK
Respondent's name:	_____	_____	_____	_____
Who arranged callback?	Resp / Else	Resp / Else	Resp / Else	Resp / Else
Callback Time:	____:____	____:____	____:____	____:____
Date:	____/____	____/____	____/____	____/____
Was appointment:	Firm/Prob/?	Firm/Prob/?	Firm/Prob/?	Firm/Prob/?
Was resp open/cooperative?	Yes / No / DK	Yes / No / DK	Yes / No / DK	Yes / No / DK
Comments/Information:	_____			

REFUSAL FORM

Respondent is: Female / Male / DK Was respondent person who refused? Yes / No / DK

Person answering phone was: Female / Male / DK Were they busy or inconvenienced? Yes / No / DK

When was interview terminated? (Circle one.) INTRO A INTRO B INTRO C INTRO D INTRO E

QUESTION #: _____ Other (SPECIFY) _____

What reasons were given for refusal? (Circle all that apply.) What arguments did you use?

<u>REASON</u>	<u>ARGUMENTS USED</u>
a. NONE (person hung up)	_____
b. Not interested	_____
c. Too busy	_____
d. Too old	_____
e. Has unlisted phone number	_____
f. Bad health; sick	_____
g. Doesn't like surveys	_____
h. Doesn't like phone surveys	_____
i. Doesn't think it's confidential	_____
j. Doesn't know about the topic	_____
k. Doesn't think topic is important	_____
l. Other (SPECIFY _____)	_____
_____	_____

Other comments or information: _____

CONTACT RECORD DISPOSITION CATEGORIES

There were 10 possible disposition categories for each contact that was made. A brief explanation for each of these disposition categories is presented below.

<u>Disposition</u>	<u>Explanation</u>
Completed	All questions in the interview schedule were asked.
Partial	The interview began, but was not completed. In such a case, interviewers were instructed to schedule an appointment to finish, and fill out the callback form on the back of the contact record. If a respondent declined to complete the interview, the refusal form was completed.
Disconnected/not working	The number was not in operation.
Not home phone	The number was not a residential telephone.
Physical problem	Respondent was reached, but could not complete the interview, for example, because of illness or hearing impairment.
Language problem	Respondent was reached, but could not complete the interview, for example, because English is not the primary language spoken in the household.
Refusal and Second refusal	The respondent declined to participate, even following appropriate prompts by the interviewer. Interviewers were instructed to complete the refusal form.
Callback	A callback was scheduled. The appointment form was filled out.
Other / Child not at school	Reserved for contingencies not covered by the other dispositions, for example, respondent will call back to MCSR, or if the child in the household does not attend the listed school.

<u>Disposition</u>	<u>Explanation</u>
Answering Machine / left message	The first time a respondent's answering machine was reached, the interviewer left a message stating the nature of the survey and that she or he would receive another call from MCSR. The message also suggested that the respondent call MCSR to ensure inclusion of her or his opinion. No message was left on subsequent calls.
No Answer/Busy	All attempts during a shift resulted in the phone ringing six times without being answered; or every attempt to contact the person during the shift resulted in a busy signal. If the respondent could not be contacted on a minimum of 10 separate shifts, the telephone number was eliminated.

STATEMENT OF PROFESSIONAL ETHICS

All interviewers working for the Minnesota Center for Survey Research (MCSR) are expected to understand that their professional activities are directed and regulated by the following statements of policy:

All research projects conducted at MCSR have received approval from the University's Committee on the Rights of Human Subjects. When study findings are made available, the utmost care is taken to ensure that no data are released that would permit any respondent to be identified.

Interviewers perform a professional function when they obtain information from individuals. Interviewers are expected to maintain professional ethical standards of confidentiality regarding what they hear in telephone interviews or see in a mail survey form. All information about respondents obtained during the course of research is privileged information; whether it relates to the interview itself or to the respondent's home, family, or activities. This information is confidential and should not be discussed with anyone who is not affiliated with the research project.

In addition, blank survey forms, survey questions, and other survey materials should not be distributed to or discussed with anyone who is not affiliated with the research project.

I hereby agree to abide by the policy statements above, and in signing this statement I testify that I, in fact, agree to abide by and understand the contents of this statement. I also understand that if I fail to abide by the policies presented above, my actions constitute grounds for dismissal.

(Please print name here)

(Please sign name here)

Date _____