|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variable Information** | | | | | | | | | |
| Variable | Position | Label | Measurement Level | Role | Column Width | Alignment | Print Format | Write Format | Missing Values |
| FAMID | 1 | ExternalDataReference | Nominal | Input | 15 | Left | F5 | F5 |  |
| FAMIDB | 2 | Family ID | Nominal | Input | 15 | Right | F5 | F5 |  |
| ExternalReference | 3 | External Data Reference | Nominal | Input | 15 | Left | A100 | A100 |  |
| PrimaryFirst | 4 | Indicator of each first matching case as Primary | Ordinal | Input | 14 | Right | F1 | F1 |  |
| M1Data | 5 | Mom Phase 1 Data | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MCONQ1 | 6 | From the packet you sent back to the school, we received your consent forms. By signing these for... | Scale | Input | 5 | Right | F8 | F8 |  |
| MCONS1 | 7 | Before we can begin the interviews, we need to have your consent to participate. You may give you... | Scale | Input | 5 | Right | F8 | F8 |  |
| MINFO2 | 8 | ANSWER ANY QUESTIONS. I also want to remind you that your family's participation is voluntary and... | Scale | Input | 5 | Right | F8 | F8 |  |
| MRT1 | 9 | What is your relationship with ${e://Field/TeenFirstName} ${e://Field/TeenLastName}? | Scale | Input | 5 | Right | F8 | F8 |  |
| MHEAR1 | 10 | How did you hear about us? | Scale | Input | 5 | Right | F8 | F8 |  |
| MS1 | 11 | What school does your 8th grade son/daughter attend? | Scale | Input | 5 | Right | F8 | F8 |  |
| MS1\_TEXT | 12 | What school does your 8th grade son/daughter attend?-TEXT | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MDOB1 | 13 | When is your birthday (mm/dd/yyyy)? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MBI1 | 14 | Are you bilingual? | Scale | Input | 5 | Right | F8 | F8 |  |
| MBILANG1 | 15 | What language(s) other than English do you speak fluently? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MBORN1 | 16 | In what country were you born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MMOMB1 | 17 | In what country was your mother born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MDADB1 | 18 | In what country was your father born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MTEENB1 | 19 | In what country was ${e://Field/TeenFirstName} born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| METNY1 | 20 | If you were asked to identify your ethnicity or race, how would you describe yourself? Possible a... | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MTETNY1 | 21 | If ${e://Field/TeenFirstName} was asked about his/her ethnicity or race, how do you think he/she... | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MLTEEN1 | 22 | Are you currently living in the same household with ${e://Field/TeenFirstName}? | Scale | Input | 5 | Right | F8 | F8 |  |
| MLDAD1 | 23 | Is ${e://Field/TeenFirstName} currently living in the same household with his/her biological father? | Scale | Input | 5 | Right | F8 | F8 |  |
| MLODAD1 | 24 | Is ${e://Field/TeenFirstName} currently living in the same household with his/her other father (e... | Scale | Input | 5 | Right | F8 | F8 |  |
| MMA1 | 25 | What is your marital status? | Scale | Input | 5 | Right | F8 | F8 |  |
| MEDU1 | 26 | What is your current level of education? | Scale | Input | 5 | Right | F8 | F8 |  |
| MINCOME1 | 27 | What is your family's current monthly salary? | Scale | Input | 5 | Right | F8 | F8 |  |
| MINCOME1\_TEXT | 28 | What is your family's current monthly salary?-TEXT | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MFOOD1 | 29 | Do you currently receive any of the following?-Food Stamps | Scale | Input | 5 | Right | F8 | F8 |  |
| MMED1 | 30 | Do you currently receive any of the following?-Medicaid (State Health Insurance) | Scale | Input | 5 | Right | F8 | F8 |  |
| MEITC1 | 31 | Do you currently receive any of the following?-Earned Income Tax Credit | Scale | Input | 5 | Right | F8 | F8 |  |
| MTANF1 | 32 | Do you currently receive any of the following?-TANF | Scale | Input | 5 | Right | F8 | F8 |  |
| MHSTART1 | 33 | Do you currently receive any of the following?-Head Start/Early Head Start Services | Scale | Input | 5 | Right | F8 | F8 |  |
| MNONE1 | 34 | Do you currently receive any of the following?-None of the above/Unknown | Scale | Input | 5 | Right | F8 | F8 |  |
| MNUMCH1 | 35 | Including ${e://Field/TeenFirstName}, how many children do you have? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MNUMHOU1 | 36 | How many people live in your household? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MCEN011 | 37 | The next statements are about your ethnic group. We are on section A on your response option shee...-1. I have a strong sense of belonging to my ethnic group | Scale | Input | 5 | Right | F8 | F8 |  |
| MPRI011 | 38 | The next statements are about your ethnic group. We are on section A on your response option shee...-2. I feel good about being a member of my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| MPRI021 | 39 | The next statements are about your ethnic group. We are on section A on your response option shee...-4. I am happy that I am a member of my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| MCEN021 | 40 | The next statements are about your ethnic group. We are on section A on your response option shee...-5. I have a strong attachment to other people in my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| MPUB021 | 41 | The next statements are about your ethnic group. We are on section A on your response option shee...-6. In general, others respect members of my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| MCEN031 | 42 | The next statements are about your ethnic group. We are on section A on your response option shee...-7. In general, being a member of my ethnic group is an important part of my self-image. | Scale | Input | 5 | Right | F8 | F8 |  |
| MPUB031 | 43 | The next statements are about your ethnic group. We are on section A on your response option shee...-8. In general, other groups view my ethnic group in a positive manner. | Scale | Input | 5 | Right | F8 | F8 |  |
| MCEN041 | 44 | The next statements are about your ethnic group. We are on section A on your response option shee...-9. Being a member of my ethnic group is an important reflection of who I am. | Scale | Input | 5 | Right | F8 | F8 |  |
| MPRI031 | 45 | The next statements are about your ethnic group. We are on section A on your response option shee...-10. I feel that my ethnic group has made valuable contributions to this society. | Scale | Input | 5 | Right | F8 | F8 |  |
| MPUB041 | 46 | The next statements are about your ethnic group. We are on section A on your response option shee...-11. Society views members of my ethnic group as an asset. | Scale | Input | 5 | Right | F8 | F8 |  |
| MPRI041 | 47 | The next statements are about your ethnic group. We are on section A on your response option shee...-12. I am proud to be a member of my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| MEDV11 | 48 | Now we are on section B on your response options sheet. The next few questions ask about your bel...-1. Going to college is necessary for a good future. | Scale | Input | 5 | Right | F8 | F8 |  |
| MEDV21 | 49 | Now we are on section B on your response options sheet. The next few questions ask about your bel...-2. Doing well in school is the best way to succeed as an adult. | Scale | Input | 5 | Right | F8 | F8 |  |
| MEDV31 | 50 | Now we are on section B on your response options sheet. The next few questions ask about your bel...-3. People need to get good grades in school in order to get a good job as an adult. | Scale | Input | 5 | Right | F8 | F8 |  |
| MEDV41 | 51 | Now we are on section B on your response options sheet. The next few questions ask about your bel...-4. It is important to do well in school to earn a good living as an adult. | Scale | Input | 5 | Right | F8 | F8 |  |
| MEDV51 | 52 | Now we are on section B on your response options sheet. The next few questions ask about your bel...-5. Doing well in school is the best way to get ahead in life. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMS011 | 53 | Next are statements about what people may think or believe. We are on section C on your response...-1. Parents should teach their children that the family always comes first. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMO011 | 54 | Next are statements about what people may think or believe. We are on section C on your response...-2. Children should be taught that it is their duty to care for their parents when their parents get old. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMR011 | 55 | Next are statements about what people may think or believe. We are on section C on your response...-3. Children should always do things to make their parents happy. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMS021 | 56 | Next are statements about what people may think or believe. We are on section C on your response...-4. Family provides a sense of security because they will always be there for you. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMO021 | 57 | Next are statements about what people may think or believe. We are on section C on your response...-5. If a relative is having a hard time financially, you should help them out if you can. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMR021 | 58 | Next are statements about what people may think or believe. We are on section C on your response...-6. When it comes to important decisions, the family should seek advice from close relatives. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMS031 | 59 | Next are statements about what people may think or believe. We are on section C on your response...-7. It is always important to be united as a family. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMO031 | 60 | Next are statements about what people may think or believe. We are on section C on your response...-8. A person should share his/her home with relatives if they need a place to stay. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMS041 | 61 | Next are statements about what people may think or believe. We are on section C on your response...-9. It is important to have close relationships with aunts/uncles, grandparents and cousins. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMO041 | 62 | Next are statements about what people may think or believe. We are on section C on your response...-10. Older kids should take care of and be role models for their younger brothers and sisters. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMR031 | 63 | Next are statements about what people may think or believe. We are on section C on your response...-11. Children should be taught to always be good because they represent the family. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMS051 | 64 | Next are statements about what people may think or believe. We are on section C on your response...-12. Holidays and celebrations are important because the whole family comes together. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMO051 | 65 | Next are statements about what people may think or believe. We are on section C on your response...-13. Parents should be willing to make great sacrifices to make sure their children have a better life. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMR041 | 66 | Next are statements about what people may think or believe. We are on section C on your response...-14. A person should always think about their family when making important decisions. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMS061 | 67 | Next are statements about what people may think or believe. We are on section C on your response...-15. It is important for family members to show their love and affection to one another. | Scale | Input | 5 | Right | F8 | F8 |  |
| MFAMR051 | 68 | Next are statements about what people may think or believe. We are on section C on your response...-16. It is important to work and do your best because your work reflects on the family. | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT011 | 69 | For section D, I will read a list of items that describe children and youth. For each item that d...-1. Has no respect for others | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT021 | 70 | For section D, I will read a list of items that describe children and youth. For each item that d...-2. Doesn't follow rules | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT011 | 71 | For section D, I will read a list of items that describe children and youth. For each item that d...-3. Is sad, unhappy, or feels down | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT021 | 72 | For section D, I will read a list of items that describe children and youth. For each item that d...-4. Is easily worried | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT031 | 73 | For section D, I will read a list of items that describe children and youth. For each item that d...-5. Is mean or cruel | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT041 | 74 | For section D, I will read a list of items that describe children and youth. For each item that d...-6. Steals from others | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT051 | 75 | For section D, I will read a list of items that describe children and youth. For each item that d...-7. Fights a lot | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT061 | 76 | For section D, I will read a list of items that describe children and youth. For each item that d...-8. Loses temper or throws tantrums | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT071 | 77 | For section D, I will read a list of items that describe children and youth. For each item that d...-9. Disobeys | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT081 | 78 | For section D, I will read a list of items that describe children and youth. For each item that d...-10. Curses or swears | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT031 | 79 | For section D, I will read a list of items that describe children and youth. For each item that d...-11. Is afraid he/she might do something bad | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT041 | 80 | For section D, I will read a list of items that describe children and youth. For each item that d...-12. Is uncomfortable with attention from others | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT051 | 81 | (Continued)-13. Says he/she is not loved by anyone | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT061 | 82 | (Continued)-14. Thinks he/she is worthless or second-rate | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT091 | 83 | (Continued)-15. Talks more than he/she should | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT101 | 84 | (Continued)-16. Hangs out with troublemakers | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT071 | 85 | (Continued)-17. Has headaches without medical reason | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT111 | 86 | (Continued)-18. Cheats or lies | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT081 | 87 | (Continued)-19. Is overly anxious or afraid | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT091 | 88 | (Continued)-20. Blames him/herself too much | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT101 | 89 | (Continued)-21. Feels tired a lot | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT111 | 90 | (Continued)-22. Has pains without medical reason | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT121 | 91 | (Continued)-23. Keeps to him/herself a lot | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT131 | 92 | (Continued)-24. Feels sick without medical reason | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT141 | 93 | (Continued)-25. Lacks self-confidence | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT151 | 94 | (Continued)-26. Worries about health too much | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT121 | 95 | (Continued)-27. Attacks or hits others | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT161 | 96 | (Continued)-28. Hesitates to speak up in groups | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT131 | 97 | (Continued)-29. Yells or screams too much | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT171 | 98 | (Continued)-30. Is quiet and doesn't share thoughts | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT181 | 99 | (Continued)-31. Is unsure of self or easily embarrassed | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT141 | 100 | (Continued)-32. Is aggressive | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT191 | 101 | (Continued)-33. Has stomachaches without medical reason | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT201 | 102 | (Continued)-34. Stares into space or nothing | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT151 | 103 | (Continued)-35. Demands too much attention from others | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT161 | 104 | (Continued)-36. Is irritable or stubborn | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT171 | 105 | (Continued)-37. Has sudden mood swings | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT181 | 106 | (Continued)-38. Doesn't feel guilty about bad behavior | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT191 | 107 | (Continued)-39. Is arrogant or over-bearing | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT201 | 108 | (Continued)-40. Teases or provokes other children | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT211 | 109 | (Continued)-41. Destroys other people's things | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT221 | 110 | (Continued)-42. Threatens or frightens others | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT231 | 111 | (Continued)-43. Argues too much | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT211 | 112 | (Continued)-44. Moves slowly or lacks energy | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT221 | 113 | (Continued)-45. Says he/she feels lonely | Scale | Input | 5 | Right | F8 | F8 |  |
| MTEXT241 | 114 | (Continued)-46. Is overly loud | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT231 | 115 | (Continued)-47. Is withdrawn and keeps apart from people | Scale | Input | 5 | Right | F8 | F8 |  |
| MTINT241 | 116 | (Continued)-48. Cries or appears tearful too much | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM011 | 117 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-1. I make ${e://Field/TeenFirstName} feel better after talking over his/her worries. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM021 | 118 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-2. I change the subject whenever ${e://Field/TeenFirstName} has something to say. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM031 | 119 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-3. I see ${e://Field/TeenFirstName}'s good points more than his/her faults. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM041 | 120 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-4. I finish ${e://Field/TeenFirstName}'s sentences whenever he/she talks. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM051 | 121 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-5. I speak to ${e://Field/TeenFirstName} in a warm and friendly voice. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM061 | 122 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-6. I often interrupt ${e://Field/TeenFirstName}. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM071 | 123 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-7. I understand ${e://Field/TeenFirstName}'s problems and worries. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM081 | 124 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-8. I act like I know what ${e://Field/TeenFirstName} is thinking or feeling. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM091 | 125 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-9. I am able to make ${e://Field/TeenFirstName} feel better when he/she is upset. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM101 | 126 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-10. I would like to be able to tell ${e://Field/TeenFirstName} how to feel or think about things all the time. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM111 | 127 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-11. I cheer up ${e://Field/TeenFirstName} when he/she is sad. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM121 | 128 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-12. I am always trying to change how ${e://Field/TeenFirstName} feels or thinks about things. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM131 | 129 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-13. I have a good time with ${e://Field/TeenFirstName}. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM141 | 130 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-14. I blame ${e://Field/TeenFirstName} for other family members' problems. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM151 | 131 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-15. I tell or show ${e://Field/TeenFirstName} that I like him/her just the way he/she is. | Scale | Input | 5 | Right | F8 | F8 |  |
| MWARM161 | 132 | We are now on section E on your response sheet. Please tell me how true each of the following sta...-16. I bring up ${e://Field/TeenFirstName}'s past mistakes when I criticize him/her. | Scale | Input | 5 | Right | F8 | F8 |  |
| MMOD11 | 133 | We are now on section F. Please tell me how often each of the following statements happens with y...-1. I give ${e://Field/TeenFirstName} advice with respect to his/her education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| MMOD21 | 134 | We are now on section F. Please tell me how often each of the following statements happens with y...-2. I set an example for how ${e://Field/TeenFirstName} should behave with respect to his/her education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| MMOD31 | 135 | We are now on section F. Please tell me how often each of the following statements happens with y...-3. I tell ${e://Field/TeenFirstName} how he/she should behave in particular education situations. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| MMOD41 | 136 | We are now on section F. Please tell me how often each of the following statements happens with y...-4. I am a role model for how ${e://Field/TeenFirstName} should act with respect to education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| MDID11 | 137 | We are now on section F. Please tell me how often each of the following statements happens with y...-5. ${e://Field/TeenFirstName} tries to have educational experiences that are different from mine. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| MDID21 | 138 | We are now on section F. Please tell me how often each of the following statements happens with y...-6. ${e://Field/TeenFirstName} has learned from watching my educational experiences what he/she should not do. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| MDID31 | 139 | We are now on section F. Please tell me how often each of the following statements happens with y...-7. My educational decisions are not a good example for ${e://Field/TeenFirstName}. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| MDID41 | 140 | We are now on section F. Please tell me how often each of the following statements happens with y...-8. ${e://Field/TeenFirstName} has learned from my mistakes in education to do things differently. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| MAIDS011 | 141 | Okay, we are now on section G. The following questions ask how much you think that being a scienc...-1. In general, doing well in his/her science class is important to ${e://Field/TeenFirstName}. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDS021 | 142 | Okay, we are now on section G. The following questions ask how much you think that being a scienc...-2. ${e://Field/TeenFirstName} fits in with other students in his/her science class. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDS031 | 143 | Okay, we are now on section G. The following questions ask how much you think that being a scienc...-3. Others see ${e://Field/TeenFirstName} as someone who enjoys science. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDS041 | 144 | Okay, we are now on section G. The following questions ask how much you think that being a scienc...-4. I think ${e://Field/TeenFirstName} is a good science student. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDS051 | 145 | Okay, we are now on section G. The following questions ask how much you think that being a scienc...-5. I feel like ${e://Field/TeenFirstName} belongs in a science job. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDS061 | 146 | Okay, we are now on section G. The following questions ask how much you think that being a scienc...-6. ${e://Field/TeenFirstName} is a science student. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDS071 | 147 | Okay, we are now on section G. The following questions ask how much you think that being a scienc...-7. ${e://Field/TeenFirstName} has made many friends who enjoy science. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDS081 | 148 | Okay, we are now on section G. The following questions ask how much you think that being a scienc...-8. Being ${q://QID209/ChoiceTextEntryValue} is important to ${e://Field/TeenFirstName} as a science student. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDS091 | 149 | Okay, we are now on section G. The following questions ask how much you think that being a scienc...-9. I feel like ${e://Field/TeenFirstName} fits in more in science class when there are other students who are ${q://QID209/ChoiceTextEntryValue} | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDM011 | 150 | Continuing with section G, please tell me how much you think that being a math student is part of...-1. In general, doing well in his/her math class is important to ${e://Field/TeenFirstName}. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDM021 | 151 | Continuing with section G, please tell me how much you think that being a math student is part of...-2. ${e://Field/TeenFirstName} fits in with other students in his/her math class. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDM031 | 152 | Continuing with section G, please tell me how much you think that being a math student is part of...-3. Others see ${e://Field/TeenFirstName} as someone who enjoys math. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDM041 | 153 | Continuing with section G, please tell me how much you think that being a math student is part of...-4. I think ${e://Field/TeenFirstName} is a good math student. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDM051 | 154 | Continuing with section G, please tell me how much you think that being a math student is part of...-5. I feel like ${e://Field/TeenFirstName} belongs in a math job. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDM061 | 155 | Continuing with section G, please tell me how much you think that being a math student is part of...-6. ${e://Field/TeenFirstName} is a math student. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDM071 | 156 | Continuing with section G, please tell me how much you think that being a math student is part of...-7. ${e://Field/TeenFirstName} has made many friends who enjoy math. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDM081 | 157 | Continuing with section G, please tell me how much you think that being a math student is part of...-8. Being ${q://QID209/ChoiceTextEntryValue} is important to ${e://Field/TeenFirstName} as a math student. | Scale | Input | 5 | Right | F8 | F8 |  |
| MAIDM091 | 158 | Continuing with section G, please tell me how much you think that being a math student is part of...-9. I feel like ${e://Field/TeenFirstName} fits in more in math class when there are other students who are ${q://QID209/ChoiceTextEntryValue}. | Scale | Input | 5 | Right | F8 | F8 |  |
| MTREAD11 | 159 | For section H, I am interested in learning about ${e://Field/TeenFirstName}'s reading habits. Ove...-1. For work or school | Scale | Input | 5 | Right | F8 | F8 |  |
| MTREAD21 | 160 | For section H, I am interested in learning about ${e://Field/TeenFirstName}'s reading habits. Ove...-2. For pleasure | Scale | Input | 5 | Right | F8 | F8 |  |
| MTREAD31 | 161 | For section H, I am interested in learning about ${e://Field/TeenFirstName}'s reading habits. Ove...-3. To keep up with current events | Scale | Input | 5 | Right | F8 | F8 |  |
| MTREAD41 | 162 | For section H, I am interested in learning about ${e://Field/TeenFirstName}'s reading habits. Ove...-4. To research specific topics he/she is interested in | Scale | Input | 5 | Right | F8 | F8 |  |
| MINTL1 | 163 | Interviewer: Please indicate whether this survey was administered in English or Spanish. | Scale | Input | 5 | Right | F8 | F8 |  |
| Q\_Language | 164 | Q\_Language | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MINST01 | 165 | You have opened the MOM survey​. | Scale | Input | 5 | Right | F8 | F8 |  |
| MINTID1 | 166 | Interviewer ID | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MINST02 | 167 | Mom: Can we start interview now? | Scale | Input | 5 | Right | F8 | F8 |  |
| MINST03 | 168 | Good time to call Mom back | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MINST04 | 169 | Mom Consent Form | Scale | Input | 5 | Right | F8 | F8 |  |
| MINST05 | 170 | Is it possible for you to go to a quiet room | Scale | Input | 5 | Right | F8 | F8 |  |
| MRT1\_TEXT | 171 | Mom: What is your relationship with teen?-TEXT | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MTFBORN1 | 172 | Mom: Teen's biological father country of origin | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MINTL | 173 | Interview Language | Scale | Input | 5 | Right | F8 | F8 |  |
| StartDate | 174 | Start Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| EndDate | 175 | End Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| Status | 176 | Response Type | Scale | Input | 5 | Right | F40 | F40 |  |
| Progress | 177 | Progress | Scale | Input | 5 | Right | F40.2 | F40.2 |  |
| Duration\_\_in\_seconds\_ | 178 | Duration (in seconds) | Scale | Input | 5 | Right | F40.2 | F40.2 |  |
| Finished | 179 | Finished | Scale | Input | 5 | Right | F40 | F40 |  |
| RecordedDate | 180 | Recorded Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| ResponseId | 181 | Response ID | Nominal | Input | 15 | Left | A50 | A50 |  |
| MCONS1\_1\_TEXT | 182 | Verbal Consent Given: Mail Form - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MCONS1\_2\_TEXT | 183 | Verbal Consent Given: E-Mail Form - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MCONS1\_4\_TEXT | 184 | Verbal Consent NOT Given: Mail Form - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MCONS1\_5\_TEXT | 185 | Verbal Consent NOT Given: E-Mail Form - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MCONS1\_6\_TEXT | 186 | Verbal Consent NOT Given: Declined to Participate - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MRT1\_3\_TEXT | 187 | Other Caregiver - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MHEAR1\_6\_TEXT | 188 | Other (please list): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MPUB011 | 189 | 3. Overall, my ethnic group is considered good by others. | Scale | Input | 5 | Right | F40 | F40 |  |
| MINST06 | 190 | Mom: Is dad available? | Scale | Input | 5 | Right | F40 | F40 |  |
| MINST07 | 191 | Mom: Is teen available? | Scale | Input | 5 | Right | F40 | F40 |  |
| FAMIDC | 192 | External Data Reference | Nominal | Input | 15 | Right | F5 | F5 |  |
| FAMIDD | 193 | Recipient First Name | Nominal | Input | 15 | Right | F5 | F5 |  |
| D1INDATS | 194 | Start Date | Scale | Input | 17 | Right | DATETIME20 | DATETIME20 |  |
| D1INDATE | 195 | End Date | Scale | Input | 16 | Right | DATETIME20 | DATETIME20 |  |
| D1STAT | 196 | Response Type | Scale | Input | 5 | Right | F40 | F40 |  |
| D1FIN | 197 | Finished | Scale | Input | 5 | Right | F40 | F40 |  |
| D1PROG | 198 | Progress | Scale | Input | 5 | Right | F40.2 | F40.2 |  |
| D1DUR | 199 | Duration (in seconds) | Scale | Input | 5 | Right | F40.2 | F40.2 |  |
| D1INDAT | 200 | Recorded Date | Scale | Input | 18 | Right | DATETIME20 | DATETIME20 |  |
| D1INTLAN | 201 | User Language | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| D1INTID | 202 | Interviewer ID | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DINST02 | 203 | Can we start your interview now? | Scale | Input | 5 | Right | F40 | F40 |  |
| DCONS1 | 204 | Dad verbal consent - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DRT1 | 205 | Dad relationship with teen - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DRT1\_3\_TEXT | 206 | Dad relationship with teen - Other Caregiver - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DHEAR1 | 207 | Dad how did you hear about us? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DHEAR2\_TEXT | 208 | Dad how did you hear about us? - Other (please list): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DS1 | 209 | Dad what school does teen attend? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DS1\_TEXT | 210 | Dad what school does teen attend? - Other (please list): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DDOB1 | 211 | Dad date of birth | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DBI1 | 212 | Dad Bilingual | Scale | Input | 5 | Right | F40 | F40 |  |
| DBILANG1 | 213 | Dad Bilingual Languages | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DBORN1 | 214 | Dad Country of birth | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DTMBORN1 | 215 | Dad Teen's Mom Country of birth | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DMOMB1 | 216 | Dad in what country was your mother born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DDADB1 | 217 | Dad in what country was your father born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DTEENB1 | 218 | Dad In what country was teen born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DETNY1 | 219 | Dad Ethnicity | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DTETNY1 | 220 | Dad Teen's ethnicity | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DLTEEN1 | 221 | Dad living with teen | Scale | Input | 5 | Right | F40 | F40 |  |
| DLMOM1 | 222 | Dad does teen live with biological mother? | Scale | Input | 5 | Right | F40 | F40 |  |
| DLOMOM1 | 223 | Dad does teen live with other mom? | Scale | Input | 5 | Right | F40 | F40 |  |
| DMA1 | 224 | Dad Marital Status | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDU1 | 225 | Dad Education Level | Scale | Input | 5 | Right | F40 | F40 |  |
| DINCOME1 | 226 | Dad Current Monthly Salary - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DINCOME1\_TEXT | 227 | Dad Current Monthly Salary - Monthly Salary - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DFOOD1 | 228 | Do you currently receive any of the following? DFOOD1 | Scale | Input | 5 | Right | F40 | F40 |  |
| DMED1 | 229 | Do you currently receive any of the following? DMED1 | Scale | Input | 5 | Right | F40 | F40 |  |
| DEITC1 | 230 | Do you currently receive any of the following? DEITC1 | Scale | Input | 5 | Right | F40 | F40 |  |
| DTANF1 | 231 | Do you currently receive any of the following? DTANF1 | Scale | Input | 5 | Right | F40 | F40 |  |
| DHSTART1 | 232 | Do you currently receive any of the following? DHSTART1 | Scale | Input | 5 | Right | F40 | F40 |  |
| DNONE1 | 233 | Do you currently receive any of the following? DNONE1 | Scale | Input | 5 | Right | F40 | F40 |  |
| DNUMCH1 | 234 | Dad Number of Children | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DNUMHOU1 | 235 | Dad Number in Household | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DCEN011 | 236 | DEI1 - 1. I have a strong sense of belonging to my ethnic group | Scale | Input | 5 | Right | F40 | F40 |  |
| DPRI011 | 237 | DEI1 - 2. I feel good about being a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPUB011 | 238 | DEI1 - 3. Overall, my ethnic group is considered good by others. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPRI021 | 239 | DEI1 - 4. I am happy that I am a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DCEN021 | 240 | DEI1 - 5. I have a strong attachment to other people in my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPUB021 | 241 | DEI1 - 6. In general, others respect members of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DCEN031 | 242 | DEI1 - 7. In general, being a member of my ethnic group is an important part of my self-image. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPUB031 | 243 | DEI1 - 8. In general, other groups view my ethnic group in a positive manner. | Scale | Input | 5 | Right | F40 | F40 |  |
| DCEN041 | 244 | DEI1 - 9. Being a member of my ethnic group is an important reflection of who I am. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPRI031 | 245 | DEI1 - 10. I feel that my ethnic group has made valuable contributions to this society. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPUB041 | 246 | DEI1 - 11. Society views members of my ethnic group as an asset. QXQ: Society views members of my ethnic group as valuable. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPRI041 | 247 | DEI1 - 12. I am proud to be a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV11 | 248 | DEDV1 - 1. Going to college is necessary for a good future. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV21 | 249 | DEDV1 - 2. Doing well in school is the best way to succeed as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV31 | 250 | DEDV1 - 3. People need to get good grades in school in order to get a good job as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV41 | 251 | DEDV1 - 4. It is important to do well in school to earn a good living as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV51 | 252 | DEDV1 - 5. Doing well in school is the best way to get ahead in life. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS011 | 253 | DFAMI1 - 1. Parents should teach their children that the family always comes first. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO011 | 254 | DFAMI1 - 2. Children should be taught that it is their duty to care for their parents when their parents get old. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR011 | 255 | DFAMI1 - 3. Children should always do things to make their parents happy. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS021 | 256 | DFAMI1 - 4. Family provides a sense of security because they will always be there for you. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO021 | 257 | DFAMI1 - 5. If a relative is having a hard time financially, you should help them out if you can. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR021 | 258 | DFAMI1 - 6. When it comes to important decisions, the family should seek advice from close relatives. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS031 | 259 | DFAMI1 - 7. It is always important to be united as a family. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO031 | 260 | DFAMI1 - 8. A person should share his/her home with relatives if they need a place to stay. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS041 | 261 | DFAMI1 - 9. It is important to have close relationships with aunts/uncles, grandparents and cousins. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO041 | 262 | DFAMI1 - 10. Older kids should take care of and be role models for their younger brothers and sisters. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR031 | 263 | DFAMI1 - 11. Children should be taught to always be good because they represent the family. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS051 | 264 | DFAMI1 - 12. Holidays and celebrations are important because the whole family comes together. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO051 | 265 | DFAMI1 - 13. Parents should be willing to make great sacrifices to make sure their children have a better life. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR041 | 266 | DFAMI1 - 14. A person should always think about their family when making important decisions. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS061 | 267 | DFAMI1 - 15. It is important for family members to show their love and affection to one another. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR051 | 268 | DFAMI1 - 16. It is important to work and do your best because your work reflects on the family. | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT011 | 269 | DTEXT1/DTINT1 - 1. Has no respect for others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT021 | 270 | DTEXT1/DTINT1 - 2. Doesn't follow rules | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT011 | 271 | DTEXT1/DTINT1 - 3. Is sad, unhappy, or feels down | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT021 | 272 | DTEXT1/DTINT1 - 4. Is easily worried | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT031 | 273 | DTEXT1/DTINT1 - 5. Is mean or cruel | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT041 | 274 | DTEXT1/DTINT1 - 6. Steals from others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT051 | 275 | DTEXT1/DTINT1 - 7. Fights a lot | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT061 | 276 | DTEXT1/DTINT1 - 8. Loses temper or throws tantrums | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT071 | 277 | DTEXT1/DTINT1 - 9. Disobeys | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT081 | 278 | DTEXT1/DTINT1 - 10. Curses or swears | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT031 | 279 | DTEXT1/DTINT1 - 11. Is afraid he/she might do something bad | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT041 | 280 | DTEXT1/DTINT1 - 12. Is uncomfortable with attention from others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT051 | 281 | DTEXT1/DTINT1 - 13. Says he/she is not loved by anyone | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT061 | 282 | DTEXT1/DTINT1 - 14. Thinks he/she is worthless or second-rate | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT091 | 283 | DTEXT1/DTINT1 - 15. Talks more than he/she should | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT101 | 284 | DTEXT1/DTINT1 - 16. Hangs out with troublemakers | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT071 | 285 | DTEXT1/DTINT1 - 17. Has headaches without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT111 | 286 | DTEXT1/DTINT1 - 18. Cheats or lies | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT081 | 287 | DTEXT1/DTINT1 - 19. Is overly anxious or afraid | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT091 | 288 | DTEXT1/DTINT1 - 20. Blames him/herself too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT101 | 289 | DTEXT1/DTINT1 - 21. Feels tired a lot | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT111 | 290 | DTEXT1/DTINT1 - 22. Has pains without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT121 | 291 | DTEXT1/DTINT1 - 23. Keeps to him/herself a lot | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT131 | 292 | DTEXT1/DTINT1 - 24. Feels sick without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT141 | 293 | DTEXT1/DTINT1 - 25. Lacks self-confidence | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT151 | 294 | DTEXT1/DTINT1 - 26. Worries about health too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT121 | 295 | DTEXT1/DTINT1 - 27. Attacks or hits others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT161 | 296 | DTEXT1/DTINT1 - 28. Hesitates to speak up in groups | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT131 | 297 | DTEXT1/DTINT1 - 29. Yells or screams too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT171 | 298 | DTEXT1/DTINT1 - 30. Is quiet and doesn't share thoughts | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT181 | 299 | DTEXT1/DTINT1 - 31. Is unsure of self or easily embarrassed | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT141 | 300 | DTEXT1/DTINT1 - 32. Is aggressive | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT191 | 301 | DTEXT1/DTINT1 - 33. Has stomachaches without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT201 | 302 | DTEXT1/DTINT1 - 34. Stares into space or nothing | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT151 | 303 | DTEXT1/DTINT1 - 35. Demands too much attention from others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT161 | 304 | DTEXT1/DTINT1 - 36. Is irritable or stubborn | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT171 | 305 | DTEXT1/DTINT1 - 37. Has sudden mood swings | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT181 | 306 | DTEXT1/DTINT1 - 38. Doesn't feel guilty about bad behavior | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT191 | 307 | DTEXT1/DTINT1 - 39. Is arrogant or over-bearing | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT201 | 308 | DTEXT1/DTINT1 - 40. Teases or provokes other children | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT211 | 309 | DTEXT1/DTINT1 - 41. Destroys other people's things | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT221 | 310 | DTEXT1/DTINT1 - 42. Threatens or frightens others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT231 | 311 | DTEXT1/DTINT1 - 43. Argues too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT211 | 312 | DTEXT1/DTINT1 - 44. Moves slowly or lacks energy | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT221 | 313 | DTEXT1/DTINT1 - 45. Says he/she feels lonely | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT241 | 314 | DTEXT1/DTINT1 - 46. Is overly loud | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT231 | 315 | DTEXT1/DTINT1 - 47. Is withdrawn and keeps apart from people | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT241 | 316 | DTEXT1/DTINT1 - 48. Cries or appears tearful too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM011 | 317 | DWARM1 - 1. I make [Field-TeenFirstName] feel better after talking over his/her worries. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM021 | 318 | DWARM1 - 2. I change the subject whenever [Field-TeenFirstName] has something to say. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM031 | 319 | DWARM1 - 3. I see [Field-TeenFirstName]'s good points more than his/her faults. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM041 | 320 | DWARM1 - 4. I finish [Field-TeenFirstName]'s sentences whenever he/she talks. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM051 | 321 | DWARM1 - 5. I speak to [Field-TeenFirstName] in a warm and friendly voice. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM061 | 322 | DWARM1 - 6. I often interrupt [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM071 | 323 | DWARM1 - 7. I understand [Field-TeenFirstName]'s problems and worries. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM081 | 324 | DWARM1 - 8. I act like I know what [Field-TeenFirstName] is thinking or feeling. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM091 | 325 | DWARM1 - 9. I am able to make [Field-TeenFirstName] feel better when he/she is upset. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM101 | 326 | DWARM1 - 10. I would like to be able to tell [Field-TeenFirstName] how to feel or think about things all the time. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM111 | 327 | DWARM1 - 11. I cheer up [Field-TeenFirstName] when he/she is sad. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM121 | 328 | DWARM1 - 12. I am always trying to change how [Field-TeenFirstName] feels or thinks about things. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM131 | 329 | DWARM1 - 13. I have a good time with [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM141 | 330 | DWARM1 - 14. I blame [Field-TeenFirstName] for other family members' problems. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM151 | 331 | DWARM1 - 15. I tell or show [Field-TeenFirstName] that I like him/her just the way he/she is. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM161 | 332 | DWARM1 - 16. I bring up [Field-TeenFirstName]'s past mistakes when I criticize him/her. | Scale | Input | 5 | Right | F40 | F40 |  |
| DMOD11 | 333 | DMOD1/DDID1 - 1. I give [Field-TeenFirstName] advice with respect to his/her education. | Scale | Input | 5 | Right | F40 | F40 | -999 |
| DMOD21 | 334 | DMOD1/DDID1 - 2. I set an example for how [Field-TeenFirstName] should behave with respect to his/her education. | Scale | Input | 5 | Right | F40 | F40 | -999 |
| DMOD31 | 335 | DMOD1/DDID1 - 3. I tell [Field-TeenFirstName] how he/she should behave in particular education situations. | Scale | Input | 5 | Right | F40 | F40 | -999 |
| DMOD41 | 336 | DMOD1/DDID1 - 4. I am a role model for how [Field-TeenFirstName] should act with respect to education. | Scale | Input | 5 | Right | F40 | F40 | -999 |
| DDID11 | 337 | DMOD1/DDID1 - 5. [Field-TeenFirstName] tries to have educational experiences that are different from mine. | Scale | Input | 5 | Right | F40 | F40 | -999 |
| DDID21 | 338 | DMOD1/DDID1 - 6. [Field-TeenFirstName] has learned from watching my educational experiences what he/she should not do. QXQ: [Field-TeenFirstName] has learned what not to do by watching my educational experiences. | Scale | Input | 5 | Right | F40 | F40 | -999 |
| DDID31 | 339 | DMOD1/DDID1 - 7. My educational decisions are not a good example for [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 | -999 |
| DDID41 | 340 | DMOD1/DDID1 - 8. [Field-TeenFirstName] has learned from my mistakes in education to do things differently. QXQ: [Field-TeenFirstName] has learned to do things differently based on my mistakes in education. | Scale | Input | 5 | Right | F40 | F40 | -999 |
| DAIDS011 | 341 | DAIDS1 - 1. In general, doing well in his/her science class is important to [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS021 | 342 | DAIDS1 - 2. [Field-TeenFirstName] fits in with other students in his/her science class. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS031 | 343 | DAIDS1 - 3. Others see [Field-TeenFirstName] as someone who enjoys science. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS041 | 344 | DAIDS1 - 4. I think [Field-TeenFirstName] is a good science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS051 | 345 | DAIDS1 - 5. I feel like [Field-TeenFirstName] belongs in a science job. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS061 | 346 | DAIDS1 - 6. [Field-TeenFirstName] is a science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS071 | 347 | DAIDS1 - 7. [Field-TeenFirstName] has made many friends who enjoy science. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS081 | 348 | DAIDS1 - 8. Being [QID209-ChoiceTextEntryValue] is important to [Field-TeenFirstName] as a science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS091 | 349 | DAIDS1 - 9. I feel like [Field-TeenFirstName] fits in more in science class when there are other students who are [QID209-ChoiceTextEntryValue] | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM011 | 350 | DAIDM1 - 1. In general, doing well in his/her math class is important to [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM021 | 351 | DAIDM1 - 2. [Field-TeenFirstName] fits in with other students in his/her math class. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM031 | 352 | DAIDM1 - 3. Others see [Field-TeenFirstName] as someone who enjoys math. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM041 | 353 | DAIDM1 - 4. I think [Field-TeenFirstName] is a good math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM051 | 354 | DAIDM1 - 5. I feel like [Field-TeenFirstName] belongs in a math job. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM061 | 355 | DAIDM1 - 6. [Field-TeenFirstName] is a math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM071 | 356 | DAIDM1 - 7. [Field-TeenFirstName] has made many friends who enjoy math. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM081 | 357 | DAIDM1 - 8. Being [QID209-ChoiceTextEntryValue] is important to [Field-TeenFirstName] as a math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM091 | 358 | DAIDM1 - 9. I feel like [Field-TeenFirstName] fits in more in math class when there are other students who are [QID209-ChoiceTextEntryValue]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DTREAD11 | 359 | DTREAD1 - 1. For work or school | Scale | Input | 5 | Right | F40 | F40 |  |
| DTREAD21 | 360 | DTREAD1 - 2. For pleasure | Scale | Input | 5 | Right | F40 | F40 |  |
| DTREAD31 | 361 | DTREAD1 - 3. To keep up with current events | Scale | Input | 5 | Right | F40 | F40 |  |
| DTREAD41 | 362 | DTREAD1 - 4. To research specific topics he/she is interested in | Scale | Input | 5 | Right | F40 | F40 |  |
| DINTL1 | 363 | Interview Language | Scale | Input | 8 | Right | F40 | F40 |  |
| DINST06 | 364 | Is Mom available to take this survey now? | Scale | Input | 8 | Right | F40 | F40 |  |
| DINST07 | 365 | is Teen available for an interview now? | Scale | Input | 12 | Right | F40 | F40 |  |
| D1DATA | 366 | Dad Phase 1 Data | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DINFO2 | 367 | ANSWER ANY QUESTIONS. I also want to remind you that your family's participation is voluntary and... | Scale | Input | 5 | Right | F8 | F8 |  |
| RecipientFirstName | 368 | Recipient First Name | Nominal | Input | 8 | Left | A100 | A100 |  |
| T1Data | 369 | Teen Phase 1 Data | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TASSNTQ1 | 370 | From the packet you took back to school, we received your assent form. By signing this form, you... | Scale | Input | 5 | Right | F8 | F8 |  |
| TASSNT1 | 371 | Before we can begin the interviews, we need to have your consent to participate. You may give you... | Scale | Input | 5 | Right | F8 | F8 |  |
| TINFO2 | 372 | ANSWER ANY QUESTIONS. I also want to remind you that your participation is voluntary and you may... | Scale | Input | 5 | Right | F8 | F8 |  |
| TAGE1 | 373 | How old are you right now? | Nominal | Input | 15 | Right | F8 | F8 |  |
| TGEN1 | 374 | What gender are you? | Scale | Input | 5 | Right | F8 | F8 |  |
| TGEN1\_TEXT | 375 | What gender are you?-TEXT | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TBDAY1 | 376 | When is your birthday? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TBI1 | 377 | Are you bilingual? | Scale | Input | 5 | Right | F8 | F8 |  |
| TBILANG1 | 378 | What language(s) other than English do you speak fluently? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TBORN1 | 379 | Where were you born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| THEAR1 | 380 | How did you hear about us? | Scale | Input | 5 | Right | F8 | F8 |  |
| TS1 | 381 | What is the name of the school you attend(ed) 8th grade? | Scale | Input | 5 | Right | F8 | F8 |  |
| TS1\_TEXT | 382 | What is the name of the school you attend(ed) 8th grade?-TEXT | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TDIST1 | 383 | What school district is your school in? | Scale | Input | 5 | Right | F8 | F8 |  |
| TDIST1\_TEXT | 384 | What school district is your school in?-TEXT | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TETH1 | 385 | If you were asked to identify your ethnicity or race, how would you describe yourself? Possible a... | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TEDASP1 | 386 | How far would you like to go in school? | Scale | Input | 5 | Right | F8 | F8 |  |
| TEDTHK1 | 387 | How far do you really think you'll go in school? | Scale | Input | 5 | Right | F8 | F8 |  |
| TGRADES1 | 388 | What grades do you earn in school? | Scale | Input | 5 | Right | F8 | F8 |  |
| TGRDM1\_\_1\_1\_TEXT | 389 | Right now, what are you grades in the following subjects? : GRADE-Math-GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDS1\_\_1\_1\_TEXT | 390 | Right now, what are you grades in the following subjects? : GRADE-Science-GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDSS1\_\_1\_1\_TEXT | 391 | Right now, what are you grades in the following subjects? : GRADE-Social Studies-GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDE1\_\_1\_1\_TEXT | 392 | Right now, what are you grades in the following subjects? : GRADE-English (LA)-GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDM1\_\_2 | 393 | Right now, what are you grades in the following subjects? : What type of class is this?-Math | Scale | Input | 5 | Right | F8 | F8 |  |
| TGRDS1\_\_2 | 394 | Right now, what are you grades in the following subjects? : What type of class is this?-Science | Scale | Input | 5 | Right | F8 | F8 |  |
| TGRDSS1\_\_2 | 395 | Right now, what are you grades in the following subjects? : What type of class is this?-Social Studies | Scale | Input | 5 | Right | F8 | F8 |  |
| TGRDE1\_\_2 | 396 | Right now, what are you grades in the following subjects? : What type of class is this?-English (LA) | Scale | Input | 5 | Right | F8 | F8 |  |
| TPLANM1 | 397 | Do you have plans to enroll in an honors/advanced math class next year? | Scale | Input | 5 | Right | F8 | F8 |  |
| TPLANS1 | 398 | Do you have plans to enroll in an honors/advanced science class next year? | Scale | Input | 5 | Right | F8 | F8 |  |
| TPLANSS1 | 399 | Do you have plans to enroll in an honors/advanced social studies class next year? | Scale | Input | 5 | Right | F8 | F8 |  |
| TPLANE1 | 400 | Do you have plans to enroll in an honors/advanced English/language arts class next year? | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOMP11 | 401 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-1. I am just as smart as others my age. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOMP21 | 402 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-2. I have a lot of friends. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOMP31 | 403 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-3. I could do well at just about any new athletic activity. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOMP41 | 404 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-4. I do very well in my class work at school. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOMP51 | 405 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-5. I am better than others my age at sports. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONF11 | 406 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-6. I am happy with myself most of the time. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOMP61 | 407 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-7. I am popular with others my age. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONF21 | 408 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-8. I am good looking. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCHAR71 | 409 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-9. I hardly ever do things I know I shouldn't do. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONF31 | 410 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-10. I really like the way I look. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCHAR81 | 411 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-11. I usually act the way I am supposed to. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONF41 | 412 | Now we are going to start using your yellow response option sheet. We are on section A. In this s...-12. I am happy the way I am. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONF51 | 413 | (Section A continued)-1. All in all, I am glad I am me. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONF61 | 414 | (Section A continued)-2. When I am an adult, I'm sure I will have a good life. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCHAR11 | 415 | Now, we are on section B. In this section, I want you to tell me how important each of the follow...-1. Helping to make the world a better place to live in. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCHAR21 | 416 | Now, we are on section B. In this section, I want you to tell me how important each of the follow...-2. Giving time and money to make life better for other people. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCHAR31 | 417 | Now, we are on section B. In this section, I want you to tell me how important each of the follow...-3. Doing what I believe is right even if my friends make fun of me. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCHAR41 | 418 | Now, we are on section B. In this section, I want you to tell me how important each of the follow...-4. Accepting responsibility for my actions when I make a mistake or get in trouble. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCHAR51 | 419 | Now we are on section C. I would like you to think about the people who know you well. How do you...-1. Knowing a lot about people of other races. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCHAR61 | 420 | Now we are on section C. I would like you to think about the people who know you well. How do you...-2. Enjoying being with people who are of a different race than I am. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCARE11 | 421 | We are moving on to section D. How well does each of these statements describe you from 1 Not Wel...-1. When I see someone being taken advantage of, I want to help them. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCARE21 | 422 | We are moving on to section D. How well does each of these statements describe you from 1 Not Wel...-2. It bothers me when bad things happen to any person. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCARE31 | 423 | We are moving on to section D. How well does each of these statements describe you from 1 Not Wel...-3. I feel sorry for other people who don't have what I have. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCARE41 | 424 | We are moving on to section D. How well does each of these statements describe you from 1 Not Wel...-4. When I see someone being picked on, I feel sorry for them. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCARE51 | 425 | We are moving on to section D. How well does each of these statements describe you from 1 Not Wel...-5. It makes me sad to see a person who doesn't have friends. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCARE61 | 426 | We are moving on to section D. How well does each of these statements describe you from 1 Not Wel...-6. When I see another person who is hurt or upset, I feel sorry for them. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONN11 | 427 | Now we are on section E. How much do you agree or disagree with the following? READ NUMBER 1. Wou...-1. I get a lot of encouragement at my school. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONN21 | 428 | Now we are on section E. How much do you agree or disagree with the following? READ NUMBER 1. Wou...-2. Teachers at my school push me to be the best I can be. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONN31 | 429 | Now we are on section E. How much do you agree or disagree with the following? READ NUMBER 1. Wou...-3. I have lots of good conversations with my parents. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONN41 | 430 | Now we are on section E. How much do you agree or disagree with the following? READ NUMBER 1. Wou...-4. In my family I feel useful and important. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONN51 | 431 | Now we are on section E. How much do you agree or disagree with the following? READ NUMBER 1. Wou...-5. Adults in my town or city make me feel important. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONN61 | 432 | Now we are on section E. How much do you agree or disagree with the following? READ NUMBER 1. Wou...-6. Adults in my town or city listen to what I have to say. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONN71 | 433 | Okay, now we are on section F. How true is each of these statements for you? READ STATEMENT 1. Wo...-7. I feel my friends are good friends. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCONN81 | 434 | Okay, now we are on section F. How true is each of these statements for you? READ STATEMENT 1. Wo...-8. My friends care about me. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST011 | 435 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-1. I have a hard time understanding others when they speak English. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST021 | 436 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-2. I have a hard time understanding others when they speak Spanish. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST031 | 437 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-3. I feel pressure to learn Spanish. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST041 | 438 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-4. It bothers me that I speak English with an accent. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST051 | 439 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-5. Since I don't speak English well, people have treated me rudely or unfairly. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST061 | 440 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-6. I have been discriminated against because I have difficulty speaking English. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST071 | 441 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-7. I don't speak English or don't speak it well. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST081 | 442 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-8. I don't speak Spanish or don't speak it well. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST091 | 443 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-9. I feel pressure to learn English. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST101 | 444 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-10. I feel uncomfortable being around people who only speak English. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST111 | 445 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-11. I feel uncomfortable being around people who only speak Spanish. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST121 | 446 | Now we are in section G. Here, I would like to know a bit about your cultural experiences. Please...-12. It bothers me when people assume that I speak Spanish. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST131 | 447 | (cont.)-13. Since I don't speak Spanish well, people have treated me rudely or unfairly. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST141 | 448 | (cont.)-14. I have been discriminated against because I have difficulty speaking Spanish. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST151 | 449 | (cont.)-15. It bothers me when people pressure me to assimilate to the American ways of doing things. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST161 | 450 | (cont.)-16. It bothers me when people don't respect my Mexican/Latino values (e.g., family). | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST171 | 451 | (cont.)-17. Because of my cultural background, I have a hard time fitting in with Americans. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST181 | 452 | (cont.)-18. I don't feel accepted by Americans. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST191 | 453 | (cont.)-19. I have had conflicts with others because I prefer American customs (e.g., celebrating Halloween, Thanksgiving) over Mexican/Latino ones (e.g., celebrating Dia de los Muertos, Quinceañeras). | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST201 | 454 | (cont.)-20. People look down upon me if I practice Mexican/Latino customs. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST211 | 455 | (cont.)-21. People look down upon me if I practice American customs. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST221 | 456 | (cont.)-22. I feel uncomfortable when I have to choose between Mexican/Latino and American ways of doing things. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST231 | 457 | (cont.)-23. I feel uncomfortable because my family does not know Mexican/Latino ways of doing things. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST241 | 458 | (cont.)-24. I feel uncomfortable when others expect me to know American ways of doing things. | Scale | Input | 5 | Right | F8 | F8 |  |
| TACST251 | 459 | (cont.)-25. I feel uncomfortable when others expect me to know Mexican/Latino ways of doing things. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCEN011 | 460 | We are now on section H. The next statements are about your ethnic group. Consider your ...-1. I have a strong sense of belonging to my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| TPRI011 | 461 | We are now on section H. The next statements are about your ethnic group. Consider your ...-2. I feel good about being a member of my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| TPUB011 | 462 | We are now on section H. The next statements are about your ethnic group. Consider your ...-3. Overall, my ethnic group is considered good by others. | Scale | Input | 5 | Right | F8 | F8 |  |
| TPRI021 | 463 | We are now on section H. The next statements are about your ethnic group. Consider your ...-4. I am happy that I am a member of my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCEN021 | 464 | We are now on section H. The next statements are about your ethnic group. Consider your ...-5. I have a strong attachment to other people in my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| TPUB021 | 465 | We are now on section H. The next statements are about your ethnic group. Consider your ...-6. In general, others respect members of my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCEN031 | 466 | We are now on section H. The next statements are about your ethnic group. Consider your ...-7. In general, being a member of my ethnic group is an important part of my self-image. | Scale | Input | 5 | Right | F8 | F8 |  |
| TPUB031 | 467 | We are now on section H. The next statements are about your ethnic group. Consider your ...-8. In general, other groups view my ethnic group in a positive manner. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCEN041 | 468 | We are now on section H. The next statements are about your ethnic group. Consider your ...-9. Being a member of my ethnic group is an important reflection of who I am. | Scale | Input | 5 | Right | F8 | F8 |  |
| TPRI031 | 469 | We are now on section H. The next statements are about your ethnic group. Consider your ...-10. I feel that my ethnic group has made valuable contributions to this society. | Scale | Input | 5 | Right | F8 | F8 |  |
| TPUB041 | 470 | We are now on section H. The next statements are about your ethnic group. Consider your ...-11. Society views members of my ethnic group as an asset. | Scale | Input | 5 | Right | F8 | F8 |  |
| TPRI041 | 471 | We are now on section H. The next statements are about your ethnic group. Consider your ...-12. I am proud to be a member of my ethnic group. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMS011 | 472 | Next are statements about what people may think or believe. We are still on section H on your ans...-13. Parents should teach their children that the family always comes first. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMO011 | 473 | Next are statements about what people may think or believe. We are still on section H on your ans...-14. Children should be taught that it is their duty to care for their parents when their parents get old. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMR011 | 474 | Next are statements about what people may think or believe. We are still on section H on your ans...-15. Children should always do things to make their parents happy. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMS021 | 475 | Next are statements about what people may think or believe. We are still on section H on your ans...-16. Family provides a sense of security because they will always be there for you. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMO021 | 476 | Next are statements about what people may think or believe. We are still on section H on your ans...-17. If a relative is having a hard time financially, you should help them out if you can. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMR021 | 477 | Next are statements about what people may think or believe. We are still on section H on your ans...-18. When it comes to important decisions, the family should seek advice from close relatives. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMS031 | 478 | Next are statements about what people may think or believe. We are still on section H on your ans...-19. It is always important to be united as a family. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMO031 | 479 | Next are statements about what people may think or believe. We are still on section H on your ans...-20. A person should share his/her home with relatives if they need a place to stay. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMS041 | 480 | Next are statements about what people may think or believe. We are still on section H on your ans...-21. It is important to have close relationships with aunts/uncles, grandparents, and cousins. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMO041 | 481 | Next are statements about what people may think or believe. We are still on section H on your ans...-22. Older kids should take care of and be role models for their younger brothers and sisters. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMR031 | 482 | Next are statements about what people may think or believe. We are still on section H on your ans...-23. Children should be taught to always be good because they represent the family. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMS051 | 483 | Next are statements about what people may think or believe. We are still on section H on your ans...-24. Holidays and celebrations are important because the whole family comes together. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMO051 | 484 | Next are statements about what people may think or believe. We are still on section H on your ans...-25. Parents should be willing to make great sacrifices to make sure their children have a better life. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMR041 | 485 | Next are statements about what people may think or believe. We are still on section H on your ans...-26. A person should always think about their family when making important decisions. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMS061 | 486 | Next are statements about what people may think or believe. We are still on section H on your ans...-27. It is important for family members to show their love and affection to one another. | Scale | Input | 5 | Right | F8 | F8 |  |
| TFAMR051 | 487 | Next are statements about what people may think or believe. We are still on section H on your ans...-28. It is important to work and do your best because your work reflects on the family. | Scale | Input | 5 | Right | F8 | F8 |  |
| TMMOD11 | 488 | We are now on section I. In this section, tell me how often each of the following happens to you,...-1. My mother gives me advice with respect to my education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TMMOD21 | 489 | We are now on section I. In this section, tell me how often each of the following happens to you,...-2. My mother sets an example for how I should behave with respect to my education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TMMOD31 | 490 | We are now on section I. In this section, tell me how often each of the following happens to you,...-3. My mother tells me how I should behave in particular education situations. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TMMOD41 | 491 | We are now on section I. In this section, tell me how often each of the following happens to you,...-4. My mother is a role model for how I should act with respect to education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TMDID11 | 492 | We are now on section I. In this section, tell me how often each of the following happens to you,...-5. I try to have educational experiences that are different from my mother's. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TMDID21 | 493 | We are now on section I. In this section, tell me how often each of the following happens to you,...-6. I have learned from watching my mother's educational experiences what I should not do. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TMDID31 | 494 | We are now on section I. In this section, tell me how often each of the following happens to you,...-7. My mother's educational decisions are not a good example for me. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TMDID41 | 495 | We are now on section I. In this section, tell me how often each of the following happens to you,...-8. I have learned from my mother's mistakes in education to do things differently. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TDMOD11 | 496 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-9. My father gives me advice with respect to my education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TDMOD21 | 497 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-10. My father sets an example for how I should behave with respect to my education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TDMOD31 | 498 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-11. My father tells me how I should behave in particular education situations. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TDMOD41 | 499 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-12. My father is a role model for how I should act with respect to education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TDDID11 | 500 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-13. I try to have educational experiences that are different from my father's. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TDDID21 | 501 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-14. I have learned from watching my father's educational experiences what I should not do. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TDDID31 | 502 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-15. My father's educational decisions are not a good example for me. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TDDID41 | 503 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-16. I have learned from my father's mistakes in education to do things differently. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TFMOD11 | 504 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-17. My close friends give me advice with respect to my education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TFMOD21 | 505 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-18. My close friends set an example for how I should behave with respect to my education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TFMOD31 | 506 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-19. My close friends tell me how I should behave in particular education situations. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TFMOD41 | 507 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-20. My close friends are a role model for how I should act with respect to education. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TFDID11 | 508 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-21. I try to have educational experiences that are different from my close friends'. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TFDID21 | 509 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-22. I have learned from watching my close friends' educational experiences what I should not do. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TFDID31 | 510 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-23. My close friends' educational decisions are not a good example for me. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TFDID41 | 511 | Continuing with section I on your answer sheet, tell me how often each of the following happens a...-24. I have learned from my close friends' mistakes in education to do things differently. | Scale | Input | 5 | Right | F8 | F8 | -999 |
| TCOPE011 | 512 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-1. When you had a problem you told yourself that you could handle this problem. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE021 | 513 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-2. You did something to make things better. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE031 | 514 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-3. You told yourself that things would get better. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE041 | 515 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-4. You tried to notice or think about only the good things in your life. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE051 | 516 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-5. You told yourself that it would be OK. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE061 | 517 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-6. You tried to understand it better by thinking more about it. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE071 | 518 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-7. You thought about which things are best to do to handle the problem. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE081 | 519 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-8. You told yourself you could handle whatever happens. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE091 | 520 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-9. You did something to solve the problem. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE101 | 521 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-10. You thought about what you could learn from the problem. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE111 | 522 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-11. You thought about what you needed to know so you could solve the problem. | Scale | Input | 5 | Right | F8 | F8 |  |
| TCOPE121 | 523 | We are now on section J. Sometimes teens have problems or feel upset about things. When this happ...-12. You reminded yourself about all the things you have going for you. | Scale | Input | 5 | Right | F8 | F8 |  |
| TSCHB011 | 524 | Let's begin section K. For the next set of items, tell me how true this is for you. READ NUMBER 1...-1. I am happy to be at school. | Scale | Input | 5 | Right | F8 | F8 |  |
| TSCHB021 | 525 | Let's begin section K. For the next set of items, tell me how true this is for you. READ NUMBER 1...-2. I feel close to others at my school. | Scale | Input | 5 | Right | F8 | F8 |  |
| TSCHB031 | 526 | Let's begin section K. For the next set of items, tell me how true this is for you. READ NUMBER 1...-3. I feel safe at my school. | Scale | Input | 5 | Right | F8 | F8 |  |
| TSCHB041 | 527 | Let's begin section K. For the next set of items, tell me how true this is for you. READ NUMBER 1...-4. I feel like I am a part of my school. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS011 | 528 | We are now on section L1. The following questions ask how much you think that being a science stu...-1. In general, doing well in my science class is important to me. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS021 | 529 | We are now on section L1. The following questions ask how much you think that being a science stu...-2. I fit in with other students in my science class. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS031 | 530 | We are now on section L1. The following questions ask how much you think that being a science stu...-3. Others see me as someone who enjoys science. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS041 | 531 | We are now on section L1. The following questions ask how much you think that being a science stu...-4. I think I am a good science student. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS051 | 532 | We are now on section L1. The following questions ask how much you think that being a science stu...-5. I feel like I belong in a science job. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS061 | 533 | We are now on section L1. The following questions ask how much you think that being a science stu...-6. I am a science student. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS071 | 534 | We are now on section L1. The following questions ask how much you think that being a science stu...-7. I have made many friends who enjoy science. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS081 | 535 | We are now on section L1. The following questions ask how much you think that being a science stu...-8. Being ${q://QID139/ChoiceTextEntryValue} is important to me as a science student. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS091 | 536 | We are now on section L1. The following questions ask how much you think that being a science stu...-9. I feel like I fit in more in science class when there are other students who are ${q://QID139/ChoiceTextEntryValue}. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS111 | 537 | We are now on section L2. How much would you agree with the following? READ NUMBER 10. Would you...-10. I plan to have a job working with science. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS121 | 538 | We are now on section L2. How much would you agree with the following? READ NUMBER 10. Would you...-11. I know what I need to do to work with science. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS131 | 539 | We are now on section L2. How much would you agree with the following? READ NUMBER 10. Would you...-12. I will work as hard as needed to get a job in science. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS141 | 540 | We are now on section L2. How much would you agree with the following? READ NUMBER 10. Would you...-13. I think a science job will make me happy. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS151 | 541 | We are now on section L2. How much would you agree with the following? READ NUMBER 10. Would you...-14. I feel that I am doing what I need to do to get a science job. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS161 | 542 | We are now on section L2. How much would you agree with the following? READ NUMBER 10. Would you...-15. I definitely want a job for myself in science. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS171 | 543 | We are now on section L2. How much would you agree with the following? READ NUMBER 10. Would you...-16. Learning and working with science would be the best choice for my life. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM011 | 544 | We are now on section L3. The following questions ask how much you think that being a math studen...-17. In general, doing well in my math class is important to me. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM021 | 545 | We are now on section L3. The following questions ask how much you think that being a math studen...-18. I fit in with other students in my math class. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM031 | 546 | We are now on section L3. The following questions ask how much you think that being a math studen...-19. Others see me as someone who enjoys math. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM041 | 547 | We are now on section L3. The following questions ask how much you think that being a math studen...-20. I think I am a good math student. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM051 | 548 | We are now on section L3. The following questions ask how much you think that being a math studen...-21. I feel like I belong in a math job. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM061 | 549 | We are now on section L3. The following questions ask how much you think that being a math studen...-22. I am a math student. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM071 | 550 | We are now on section L3. The following questions ask how much you think that being a math studen...-23. I have made many friends who enjoy math. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM081 | 551 | We are now on section L3. The following questions ask how much you think that being a math studen...-24. Being ${q://QID139/ChoiceTextEntryValue} is important to me as a math student. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM091 | 552 | We are now on section L3. The following questions ask how much you think that being a math studen...-25. I feel like I fit in more in math class when there are other students who are ${q://QID139/ChoiceTextEntryValue}. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM111 | 553 | We are now on section L4. How much would you agree or disagree with the following? READ NUMBER 26...-26. I plan to have a job working with math. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM121 | 554 | We are now on section L4. How much would you agree or disagree with the following? READ NUMBER 26...-27. I know what I need to do to work with math. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM131 | 555 | We are now on section L4. How much would you agree or disagree with the following? READ NUMBER 26...-28. I will work as hard as needed to get a job in math. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM141 | 556 | We are now on section L4. How much would you agree or disagree with the following? READ NUMBER 26...-29. I think a math job will make me happy. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM151 | 557 | We are now on section L4. How much would you agree or disagree with the following? READ NUMBER 26...-30. I feel that I am doing what I need to do to get a math job. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM161 | 558 | We are now on section L4. How much would you agree or disagree with the following? READ NUMBER 26...-31. I definitely want a job for myself in math. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM171 | 559 | We are now on section L4. How much would you agree or disagree with the following? READ NUMBER 26...-32. Learning and working with math would be the best choice for my life. | Scale | Input | 5 | Right | F8 | F8 |  |
| TASE011 | 560 | Now, I am interested in learning what school is like for you. We are on section M on your answer...-1. You are certain you can master the skills taught in school this year. | Scale | Input | 5 | Right | F8 | F8 |  |
| TASE021 | 561 | Now, I am interested in learning what school is like for you. We are on section M on your answer...-2. You can do even the hardest schoolwork if you try. | Scale | Input | 5 | Right | F8 | F8 |  |
| TASE031 | 562 | Now, I am interested in learning what school is like for you. We are on section M on your answer...-3. If you have enough time, you can do a good job on all your schoolwork. | Scale | Input | 5 | Right | F8 | F8 |  |
| TASE041 | 563 | Now, I am interested in learning what school is like for you. We are on section M on your answer...-4. No matter how hard you try, there is some schoolwork you'll never understand. | Scale | Input | 5 | Right | F8 | F8 |  |
| TASE051 | 564 | Now, I am interested in learning what school is like for you. We are on section M on your answer...-5. You can do almost all the work in school if you don't give up. | Scale | Input | 5 | Right | F8 | F8 |  |
| TASE061 | 565 | Now, I am interested in learning what school is like for you. We are on section M on your answer...-6. Even if the schoolwork is hard, you can learn it. | Scale | Input | 5 | Right | F8 | F8 |  |
| TASE071 | 566 | Now, I am interested in learning what school is like for you. We are on section M on your answer...-7. You are certain you can figure out how to do even the most difficult schoolwork. | Scale | Input | 5 | Right | F8 | F8 |  |
| TREAD011 | 567 | We are now on section N. I'm interested in learning about your reading habits. Overall, thinking...-1. For work or school. | Scale | Input | 5 | Right | F8 | F8 |  |
| TREAD021 | 568 | We are now on section N. I'm interested in learning about your reading habits. Overall, thinking...-2. For pleasure. | Scale | Input | 5 | Right | F8 | F8 |  |
| TREAD031 | 569 | We are now on section N. I'm interested in learning about your reading habits. Overall, thinking...-3. To keep up with current events. | Scale | Input | 5 | Right | F8 | F8 |  |
| TREAD041 | 570 | We are now on section N. I'm interested in learning about your reading habits. Overall, thinking...-4. To research specific topics you're interested in. | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT011 | 571 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-1. How do you feel about reading news online for class? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT021 | 572 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-2. How do you feel about reading online for a class? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT031 | 573 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-3. How do you feel about reading a book online for a class? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT041 | 574 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-4. How do you feel about looking up information online for a class? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT051 | 575 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-5. How do you feel about working on an internet project with classmates? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT061 | 576 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-6. How do you feel about reading anything printed (books, magazines, comic books, etc.) in your free time? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT071 | 577 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-7. How do you feel about reading a book in your free time? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT081 | 578 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-8. How do you feel about talking with friends about something you've been reading in your free time? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT091 | 579 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-9. How do you feel about getting a book or a magazine for a present? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT101 | 580 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-10. How do you feel about reading a book for fun on a rainy Saturday? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT111 | 581 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-11. How do you feel about doing research using encyclopedias (or other books) for a class? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT121 | 582 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-12. How do you feel about reading a textbook? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT131 | 583 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-13. How do you feel about using a dictionary for class? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT141 | 584 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-14. How do you feel about reading a newspaper or a magazine for a class? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT151 | 585 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-15. How do you feel about reading a novel for class? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT161 | 586 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-16. How do you feel about instant messaging or e-mailing friends in your free time? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT171 | 587 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-17. How do you feel about texting friends in your free time? | Scale | Input | 5 | Right | F8 | F8 |  |
| TRATT181 | 588 | Let's move on to section O. Please tell me how you feel about each statement where 1 is very bad...-18. How do you feel about being on social websites like Facebook or MySpace in your free time? | Scale | Input | 5 | Right | F8 | F8 |  |
| TEDV011 | 589 | We are now on section P. The next few questions ask about your beliefs about education in the las...-1. Going to college is necessary for a good future. | Scale | Input | 5 | Right | F8 | F8 |  |
| TEDV021 | 590 | We are now on section P. The next few questions ask about your beliefs about education in the las...-2. Doing well in school is the best way to succeed as an adult. | Scale | Input | 5 | Right | F8 | F8 |  |
| TEDV031 | 591 | We are now on section P. The next few questions ask about your beliefs about education in the las...-3. People need to get good grades in school in order to get a good job as an adult. | Scale | Input | 5 | Right | F8 | F8 |  |
| TEDV041 | 592 | We are now on section P. The next few questions ask about your beliefs about education in the las...-4. It is important to do well in school to earn a good living as an adult. | Scale | Input | 5 | Right | F8 | F8 |  |
| TEDV051 | 593 | We are now on section P. The next few questions ask about your beliefs about education in the las...-5. Doing well in school is the best way to get ahead in life. | Scale | Input | 5 | Right | F8 | F8 |  |
| TINTL1 | 594 | Interviewer: Please indicate whether this survey was administered in English or Spanish. | Scale | Input | 5 | Right | F8 | F8 |  |
| TINST01 | 595 | You have opened the TEEN survey. | Scale | Input | 5 | Right | F8 | F8 |  |
| TIID1 | 596 | Interviewer ID | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TINST02 | 597 | Teen: Can we get started now? | Scale | Input | 5 | Right | F8 | F8 |  |
| TINST03 | 598 | Teen: Assent form | Scale | Input | 5 | Right | F8 | F8 |  |
| TINST04 | 599 | Teen: Is it possible for you to go to a quiet room? | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDS101 | 600 | TAIDS1-7A. I identify as a science student. | Scale | Input | 5 | Right | F8 | F8 |  |
| TAIDM101 | 601 | TAIDM1-23A. I identify as a math student. | Scale | Input | 5 | Right | F8 | F8 |  |
| TINST05 | 602 | Teen: Is Mom available? | Scale | Input | 5 | Right | F8 | F8 |  |
| TINST06 | 603 | Teen: Is dad available? | Scale | Input | 5 | Right | F8 | F8 |  |
| TBIL1r | 604 | Teen report of other language-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 | 99.00 |
| filter\_$ | 605 | dBILANG1='none' (FILTER) | Nominal | Input | 10 | Right | F1 | F1 |  |
| THEAR1r | 606 | Teen report of where he/she heard about project-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TS1r | 607 | Teen report of 8th grade school-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TDIST1r | 608 | Teen report of 8th grade district-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TETH1r | 609 | Teen report of ethnicity-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TBORN1r | 610 | Teen report of birthplace-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TGRDM1r | 611 | Teen report of math grade-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 | 99.00 |
| TGRDS1r | 612 | Teen report of science grade-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 | 99.00 |
| TGRDSS1r | 613 | Teen report of social studies grade-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 | 99.00 |
| TGRDE1r | 614 | Teen report of English grade-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 | 99.00 |
| MBIL1r | 615 | Mom report of other language-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 | 99.00 |
| MHEAR1r | 616 | Mom report of where she heard about project-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MS1r | 617 | Mom report of 8th grade school-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| METNY1r | 618 | Mom report of ethnicity-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MTETNY1r | 619 | Mom report of teens ethnicity-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MBORN1r | 620 | Mom report of birthplace-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MTFBORN1r | 621 | Mom report of teens fathers birthplace-categorical-W1 | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MMOMB1r | 622 | Mom report of moms mothers birthplace-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MDADB1r | 623 | Mom report of moms fathers birthplace-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MTEENB1r | 624 | Mom report of teens birthplace-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DBIL1r | 625 | Dad report of other language-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 | 99.00 |
| DHEAR1r | 626 | Dad report of where he heard about project-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DS1r | 627 | Dad report of 8th grade school-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DETNY1r | 628 | Dad report of ethnicity-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DTETNY1r | 629 | Dad report of teens ethnicity-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 | 99.00 |
| DBORN1r | 630 | Dad report of birthplace-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DTMBORN1r | 631 | Dad report of teens mothers birthplace-categorical-W1 | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DMOMB1r | 632 | Dad report of dads mothers birthplace-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DDADB1r | 633 | Dad report of dads fathers birthplace-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DTEENB1r | 634 | Dad report of teens birthplace-categorical-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| f1comp | 635 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1AIDS | 636 | Youth report of academic identity in science-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1AIDM | 637 | Youth report of academic identity in math-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1AIDSc | 638 | Youth report of academic identity commitment to science-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1AIDMc | 639 | Youth report of academic identity commitment to math-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1EDV | 640 | Youth report of educational values-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1MMOD | 641 | Youth report of modeling mother-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1DMOD | 642 | Youth report of modeling father-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1FMOD | 643 | Youth report of modeling peers-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1MDID | 644 | Youth report of deidentification mother-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1DDID | 645 | Youth report of deidentification father-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1FDID | 646 | Youth report of deidentification peers-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1SCHB | 647 | Youth report of school belonging-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TASE041r | 648 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ASE | 649 | Youth report of academic self-efficacy-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1READ | 650 | Youth report of reading habits-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1RATTap | 651 | Youth report of attitude toward academic reading of print materials -W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1RATTad | 652 | Youth report of attitude toward academic reading in digital settings -W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1RATTrp | 653 | Youth report of attitude toward recreational reading of print materials -W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1RATTrd | 654 | Youth report of attitude toward recreational reading in digital settings -W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP11r | 655 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP21r | 656 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP31r | 657 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP41r | 658 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP51r | 659 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP61r | 660 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN11r | 661 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN21r | 662 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN31r | 663 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN41r | 664 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN51r | 665 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN61r | 666 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN71r | 667 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN81r | 668 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF11r | 669 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF21r | 670 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF31r | 671 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF41r | 672 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF51r | 673 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF61r | 674 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCHAR71r | 675 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCHAR81r | 676 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CompA | 677 | Youth report of PYD Academic Competence -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CompS | 678 | Youth report of PYD Social Competence -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CompP | 679 | Youth report of PYD Physical Competence -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1COM | 680 | Youth report of PYD competence-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ConfS | 681 | Youth report of PYD Confidence: Self-Worth -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ConfP | 682 | Youth report of PYD Confidence: Positive Identity -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ConfA | 683 | Youth report of PYD Confidence: Appearance -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CONF | 684 | Youth report of PYD confidence-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CharS | 685 | Youth report of PYD Character: Social Conscience -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CharD | 686 | Youth report of PYD Character: Values Diversity -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CharC | 687 | Youth report of PYD Character: Conduct Behavior -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CharP | 688 | Youth report of PYD Character: Personal Values -W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1Char | 689 | Youth report of PYD Character-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1Care | 690 | Youth report of PYD Caring-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ConnF | 691 | Youth report of PYD Connection: Family-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ConnN | 692 | Youth report of PYD Connection: Neighborhood-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ConnS | 693 | Youth report of PYD Connection: School-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ConnP | 694 | Youth report of PYD Connection: Peer-W1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CONN | 695 | Youth report of PYD connection-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1PYD | 696 | Youth report of PYD Total-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TACST011r | 697 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST021r | 698 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST031r | 699 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST041r | 700 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST051r | 701 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST061r | 702 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST071r | 703 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST081r | 704 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST091r | 705 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST101r | 706 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST111r | 707 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST121r | 708 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST131r | 709 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST141r | 710 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST151r | 711 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST161r | 712 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST171r | 713 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST181r | 714 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST191r | 715 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST201r | 716 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST211r | 717 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST221r | 718 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST231r | 719 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST241r | 720 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST251r | 721 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| T1ACSep | 722 | Youth report of Acculturative Stress: English Competency Pressures-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ACSsp | 723 | Youth report of Acculturative Stress: Spanish Competency Pressures-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ACSbp | 724 | Youth report of Acculturative Stress: New Bicultural practices conflict-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ACSpar | 725 | Youth report of Acculturative Stress: Revised Pressure to Acculturate-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1ACSpa | 726 | Youth report of Acculturative Stress: Original Pressure to Acculturate-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1COPE | 727 | Youth report of coping-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1FAMS | 728 | Youth report of familism support-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1FAMR | 729 | Youth report of familism referrent-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1FAMO | 730 | Youth report of familism obligation-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1FAM | 731 | Youth report of familism values-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1CEN | 732 | Youth report of ethnic identity centrality-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1PRI | 733 | Youth report of ethnic identity private regard-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1PUB | 734 | Youth report of ethnic identity public regard-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1EIDT | 735 | Youth report of ethnic identity total-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T1GPA | 736 | Youth Grade Point Average- W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| f1edu | 737 | Highest family level education - Phase 1 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| D1EDV | 738 | Father report of educational values-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1EDV | 739 | Mother report of educational values-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1MMOD | 740 | Father report of modeling-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1MDID | 741 | Father report of deidentification-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1MMOD | 742 | Mother report of modeling-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1MDID | 743 | Mother report of deidentification-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| DTEXT011r | 744 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT021r | 745 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT031r | 746 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT041r | 747 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT051r | 748 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
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| DTEXT081r | 751 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT091r | 752 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
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| DTEXT111r | 754 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT121r | 755 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT131r | 756 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT141r | 757 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
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| DTEXT161r | 759 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT171r | 760 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT181r | 761 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT191r | 762 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT201r | 763 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT211r | 764 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT221r | 765 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT231r | 766 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT241r | 767 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT011r | 768 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT021r | 769 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT031r | 770 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT041r | 771 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT051r | 772 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
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| DTINT091r | 776 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT101r | 777 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT111r | 778 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT121r | 779 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT131r | 780 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT141r | 781 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT151r | 782 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT161r | 783 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT171r | 784 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT181r | 785 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT191r | 786 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT201r | 787 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT211r | 788 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT221r | 789 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT231r | 790 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT241r | 791 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT011r | 792 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT021r | 793 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT031r | 794 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT041r | 795 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT051r | 796 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT061r | 797 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT071r | 798 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT081r | 799 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT091r | 800 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT101r | 801 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT111r | 802 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT121r | 803 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT131r | 804 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT141r | 805 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT151r | 806 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT161r | 807 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT171r | 808 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT181r | 809 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT191r | 810 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT201r | 811 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT211r | 812 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT221r | 813 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT231r | 814 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT241r | 815 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
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| MTINT021r | 817 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT031r | 818 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
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| MTINT061r | 821 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT071r | 822 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT081r | 823 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT091r | 824 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT101r | 825 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT111r | 826 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT121r | 827 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT131r | 828 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT141r | 829 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT151r | 830 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT161r | 831 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT171r | 832 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT181r | 833 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT191r | 834 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT201r | 835 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT211r | 836 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT221r | 837 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT231r | 838 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT241r | 839 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| D1TEXT | 840 | Father report of Youth externalizing (sum)-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1TINT | 841 | Father report of Youth internalizing (sum)-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1TEXT | 842 | Mother report of Youth externalizing (sum)-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1TINT | 843 | Mother report of Youth internalizing (sum)-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1FAMS | 844 | Father report of familism support-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1FAMR | 845 | Father report of familism referrent-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1FAMO | 846 | Father report of familism obligation-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1FAM | 847 | Father report of familism values-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1FAMS | 848 | Mother report of familism support-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1FAMR | 849 | Mother report of familism referrent-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1FAMO | 850 | Mother report of familism obligation-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1FAM | 851 | Mother report of familism values-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| DWRM021R | 852 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DWRM041R | 853 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DWRM061R | 854 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DWRM081R | 855 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DWRM101R | 856 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DWRM121R | 857 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DWRM141R | 858 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| DWRM161R | 859 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MWRM021R | 860 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MWRM041R | 861 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MWRM061R | 862 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MWRM081R | 863 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MWRM101R | 864 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MWRM121R | 865 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MWRM141R | 866 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| MWRM161R | 867 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| D1WARM | 868 | Father report of warmth-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1WARM | 869 | Mother report of warmth-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1CEN | 870 | Father report of ethnic identity centrality-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1PRI | 871 | Father report of ethnic identity private regard-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1PUB | 872 | Father report of ethnic identity public regard-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1EIDT | 873 | Father report of ethnic identity total-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1CEN | 874 | Mother report of ethnic identity centrality-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1PRI | 875 | Mother report of ethnic identity private regard-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1PUB | 876 | Mother report of ethnic identity public regard-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1EIDT | 877 | Mother report of ethnic identity total-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1TREAD | 878 | Father report of Youth reading-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1TREAD | 879 | Mother report of Youth reading-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1AIDS | 880 | Father report of academic identity in science-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D1AIDM | 881 | Father report of academic identity in math-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1AIDS | 882 | Mother report of academic identity in science-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M1AIDM | 883 | Mother report of academic identity in math-W1 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| tstart2 | 884 | Start Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| tend2 | 885 | End Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| tfinsh2 | 886 | Finished | Scale | Input | 5 | Right | F40 | F40 |  |
| TIID2 | 887 | Interviewer ID | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TASSENT2 | 888 | Teen: Verbal Assent | Scale | Input | 5 | Right | F40 | F40 |  |
| TAGE2 | 889 | Teen: Age | Nominal | Input | 15 | Right | F8 | F8 |  |
| TGEN2 | 890 | Teen: Gender - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| TGEN2\_TEXT | 891 | Teen: Gender - Other (Please specify): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TBDAY2 | 892 | Teen: DOB | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TBI2 | 893 | Teen: Are you bilingual? | Scale | Input | 5 | Right | F40 | F40 |  |
| TBILANG2 | 894 | Teen: Fluent Languages | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TBORN2 | 895 | Teen: Where were you born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| THEAR2 | 896 | Teen: How did you hear about us? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| THEAR2\_TEXT | 897 | Teen: How did you hear about us? - Other: - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TS2 | 898 | Teen: School - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| TS2\_TEXT | 899 | Teen: School - Other (please list): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TDIST2 | 900 | Teen: School district - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| TDIST2\_TEXT | 901 | Teen: School district - Other (Please specify): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TETH2 | 902 | Teen: Ethnicity | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TEDASP2 | 903 | How far would you like to go in school? READ ALL OPTIONS. | Scale | Input | 5 | Right | F40 | F40 |  |
| TEDTHK2 | 904 | How far do you really think you'll go in school? | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRADES2 | 905 | What grades do you earn in school? | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRDM2\_1 | 906 | GRADE - Math - GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDS2\_1 | 907 | GRADE - Science - GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDSS2\_1 | 908 | GRADE - Social Studies - GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDE2\_1 | 909 | GRADE - English (LA) - GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDM2 | 910 | What type of class is this? - Math | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRDS2 | 911 | What type of class is this? - Science | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRDSS2 | 912 | What type of class is this? - Social Studies | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRDE2 | 913 | What type of class is this? - English (LA) | Scale | Input | 5 | Right | F40 | F40 |  |
| TPLANM2 | 914 | plans to enroll in an honors/advanced math class next year? | Scale | Input | 5 | Right | F40 | F40 |  |
| TPLANS2 | 915 | plans to enroll in an honors/advanced science class next year? | Scale | Input | 5 | Right | F40 | F40 |  |
| TPLANSS2 | 916 | plans to enroll in an honors/advanced social studies class next year? | Scale | Input | 5 | Right | F40 | F40 |  |
| TPLANE2 | 917 | plans to enroll in an honors/advanced English/language arts class next year? | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOMP12 | 918 | TPYD1 - 1. I am just as smart as others my age. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOMP22 | 919 | TPYD1 - 2. I have a lot of friends. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOMP32 | 920 | TPYD1 - 3. I could do well at just about any new athletic activity. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOMP42 | 921 | TPYD1 - 4. I do very well in my class work at school. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOMP52 | 922 | TPYD1 - 5. I am better than others my age at sports. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONF12 | 923 | TPYD1 - 6. I am happy with myself most of the time. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOMP62 | 924 | TPYD1 - 7. I am popular with others my age. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONF22 | 925 | TPYD1 - 8. I am good looking. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCHAR72 | 926 | TPYD1 - 9. I hardly ever do things I know I shouldn't do. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONF32 | 927 | TPYD1 - 10. I really like the way I look. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCHAR82 | 928 | TPYD1 - 11. I usually act the way I am supposed to. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONF42 | 929 | TPYD1 - 12. I am happy the way I am. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONF52 | 930 | TPYD1 - 1. All in all, I am glad I am me. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONF62 | 931 | TPYD1 - 2. When I am an adult, I'm sure I will have a good life. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCHAR12 | 932 | TPYD1 - 1. Helping to make the world a better place to live in. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCHAR22 | 933 | TPYD1 - 2. Giving time and money to make life better for other people. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCHAR32 | 934 | TPYD1 - 3. Doing what I believe is right even if my friends make fun of me. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCHAR42 | 935 | TPYD1 - 4. Accepting responsibility for my actions when I make a mistake or get in trouble. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCHAR52 | 936 | TPYD1 - 1. Knowing a lot about people of other races. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCHAR62 | 937 | TPYD1 - 2. Enjoying being with people who are of a different race than I am. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCARE12 | 938 | TPYD1 - 1. When I see someone being taken advantage of, I want to help them. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCARE22 | 939 | TPYD1 - 2. It bothers me when bad things happen to any person. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCARE32 | 940 | TPYD1 - 3. I feel sorry for other people who don't have what I have. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCARE42 | 941 | TPYD1 - 4. When I see someone being picked on, I feel sorry for them. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCARE52 | 942 | TPYD1 - 5. It makes me sad to see a person who doesn't have friends. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCARE62 | 943 | TPYD1 - 6. When I see another person who is hurt or upset, I feel sorry for them. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONN12 | 944 | TPYD1 - 1. I get a lot of encouragement at my school. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONN22 | 945 | TPYD1 - 2. Teachers at my school push me to be the best I can be. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONN32 | 946 | TPYD1 - 3. I have lots of good conversations with my parents. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONN42 | 947 | TPYD1 - 4. In my family I feel useful and important. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONN52 | 948 | TPYD1 - 5. Adults in my town or city make me feel important. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONN62 | 949 | TPYD1 - 6. Adults in my town or city listen to what I have to say. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONN72 | 950 | TPYD1 - 7. I feel my friends are good friends. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCONN82 | 951 | TPYD1 - 8. My friends care about me. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST012 | 952 | TACST1 - 1. I have a hard time understanding others when they speak English. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST022 | 953 | TACST1 - 2. I have a hard time understanding others when they speak Spanish. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST032 | 954 | TACST1 - 3. I feel pressure to learn Spanish. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST042 | 955 | TACST1 - 4. It bothers me that I speak English with an accent. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST052 | 956 | TACST1 - 5. Since I don't speak English well, people have treated me rudely or unfairly. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST062 | 957 | TACST1 - 6. I have been discriminated against because I have difficulty speaking English. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST072 | 958 | TACST1 - 7. I don't speak English or don't speak it well. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST082 | 959 | TACST1 - 8. I don't speak Spanish or don't speak it well. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST092 | 960 | TACST1 - 9. I feel pressure to learn English. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST102 | 961 | TACST1 - 10. I feel uncomfortable being around people who only speak English. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST112 | 962 | TACST1 - 11. I feel uncomfortable being around people who only speak Spanish. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST122 | 963 | TACST1 - 12. It bothers me when people assume that I speak Spanish. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST132 | 964 | TACST1 - 13. Since I don't speak Spanish well, people have treated me rudely or unfairly. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST142 | 965 | TACST1 - 14. I have been discriminated against because I have difficulty speaking Spanish. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST152 | 966 | TACST1 - 15. It bothers me when people pressure me to assimilate to the American ways of doing things. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST162 | 967 | TACST1 - 16. It bothers me when people don't respect my Mexican/Latino values (e.g., family). | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST172 | 968 | TACST1 - 17. Because of my cultural background, I have a hard time fitting in with Americans. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST182 | 969 | TACST1 - 18. I don't feel accepted by Americans. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST192 | 970 | TACST1 - 19. I have had conflicts with others because I prefer American customs (e.g., celebrating Halloween, Thanksgiving) over Mexican/Latino ones (e.g., celebrating Dia de los Muertos, Quinceañeras). | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST202 | 971 | TACST1 - 20. People look down upon me if I practice Mexican/Latino customs. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST212 | 972 | TACST1 - 21. People look down upon me if I practice American customs. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST222 | 973 | TACST1 - 22. I feel uncomfortable when I have to choose between Mexican/Latino and American ways of doing things. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST232 | 974 | TACST1 - 23. I feel uncomfortable because my family does not know Mexican/Latino ways of doing things. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST242 | 975 | TACST1 - 24. I feel uncomfortable when others expect me to know American ways of doing things. | Scale | Input | 5 | Right | F40 | F40 |  |
| TACST252 | 976 | TACST1 - 25. I feel uncomfortable when others expect me to know Mexican/Latino ways of doing things. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCEN012 | 977 | TEI - 1. I have a strong sense of belonging to my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| TPRI012 | 978 | TEI - 2. I feel good about being a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| TPUB012 | 979 | TEI - 3. Overall, my ethnic group is considered good by others. | Scale | Input | 5 | Right | F40 | F40 |  |
| TPRI022 | 980 | TEI - 4. I am happy that I am a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCEN022 | 981 | TEI - 5. I have a strong attachment to other people in my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| TPUB022 | 982 | TEI - 6. In general, others respect members of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCEN032 | 983 | TEI - 7. In general, being a member of my ethnic group is an important part of my self-image. | Scale | Input | 5 | Right | F40 | F40 |  |
| TPUB032 | 984 | TEI - 8. In general, other groups view my ethnic group in a positive manner. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCEN042 | 985 | TEI - 9. Being a member of my ethnic group is an important reflection of who I am. | Scale | Input | 5 | Right | F40 | F40 |  |
| TPRI032 | 986 | TEI - 10. I feel that my ethnic group has made valuable contributions to this society. | Scale | Input | 5 | Right | F40 | F40 |  |
| TPUB042 | 987 | TEI - 11. Society views members of my ethnic group as an asset. QXQ: Society views members of my ethnic group as valuable. | Scale | Input | 5 | Right | F40 | F40 |  |
| TPRI042 | 988 | TEI - 12. I am proud to be a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMS012 | 989 | TFAM1 - 13. Parents should teach their children that the family always comes first. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMO012 | 990 | TFAM1 - 14. Children should be taught that it is their duty to care for their parents when their parents get old. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMR012 | 991 | TFAM1 - 15. Children should always do things to make their parents happy. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMS022 | 992 | TFAM1 - 16. Family provides a sense of security because they will always be there for you. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMO022 | 993 | TFAM1 - 17. If a relative is having a hard time financially, you should help them out if you can. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMR022 | 994 | TFAM1 - 18. When it comes to important decisions, the family should seek advice from close relatives. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMS032 | 995 | TFAM1 - 19. It is always important to be united as a family. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMO032 | 996 | TFAM1 - 20. A person should share his/her home with relatives if they need a place to stay. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMS042 | 997 | TFAM1 - 21. It is important to have close relationships with aunts/uncles, grandparents, and cousins. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMO042 | 998 | TFAM1 - 22. Older kids should take care of and be role models for their younger brothers and sisters. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMR032 | 999 | TFAM1 - 23. Children should be taught to always be good because they represent the family. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMS052 | 1000 | TFAM1 - 24. Holidays and celebrations are important because the whole family comes together. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMO052 | 1001 | TFAM1 - 25. Parents should be willing to make great sacrifices to make sure their children have a better life. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMR042 | 1002 | TFAM1 - 26. A person should always think about their family when making important decisions. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMS062 | 1003 | TFAM1 - 27. It is important for family members to show their love and affection to one another. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFAMR052 | 1004 | TFAM1 - 28. It is important to work and do your best because your work reflects on the family. | Scale | Input | 5 | Right | F40 | F40 |  |
| TMMOD12 | 1005 | TMOD1/TDID1 - 1. My mother gives me advice with respect to my education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TMMOD22 | 1006 | TMOD1/TDID1 - 2. My mother sets an example for how I should behave with respect to my education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TMMOD32 | 1007 | TMOD1/TDID1 - 3. My mother tells me how I should behave in particular education situations. | Scale | Input | 5 | Right | F40 | F40 |  |
| TMMOD42 | 1008 | TMOD1/TDID1 - 4. My mother is a role model for how I should act with respect to education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TMDID12 | 1009 | TMOD1/TDID1 - 5. I try to have educational experiences that are different from my mother's. | Scale | Input | 5 | Right | F40 | F40 |  |
| TMDID22 | 1010 | TMOD1/TDID1 - 6. I have learned from watching my mother's educational experiences what I should not do. QXQ: I have learned what not to do by watching my mother's educational experiences. | Scale | Input | 5 | Right | F40 | F40 |  |
| TMDID32 | 1011 | TMOD1/TDID1 - 7. My mother's educational decisions are not a good example for me. | Scale | Input | 5 | Right | F40 | F40 |  |
| TMDID42 | 1012 | TMOD1/TDID1 - 8. I have learned from my mother's mistakes in education to do things differently. QXQ: I have learned to do things differently based on my mother's mistakes in education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TDMOD12 | 1013 | TMOD1/TDID1 - 9. My father gives me advice with respect to my education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TDMOD22 | 1014 | TMOD1/TDID1 - 10. My father sets an example for how I should behave with respect to my education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TDMOD32 | 1015 | TMOD1/TDID1 - 11. My father tells me how I should behave in particular education situations. | Scale | Input | 5 | Right | F40 | F40 |  |
| TDMOD42 | 1016 | TMOD1/TDID1 - 12. My father is a role model for how I should act with respect to education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TDDID12 | 1017 | TMOD1/TDID1 - 13. I try to have educational experiences that are different from my father's. | Scale | Input | 5 | Right | F40 | F40 |  |
| TDDID22 | 1018 | TMOD1/TDID1 - 14. I have learned from watching my father's educational experiences what I should not do. QXQ: I have learned what not to do by watching my father's educational experiences. | Scale | Input | 5 | Right | F40 | F40 |  |
| TDDID32 | 1019 | TMOD1/TDID1 - 15. My father's educational decisions are not a good example for me. | Scale | Input | 5 | Right | F40 | F40 |  |
| TDDID42 | 1020 | TMOD1/TDID1 - 16. I have learned from my father's mistakes in education to do things differently. QXQ: I have learned to do things differently based on my father's mistakes in education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFMOD12 | 1021 | TMOD1/TDID1 - 17. My close friends give me advice with respect to my education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFMOD22 | 1022 | TMOD1/TDID1 - 18. My close friends set an example for how I should behave with respect to my education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFMOD32 | 1023 | TMOD1/TDID1 - 19. My close friends tell me how I should behave in particular education situations. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFMOD42 | 1024 | TMOD1/TDID1 - 20. My close friends are a role model for how I should act with respect to education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFDID12 | 1025 | TMOD1/TDID1 - 21. I try to have educational experiences that are different from my close friends'. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFDID22 | 1026 | TMOD1/TDID1 - 22. I have learned from watching my close friends' educational experiences what I should not do. QXQ: I have learned what not to do by watching my close friends' educational experiences. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFDID32 | 1027 | TMOD1/TDID1 - 23. My close friends' educational decisions are not a good example for me. | Scale | Input | 5 | Right | F40 | F40 |  |
| TFDID42 | 1028 | TMOD1/TDID1 - 24. I have learned from my close friends' mistakes in education to do things differently. QXQ: I have learned to do things differently based on my close friends' mistakes in education. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE012 | 1029 | TCOPE1 - 1. When you had a problem you told yourself that you could handle this problem. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE022 | 1030 | TCOPE1 - 2. You did something to make things better. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE032 | 1031 | TCOPE1 - 3. You told yourself that things would get better. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE042 | 1032 | TCOPE1 - 4. You tried to notice or think about only the good things in your life. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE052 | 1033 | TCOPE1 - 5. You told yourself that it would be OK. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE062 | 1034 | TCOPE1 - 6. You tried to understand it better by thinking more about it. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE072 | 1035 | TCOPE1 - 7. You thought about which things are best to do to handle the problem. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE082 | 1036 | TCOPE1 - 8. You told yourself you could handle whatever happens. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE092 | 1037 | TCOPE1 - 9. You did something to solve the problem. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE102 | 1038 | TCOPE1 - 10. You thought about what you could learn from the problem. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE112 | 1039 | TCOPE1 - 11. You thought about what you needed to know so you could solve the problem. | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOPE122 | 1040 | TCOPE1 - 12. You reminded yourself about all the things you have going for you. | Scale | Input | 5 | Right | F40 | F40 |  |
| TSCHB012 | 1041 | TSCHB1 - 1. I am happy to be at school. | Scale | Input | 5 | Right | F40 | F40 |  |
| TSCHB022 | 1042 | TSCHB1 - 2. I feel close to others at my school. | Scale | Input | 5 | Right | F40 | F40 |  |
| TSCHB032 | 1043 | TSCHB1 - 3. I feel safe at my school. | Scale | Input | 5 | Right | F40 | F40 |  |
| TSCHB042 | 1044 | TSCHB1 - 4. I feel like I am a part of my school. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS012 | 1045 | TAIDS1 - 1. In general, doing well in my science class is important to me. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS022 | 1046 | TAIDS1 - 2. I fit in with other students in my science class. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS032 | 1047 | TAIDS1 - 3. Others see me as someone who enjoys science. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS042 | 1048 | TAIDS1 - 4. I think I am a good science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS052 | 1049 | TAIDS1 - 5. I feel like I belong in a science job. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS062 | 1050 | TAIDS1 - 6. I am a science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS072 | 1051 | TAIDS1 - 7. I have made many friends who enjoy science. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS102 | 1052 | TAIDS1 - 7A. I identify as a science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS082 | 1053 | TAIDS1 - 8. Being [QID139-ChoiceTextEntryValue] is important to me as a science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS092 | 1054 | TAIDS1 - 9. I feel like I fit in more in science class when there are other students who are [QID139-ChoiceTextEntryValue]. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS112 | 1055 | TAIDS1 - 10. I plan to have a job working with science. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS122 | 1056 | TAIDS1 - 11. I know what I need to do to work with science. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS132 | 1057 | TAIDS1 - 12. I will work as hard as needed to get a job in science. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS142 | 1058 | TAIDS1 - 13. I think a science job will make me happy. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS152 | 1059 | TAIDS1 - 14. I feel that I am doing what I need to do to get a science job. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS162 | 1060 | TAIDS1 - 15. I definitely want a job for myself in science. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDS172 | 1061 | TAIDS1 - 16. Learning and working with science would be the best choice for my life. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM012 | 1062 | TAIDM1 - 17. In general, doing well in my math class is important to me. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM022 | 1063 | TAIDM1 - 18. I fit in with other students in my math class. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM032 | 1064 | TAIDM1 - 19. Others see me as someone who enjoys math. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM042 | 1065 | TAIDM1 - 20. I think I am a good math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM052 | 1066 | TAIDM1 - 21. I feel like I belong in a math job. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM062 | 1067 | TAIDM1 - 22. I am a math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM072 | 1068 | TAIDM1 - 23. I have made many friends who enjoy math. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM102 | 1069 | TAIDM1 - 23A. I identify as a math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM082 | 1070 | TAIDM1 - 24. Being [QID139-ChoiceTextEntryValue] is important to me as a math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM092 | 1071 | TAIDM1 - 25. I feel like I fit in more in math class when there are other students who are [QID139-ChoiceTextEntryValue]. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM112 | 1072 | TAIDM1 - 26. I plan to have a job working with math. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM122 | 1073 | TAIDM1 - 27. I know what I need to do to work with math. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM132 | 1074 | TAIDM1 - 28. I will work as hard as needed to get a job in math. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM142 | 1075 | TAIDM1 - 29. I think a math job will make me happy. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM152 | 1076 | TAIDM1 - 30. I feel that I am doing what I need to do to get a math job. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM162 | 1077 | TAIDM1 - 31. I definitely want a job for myself in math. | Scale | Input | 5 | Right | F40 | F40 |  |
| TAIDM172 | 1078 | TAIDM1 - 32. Learning and working with math would be the best choice for my life. | Scale | Input | 5 | Right | F40 | F40 |  |
| TASE012 | 1079 | TASE1 - 1. You are certain you can master the skills taught in school this year. | Scale | Input | 5 | Right | F40 | F40 |  |
| TASE022 | 1080 | TASE1 - 2. You can do even the hardest schoolwork if you try. | Scale | Input | 5 | Right | F40 | F40 |  |
| TASE032 | 1081 | TASE1 - 3. If you have enough time, you can do a good job on all your schoolwork. | Scale | Input | 5 | Right | F40 | F40 |  |
| TASE042 | 1082 | TASE1 - 4. No matter how hard you try, there is some schoolwork you'll never understand. | Scale | Input | 5 | Right | F40 | F40 |  |
| TASE052 | 1083 | TASE1 - 5. You can do almost all the work in school if you don't give up. | Scale | Input | 5 | Right | F40 | F40 |  |
| TASE062 | 1084 | TASE1 - 6. Even if the schoolwork is hard, you can learn it. | Scale | Input | 5 | Right | F40 | F40 |  |
| TASE072 | 1085 | TASE1 - 7. You are certain you can figure out how to do even the most difficult schoolwork. | Scale | Input | 5 | Right | F40 | F40 |  |
| TREAD012 | 1086 | TREAD1 - 1. For work or school. | Scale | Input | 5 | Right | F40 | F40 |  |
| TREAD022 | 1087 | TREAD1 - 2. For pleasure. | Scale | Input | 5 | Right | F40 | F40 |  |
| TREAD032 | 1088 | TREAD1 - 3. To keep up with current events. | Scale | Input | 5 | Right | F40 | F40 |  |
| TREAD042 | 1089 | TREAD1 - 4. To research specific topics you're interested in. | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT012 | 1090 | TRATT1 - 1. How do you feel about reading news online for class? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT022 | 1091 | TRATT1 - 2. How do you feel about reading online for a class? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT032 | 1092 | TRATT1 - 3. How do you feel about reading a book online for a class? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT042 | 1093 | TRATT1 - 4. How do you feel about looking up information online for a class? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT052 | 1094 | TRATT1 - 5. How do you feel about working on an internet project with classmates? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT062 | 1095 | TRATT1 - 6. How do you feel about reading anything printed (books, magazines, comic books, etc.) in your free time? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT072 | 1096 | TRATT1 - 7. How do you feel about reading a book in your free time? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT082 | 1097 | TRATT1 - 8. How do you feel about talking with friends about something you've been reading in your free time? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT092 | 1098 | TRATT1 - 9. How do you feel about getting a book or a magazine for a present? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT102 | 1099 | TRATT1 - 10. How do you feel about reading a book for fun on a rainy Saturday? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT112 | 1100 | TRATT1 - 11. How do you feel about doing research using encyclopedias (or other books) for a class? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT122 | 1101 | TRATT1 - 12. How do you feel about reading a textbook? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT132 | 1102 | TRATT1 - 13. How do you feel about using a dictionary for class? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT142 | 1103 | TRATT1 - 14. How do you feel about reading a newspaper or a magazine for a class? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT152 | 1104 | TRATT1 - 15. How do you feel about reading a novel for class? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT162 | 1105 | TRATT1 - 16. How do you feel about instant messaging or e-mailing friends in your free time? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT172 | 1106 | TRATT1 - 17. How do you feel about texting friends in your free time? | Scale | Input | 5 | Right | F40 | F40 |  |
| TRATT182 | 1107 | TRATT1 - 18. How do you feel about being on social media like Instagram or Snapchat in your free time? | Scale | Input | 5 | Right | F40 | F40 |  |
| TEDV012 | 1108 | TEDV1 - 1. Going to college is necessary for a good future. | Scale | Input | 5 | Right | F40 | F40 |  |
| TEDV022 | 1109 | TEDV1 - 2. Doing well in school is the best way to succeed as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| TEDV032 | 1110 | TEDV1 - 3. People need to get good grades in school in order to get a good job as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| TEDV042 | 1111 | TEDV1 - 4. It is important to do well in school to earn a good living as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| TEDV052 | 1112 | TEDV1 - 5. Doing well in school is the best way to get ahead in life. | Scale | Input | 5 | Right | F40 | F40 |  |
| TINTL2 | 1113 | Teen: Interview language | Scale | Input | 5 | Right | F40 | F40 |  |
| TINST052 | 1114 | Teen: Is Mom available? | Scale | Input | 5 | Right | F40 | F40 |  |
| TINST062 | 1115 | Teen: Is dad available? | Scale | Input | 5 | Right | F40 | F40 |  |
| tdis2 | 1116 | TeenSchoolDistrict | Nominal | Input | 15 | Left | A255 | A255 |  |
| tyear2 | 1117 | Year | Nominal | Input | 15 | Left | A255 | A255 |  |
| t2data | 1118 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| mstart2 | 1119 | Start Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| mend2 | 1120 | End Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| mfinsh2 | 1121 | Finished | Scale | Input | 5 | Right | F40 | F40 |  |
| MINTID2 | 1122 | Interviewer ID | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MCONS2 | 1123 | Mom Verbal Consent - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| MRT2 | 1124 | Mom: What is your relationship with teen? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| MRT2\_TEXT | 1125 | Mom: What is your relationship with teen? - Other Caregiver - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MHEAR2 | 1126 | Mom: How did you hear about us? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| MHEAR2\_6\_TEXT | 1127 | Mom: How did you hear about us? - Other (please list): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MS2 | 1128 | Mom: What school does teen attend? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| MS2\_TEXT | 1129 | Mom: What school does teen attend? - Other (please list): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MSPED2 | 1130 | Does your child currently receive special education services? | Scale | Input | 5 | Right | F40 | F40 |  |
| MSPEDY2 | 1131 | If YES: What services does your child receive? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| MSPEDY2\_TEXT | 1132 | If YES: What services does your child receive? - Other (please list) - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MDOB2 | 1133 | Mom: Birthday | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MBI2 | 1134 | Mom: Bilingual | Scale | Input | 5 | Right | F40 | F40 |  |
| MBILANG2 | 1135 | Mom: Fluent Languages | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MBORN2 | 1136 | Mom: Country of origin | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MTFBORN2 | 1137 | Mom: Teen's biological father country of origin | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MMOMB2 | 1138 | Mom: In what country was your mother born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MDADB2 | 1139 | Mom: In what country was your father born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MTEENB2 | 1140 | Mom: In what country was teen born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| METNY2 | 1141 | Mom: Ethnicity | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MTETNY2 | 1142 | Mom: Teen's ethnicity | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MLTEEN2 | 1143 | Mom: Currently living with teen? | Scale | Input | 5 | Right | F40 | F40 |  |
| MLDAD2 | 1144 | Mom: Is teen living with biological father? | Scale | Input | 5 | Right | F40 | F40 |  |
| MLODAD2 | 1145 | Mom: Is teen living with Other father? | Scale | Input | 5 | Right | F40 | F40 |  |
| MMA2 | 1146 | Mom: Marital Status | Scale | Input | 5 | Right | F40 | F40 |  |
| MEDU2 | 1147 | Mom: Education Level | Scale | Input | 5 | Right | F40 | F40 |  |
| MINCOME2 | 1148 | Mom: Family Monthly Salary - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| MINCOME2\_TEXT | 1149 | Mom: Family Monthly Salary - Monthly Salary - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MFOOD2 | 1150 | Do you currently receive any of the following? MFOOD2 | Scale | Input | 5 | Right | F40 | F40 |  |
| MMED2 | 1151 | Do you currently receive any of the following? MMED2 | Scale | Input | 5 | Right | F40 | F40 |  |
| MEITC2 | 1152 | Do you currently receive any of the following? MEITC2 | Scale | Input | 5 | Right | F40 | F40 |  |
| MTANF2 | 1153 | Do you currently receive any of the following? MTANF2 | Scale | Input | 5 | Right | F40 | F40 |  |
| MHSTART2 | 1154 | Do you currently receive any of the following? MHSTART2 | Scale | Input | 5 | Right | F40 | F40 |  |
| MNONE2 | 1155 | Do you currently receive any of the following? MNONE2 | Scale | Input | 5 | Right | F40 | F40 |  |
| MNUMCH2 | 1156 | Mom: Number of Children | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MNUMHOU2 | 1157 | Mom: Number in household | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| MCEN012 | 1158 | MEI1 - 1. I have a strong sense of belonging to my ethnic group | Scale | Input | 5 | Right | F40 | F40 |  |
| MPRI012 | 1159 | MEI1 - 2. I feel good about being a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| MPUB012 | 1160 | MEI1 - 3. Overall, my ethnic group is considered good by others. | Scale | Input | 5 | Right | F40 | F40 |  |
| MPRI022 | 1161 | MEI1 - 4. I am happy that I am a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| MCEN022 | 1162 | MEI1 - 5. I have a strong attachment to other people in my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| MPUB022 | 1163 | MEI1 - 6. In general, others respect members of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| MCEN032 | 1164 | MEI1 - 7. In general, being a member of my ethnic group is an important part of my self-image. | Scale | Input | 5 | Right | F40 | F40 |  |
| MPUB032 | 1165 | MEI1 - 8. In general, other groups view my ethnic group in a positive manner. | Scale | Input | 5 | Right | F40 | F40 |  |
| MCEN042 | 1166 | MEI1 - 9. Being a member of my ethnic group is an important reflection of who I am. | Scale | Input | 5 | Right | F40 | F40 |  |
| MPRI032 | 1167 | MEI1 - 10. I feel that my ethnic group has made valuable contributions to this society. | Scale | Input | 5 | Right | F40 | F40 |  |
| MPUB042 | 1168 | MEI1 - 11. Society views members of my ethnic group as an asset. QXQ: Society views members of my ethnic group as valuable. | Scale | Input | 5 | Right | F40 | F40 |  |
| MPRI042 | 1169 | MEI1 - 12. I am proud to be a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| MEDV12 | 1170 | MEDV1 - 1. Going to college is necessary for a good future. | Scale | Input | 5 | Right | F40 | F40 |  |
| MEDV22 | 1171 | MEDV1 - 2. Doing well in school is the best way to succeed as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| MEDV32 | 1172 | MEDV1 - 3. People need to get good grades in school in order to get a good job as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| MEDV42 | 1173 | MEDV1 - 4. It is important to do well in school to earn a good living as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| MEDV52 | 1174 | MEDV1 - 5. Doing well in school is the best way to get ahead in life. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMS012 | 1175 | MFAMI1 - 1. Parents should teach their children that the family always comes first. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMO012 | 1176 | MFAMI1 - 2. Children should be taught that it is their duty to care for their parents when their parents get old. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMR012 | 1177 | MFAMI1 - 3. Children should always do things to make their parents happy. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMS022 | 1178 | MFAMI1 - 4. Family provides a sense of security because they will always be there for you. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMO022 | 1179 | MFAMI1 - 5. If a relative is having a hard time financially, you should help them out if you can. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMR022 | 1180 | MFAMI1 - 6. When it comes to important decisions, the family should seek advice from close relatives. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMS032 | 1181 | MFAMI1 - 7. It is always important to be united as a family. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMO032 | 1182 | MFAMI1 - 8. A person should share his/her home with relatives if they need a place to stay. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMS042 | 1183 | MFAMI1 - 9. It is important to have close relationships with aunts/uncles, grandparents and cousins. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMO042 | 1184 | MFAMI1 - 10. Older kids should take care of and be role models for their younger brothers and sisters. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMR032 | 1185 | MFAMI1 - 11. Children should be taught to always be good because they represent the family. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMS052 | 1186 | MFAMI1 - 12. Holidays and celebrations are important because the whole family comes together. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMO052 | 1187 | MFAMI1 - 13. Parents should be willing to make great sacrifices to make sure their children have a better life. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMR042 | 1188 | MFAMI1 - 14. A person should always think about their family when making important decisions. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMS062 | 1189 | MFAMI1 - 15. It is important for family members to show their love and affection to one another. | Scale | Input | 5 | Right | F40 | F40 |  |
| MFAMR052 | 1190 | MFAMI1 - 16. It is important to work and do your best because your work reflects on the family. | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT012 | 1191 | MTEXT1/MTINT1 - 1. Has no respect for others | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT022 | 1192 | MTEXT1/MTINT1 - 2. Doesn't follow rules | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT012 | 1193 | MTEXT1/MTINT1 - 3. Is sad, unhappy, or feels down | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT022 | 1194 | MTEXT1/MTINT1 - 4. Is easily worried | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT032 | 1195 | MTEXT1/MTINT1 - 5. Is mean or cruel | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT042 | 1196 | MTEXT1/MTINT1 - 6. Steals from others | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT052 | 1197 | MTEXT1/MTINT1 - 7. Fights a lot | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT062 | 1198 | MTEXT1/MTINT1 - 8. Loses temper or throws tantrums | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT072 | 1199 | MTEXT1/MTINT1 - 9. Disobeys | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT082 | 1200 | MTEXT1/MTINT1 - 10. Curses or swears | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT032 | 1201 | MTEXT1/MTINT1 - 11. Is afraid he/she might do something bad | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT042 | 1202 | MTEXT1/MTINT1 - 12. Is uncomfortable with attention from others | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT052 | 1203 | MTEXT1/MTINT1 - 13. Says he/she is not loved by anyone | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT062 | 1204 | MTEXT1/MTINT1 - 14. Thinks he/she is worthless or second-rate | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT092 | 1205 | MTEXT1/MTINT1 - 15. Talks more than he/she should | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT102 | 1206 | MTEXT1/MTINT1 - 16. Hangs out with troublemakers | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT072 | 1207 | MTEXT1/MTINT1 - 17. Has headaches without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT112 | 1208 | MTEXT1/MTINT1 - 18. Cheats or lies | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT082 | 1209 | MTEXT1/MTINT1 - 19. Is overly anxious or afraid | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT092 | 1210 | MTEXT1/MTINT1 - 20. Blames him/herself too much | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT102 | 1211 | MTEXT1/MTINT1 - 21. Feels tired a lot | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT112 | 1212 | MTEXT1/MTINT1 - 22. Has pains without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT122 | 1213 | MTEXT1/MTINT1 - 23. Keeps to him/herself a lot | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT132 | 1214 | MTEXT1/MTINT1 - 24. Feels sick without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT142 | 1215 | MTEXT1/MTINT1 - 25. Lacks self-confidence | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT152 | 1216 | MTEXT1/MTINT1 - 26. Worries about health too much | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT122 | 1217 | MTEXT1/MTINT1 - 27. Attacks or hits others | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT162 | 1218 | MTEXT1/MTINT1 - 28. Hesitates to speak up in groups | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT132 | 1219 | MTEXT1/MTINT1 - 29. Yells or screams too much | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT172 | 1220 | MTEXT1/MTINT1 - 30. Is quiet and doesn't share thoughts | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT182 | 1221 | MTEXT1/MTINT1 - 31. Is unsure of self or easily embarrassed | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT142 | 1222 | MTEXT1/MTINT1 - 32. Is aggressive | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT192 | 1223 | MTEXT1/MTINT1 - 33. Has stomachaches without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT202 | 1224 | MTEXT1/MTINT1 - 34. Stares into space or nothing | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT152 | 1225 | MTEXT1/MTINT1 - 35. Demands too much attention from others | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT162 | 1226 | MTEXT1/MTINT1 - 36. Is irritable or stubborn | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT172 | 1227 | MTEXT1/MTINT1 - 37. Has sudden mood swings | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT182 | 1228 | MTEXT1/MTINT1 - 38. Doesn't feel guilty about bad behavior | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT192 | 1229 | MTEXT1/MTINT1 - 39. Is arrogant or over-bearing | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT202 | 1230 | MTEXT1/MTINT1 - 40. Teases or provokes other children | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT212 | 1231 | MTEXT1/MTINT1 - 41. Destroys other people's things | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT222 | 1232 | MTEXT1/MTINT1 - 42. Threatens or frightens others | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT232 | 1233 | MTEXT1/MTINT1 - 43. Argues too much | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT212 | 1234 | MTEXT1/MTINT1 - 44. Moves slowly or lacks energy | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT222 | 1235 | MTEXT1/MTINT1 - 45. Says he/she feels lonely | Scale | Input | 5 | Right | F40 | F40 |  |
| MTEXT242 | 1236 | MTEXT1/MTINT1 - 46. Is overly loud | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT232 | 1237 | MTEXT1/MTINT1 - 47. Is withdrawn and keeps apart from people | Scale | Input | 5 | Right | F40 | F40 |  |
| MTINT242 | 1238 | MTEXT1/MTINT1 - 48. Cries or appears tearful too much | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM012 | 1239 | MWARM1 - 1. I make [Field-TeenFirstName] feel better after talking over his/her worries. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM022 | 1240 | MWARM1 - 2. I change the subject whenever [Field-TeenFirstName] has something to say. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM032 | 1241 | MWARM1 - 3. I see [Field-TeenFirstName]'s good points more than his/her faults. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM042 | 1242 | MWARM1 - 4. I finish [Field-TeenFirstName]'s sentences whenever he/she talks. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM052 | 1243 | MWARM1 - 5. I speak to [Field-TeenFirstName] in a warm and friendly voice. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM062 | 1244 | MWARM1 - 6. I often interrupt [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM072 | 1245 | MWARM1 - 7. I understand [Field-TeenFirstName]'s problems and worries. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM082 | 1246 | MWARM1 - 8. I act like I know what [Field-TeenFirstName] is thinking or feeling. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM092 | 1247 | MWARM1 - 9. I am able to make [Field-TeenFirstName] feel better when he/she is upset. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM102 | 1248 | MWARM1 - 10. I would like to be able to tell [Field-TeenFirstName] how to feel or think about things all the time. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM112 | 1249 | MWARM1 - 11. I cheer up [Field-TeenFirstName] when he/she is sad. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM122 | 1250 | MWARM1 - 12. I am always trying to change how [Field-TeenFirstName] feels or thinks about things. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM132 | 1251 | MWARM1 - 13. I have a good time with [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM142 | 1252 | MWARM1 - 14. I blame [Field-TeenFirstName] for other family members' problems. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM152 | 1253 | MWARM1 - 15. I tell or show [Field-TeenFirstName] that I like him/her just the way he/she is. | Scale | Input | 5 | Right | F40 | F40 |  |
| MWARM162 | 1254 | MWARM1 - 16. I bring up [Field-TeenFirstName]'s past mistakes when I criticize him/her. | Scale | Input | 5 | Right | F40 | F40 |  |
| MMOD12 | 1255 | MMOD1/MDID1 - 1. I give [Field-TeenFirstName] advice with respect to his/her education. | Scale | Input | 5 | Right | F40 | F40 |  |
| MMOD22 | 1256 | MMOD1/MDID1 - 2. I set an example for how [Field-TeenFirstName] should behave with respect to his/her education. | Scale | Input | 5 | Right | F40 | F40 |  |
| MMOD32 | 1257 | MMOD1/MDID1 - 3. I tell [Field-TeenFirstName] how he/she should behave in particular education situations. | Scale | Input | 5 | Right | F40 | F40 |  |
| MMOD42 | 1258 | MMOD1/MDID1 - 4. I am a role model for how [Field-TeenFirstName] should act with respect to education. | Scale | Input | 5 | Right | F40 | F40 |  |
| MDID12 | 1259 | MMOD1/MDID1 - 5. [Field-TeenFirstName] tries to have educational experiences that are different from mine. | Scale | Input | 5 | Right | F40 | F40 |  |
| MDID22 | 1260 | MMOD1/MDID1 - 6. [Field-TeenFirstName] has learned from watching my educational experiences what he/she should not do. QXQ: [Field-TeenFirstName] has learned what not to do by watching my educational experiences. | Scale | Input | 5 | Right | F40 | F40 |  |
| MDID32 | 1261 | MMOD1/MDID1 - 7. My educational decisions are not a good example for [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| MDID42 | 1262 | MMOD1/MDID1 - 8. [Field-TeenFirstName] has learned from my mistakes in education to do things differently. QXQ: [Field-TeenFirstName] has learned to do things differently based on my mistakes in education. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDS012 | 1263 | MAIDS1 - 1. In general, doing well in his/her science class is important to [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDS022 | 1264 | MAIDS1 - 2. [Field-TeenFirstName] fits in with other students in his/her science class. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDS032 | 1265 | MAIDS1 - 3. Others see [Field-TeenFirstName] as someone who enjoys science. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDS042 | 1266 | MAIDS1 - 4. I think [Field-TeenFirstName] is a good science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDS052 | 1267 | MAIDS1 - 5. I feel like [Field-TeenFirstName] belongs in a science job. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDS062 | 1268 | MAIDS1 - 6. [Field-TeenFirstName] is a science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDS072 | 1269 | MAIDS1 - 7. [Field-TeenFirstName] has made many friends who enjoy science. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDS082 | 1270 | MAIDS1 - 8. Being [QID209-ChoiceTextEntryValue] is important to [Field-TeenFirstName] as a science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDS092 | 1271 | MAIDS1 - 9. I feel like [Field-TeenFirstName] fits in more in science class when there are other students who are [QID209-ChoiceTextEntryValue]. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDM012 | 1272 | MAIDM1 - 1. In general, doing well in his/her math class is important to [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDM022 | 1273 | MAIDM1 - 2. [Field-TeenFirstName] fits in with other students in his/her math class. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDM032 | 1274 | MAIDM1 - 3. Others see [Field-TeenFirstName] as someone who enjoys math. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDM042 | 1275 | MAIDM1 - 4. I think [Field-TeenFirstName] is a good math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDM052 | 1276 | MAIDM1 - 5. I feel like [Field-TeenFirstName] belongs in a math job. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDM062 | 1277 | MAIDM1 - 6. [Field-TeenFirstName] is a math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDM072 | 1278 | MAIDM1 - 7. [Field-TeenFirstName] has made many friends who enjoy math. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDM082 | 1279 | MAIDM1 - 8. Being [QID209-ChoiceTextEntryValue] is important to [Field-TeenFirstName] as a math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| MAIDM092 | 1280 | MAIDM1 - 9. I feel like [Field-TeenFirstName] fits in more in math class when there are other students who are [QID209-ChoiceTextEntryValue]. | Scale | Input | 5 | Right | F40 | F40 |  |
| MTREAD12 | 1281 | MTREAD1 - 1. For work or school | Scale | Input | 5 | Right | F40 | F40 |  |
| MTREAD22 | 1282 | MTREAD1 - 2. For pleasure | Scale | Input | 5 | Right | F40 | F40 |  |
| MTREAD32 | 1283 | MTREAD1 - 3. To keep up with current events | Scale | Input | 5 | Right | F40 | F40 |  |
| MTREAD42 | 1284 | MTREAD1 - 4. To research specific topics he/she is interested in | Scale | Input | 5 | Right | F40 | F40 |  |
| MINTL2 | 1285 | Interview Language | Scale | Input | 5 | Right | F40 | F40 |  |
| mdis2 | 1286 | TeenSchoolDistrict | Nominal | Input | 15 | Left | A255 | A255 |  |
| myear2 | 1287 | Year | Nominal | Input | 15 | Left | A255 | A255 |  |
| MQLan2 | 1288 | Q\_Language | Nominal | Input | 15 | Left | A255 | A255 |  |
| m2data | 1289 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| dstart2 | 1290 | Start Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| dend2 | 1291 | End Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| dfinsh2 | 1292 | Finished | Scale | Input | 5 | Right | F40 | F40 |  |
| DINTID2 | 1293 | Interviewer ID | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DCONS2 | 1294 | Dad verbal consent - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DRT2 | 1295 | Dad relationship with teen - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DRT2\_TEXT | 1296 | Dad relationship with teen - Other Caregiver - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DHEAR2 | 1297 | Dad how did you hear about us? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DS2 | 1298 | Dad what school does teen attend? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DS2\_TEXT | 1299 | Dad what school does teen attend? - Other (please list): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DSPED2 | 1300 | Does your child currently receive special education services? | Scale | Input | 5 | Right | F40 | F40 |  |
| DSPEDY2 | 1301 | What services does your child receive? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DDOB2 | 1302 | Dad date of birth | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DBI2 | 1303 | Dad Bilingual | Scale | Input | 5 | Right | F40 | F40 |  |
| DBILANG2 | 1304 | Dad Bilingual Languages | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DBORN2 | 1305 | Dad Country of birth | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DTMBORN2 | 1306 | Dad Teen's Mom Country of birth | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DMOMB2 | 1307 | Dad in what country was your mother born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DDADB2 | 1308 | Dad in what country was your father born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DTEENB2 | 1309 | Dad In what country was teen born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DETNY2 | 1310 | Dad Ethnicity | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DTETNY2 | 1311 | Dad Teen's ethnicity | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DLTEEN2 | 1312 | Dad living with teen | Scale | Input | 5 | Right | F40 | F40 |  |
| DLMOM2 | 1313 | Dad does teen live with biological mother? | Scale | Input | 5 | Right | F40 | F40 |  |
| DLOMOM2 | 1314 | Dad does teen live with other mom? | Scale | Input | 5 | Right | F40 | F40 |  |
| DMA2 | 1315 | Dad Marital Status | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDU2 | 1316 | Dad Education Level | Scale | Input | 5 | Right | F40 | F40 |  |
| DINCOME2 | 1317 | Dad Current Monthly Salary - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| DINCOME2\_TEXT | 1318 | Dad Current Monthly Salary - Monthly Salary - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DFOOD2 | 1319 | Do you currently receive any of the following? DFOOD2 | Scale | Input | 5 | Right | F40 | F40 |  |
| DMED2 | 1320 | Do you currently receive any of the following? DMED2 | Scale | Input | 5 | Right | F40 | F40 |  |
| DEITC2 | 1321 | Do you currently receive any of the following? DEITC2 | Scale | Input | 5 | Right | F40 | F40 |  |
| DTANF2 | 1322 | Do you currently receive any of the following? DTANF2 | Scale | Input | 5 | Right | F40 | F40 |  |
| DHSTART2 | 1323 | Do you currently receive any of the following? DHSTART2 | Scale | Input | 5 | Right | F40 | F40 |  |
| DNONE2 | 1324 | Do you currently receive any of the following? DNONE2 | Scale | Input | 5 | Right | F40 | F40 |  |
| DNUMCH2 | 1325 | Dad Number of Children | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DNUMHOU2 | 1326 | Dad Number in Household | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| DCEN012 | 1327 | DEI1 - 1. I have a strong sense of belonging to my ethnic group | Scale | Input | 5 | Right | F40 | F40 |  |
| DPRI012 | 1328 | DEI1 - 2. I feel good about being a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPUB012 | 1329 | DEI1 - 3. Overall, my ethnic group is considered good by others. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPRI022 | 1330 | DEI1 - 4. I am happy that I am a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DCEN022 | 1331 | DEI1 - 5. I have a strong attachment to other people in my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPUB022 | 1332 | DEI1 - 6. In general, others respect members of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DCEN032 | 1333 | DEI1 - 7. In general, being a member of my ethnic group is an important part of my self-image. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPUB032 | 1334 | DEI1 - 8. In general, other groups view my ethnic group in a positive manner. | Scale | Input | 5 | Right | F40 | F40 |  |
| DCEN042 | 1335 | DEI1 - 9. Being a member of my ethnic group is an important reflection of who I am. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPRI032 | 1336 | DEI1 - 10. I feel that my ethnic group has made valuable contributions to this society. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPUB042 | 1337 | DEI1 - 11. Society views members of my ethnic group as an asset. QXQ: Society views members of my ethnic group as valuable. | Scale | Input | 5 | Right | F40 | F40 |  |
| DPRI042 | 1338 | DEI1 - 12. I am proud to be a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV12 | 1339 | DEDV1 - 1. Going to college is necessary for a good future. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV22 | 1340 | DEDV1 - 2. Doing well in school is the best way to succeed as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV32 | 1341 | DEDV1 - 3. People need to get good grades in school in order to get a good job as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV42 | 1342 | DEDV1 - 4. It is important to do well in school to earn a good living as an adult. | Scale | Input | 5 | Right | F40 | F40 |  |
| DEDV52 | 1343 | DEDV1 - 5. Doing well in school is the best way to get ahead in life. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS012 | 1344 | DFAMI1 - 1. Parents should teach their children that the family always comes first. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO012 | 1345 | DFAMI1 - 2. Children should be taught that it is their duty to care for their parents when their parents get old. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR012 | 1346 | DFAMI1 - 3. Children should always do things to make their parents happy. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS022 | 1347 | DFAMI1 - 4. Family provides a sense of security because they will always be there for you. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO022 | 1348 | DFAMI1 - 5. If a relative is having a hard time financially, you should help them out if you can. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR022 | 1349 | DFAMI1 - 6. When it comes to important decisions, the family should seek advice from close relatives. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS032 | 1350 | DFAMI1 - 7. It is always important to be united as a family. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO032 | 1351 | DFAMI1 - 8. A person should share his/her home with relatives if they need a place to stay. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS042 | 1352 | DFAMI1 - 9. It is important to have close relationships with aunts/uncles, grandparents and cousins. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO042 | 1353 | DFAMI1 - 10. Older kids should take care of and be role models for their younger brothers and sisters. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR032 | 1354 | DFAMI1 - 11. Children should be taught to always be good because they represent the family. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS052 | 1355 | DFAMI1 - 12. Holidays and celebrations are important because the whole family comes together. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMO052 | 1356 | DFAMI1 - 13. Parents should be willing to make great sacrifices to make sure their children have a better life. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR042 | 1357 | DFAMI1 - 14. A person should always think about their family when making important decisions. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMS062 | 1358 | DFAMI1 - 15. It is important for family members to show their love and affection to one another. | Scale | Input | 5 | Right | F40 | F40 |  |
| DFAMR052 | 1359 | DFAMI1 - 16. It is important to work and do your best because your work reflects on the family. | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT012 | 1360 | DTEXT1/DTINT1 - 1. Has no respect for others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT022 | 1361 | DTEXT1/DTINT1 - 2. Doesn't follow rules | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT012 | 1362 | DTEXT1/DTINT1 - 3. Is sad, unhappy, or feels down | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT022 | 1363 | DTEXT1/DTINT1 - 4. Is easily worried | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT032 | 1364 | DTEXT1/DTINT1 - 5. Is mean or cruel | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT042 | 1365 | DTEXT1/DTINT1 - 6. Steals from others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT052 | 1366 | DTEXT1/DTINT1 - 7. Fights a lot | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT062 | 1367 | DTEXT1/DTINT1 - 8. Loses temper or throws tantrums | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT072 | 1368 | DTEXT1/DTINT1 - 9. Disobeys | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT082 | 1369 | DTEXT1/DTINT1 - 10. Curses or swears | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT032 | 1370 | DTEXT1/DTINT1 - 11. Is afraid he/she might do something bad | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT042 | 1371 | DTEXT1/DTINT1 - 12. Is uncomfortable with attention from others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT052 | 1372 | DTEXT1/DTINT1 - 13. Says he/she is not loved by anyone | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT062 | 1373 | DTEXT1/DTINT1 - 14. Thinks he/she is worthless or second-rate | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT092 | 1374 | DTEXT1/DTINT1 - 15. Talks more than he/she should | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT102 | 1375 | DTEXT1/DTINT1 - 16. Hangs out with troublemakers | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT072 | 1376 | DTEXT1/DTINT1 - 17. Has headaches without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT112 | 1377 | DTEXT1/DTINT1 - 18. Cheats or lies | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT082 | 1378 | DTEXT1/DTINT1 - 19. Is overly anxious or afraid | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT092 | 1379 | DTEXT1/DTINT1 - 20. Blames him/herself too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT102 | 1380 | DTEXT1/DTINT1 - 21. Feels tired a lot | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT112 | 1381 | DTEXT1/DTINT1 - 22. Has pains without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT122 | 1382 | DTEXT1/DTINT1 - 23. Keeps to him/herself a lot | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT132 | 1383 | DTEXT1/DTINT1 - 24. Feels sick without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT142 | 1384 | DTEXT1/DTINT1 - 25. Lacks self-confidence | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT152 | 1385 | DTEXT1/DTINT1 - 26. Worries about health too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT122 | 1386 | DTEXT1/DTINT1 - 27. Attacks or hits others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT162 | 1387 | DTEXT1/DTINT1 - 28. Hesitates to speak up in groups | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT132 | 1388 | DTEXT1/DTINT1 - 29. Yells or screams too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT172 | 1389 | DTEXT1/DTINT1 - 30. Is quiet and doesn't share thoughts | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT182 | 1390 | DTEXT1/DTINT1 - 31. Is unsure of self or easily embarrassed | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT142 | 1391 | DTEXT1/DTINT1 - 32. Is aggressive | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT192 | 1392 | DTEXT1/DTINT1 - 33. Has stomachaches without medical reason | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT202 | 1393 | DTEXT1/DTINT1 - 34. Stares into space or nothing | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT152 | 1394 | DTEXT1/DTINT1 - 35. Demands too much attention from others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT162 | 1395 | DTEXT1/DTINT1 - 36. Is irritable or stubborn | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT172 | 1396 | DTEXT1/DTINT1 - 37. Has sudden mood swings | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT182 | 1397 | DTEXT1/DTINT1 - 38. Doesn't feel guilty about bad behavior | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT192 | 1398 | DTEXT1/DTINT1 - 39. Is arrogant or over-bearing | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT202 | 1399 | DTEXT1/DTINT1 - 40. Teases or provokes other children | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT212 | 1400 | DTEXT1/DTINT1 - 41. Destroys other people's things | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT222 | 1401 | DTEXT1/DTINT1 - 42. Threatens or frightens others | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT232 | 1402 | DTEXT1/DTINT1 - 43. Argues too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT212 | 1403 | DTEXT1/DTINT1 - 44. Moves slowly or lacks energy | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT222 | 1404 | DTEXT1/DTINT1 - 45. Says he/she feels lonely | Scale | Input | 5 | Right | F40 | F40 |  |
| DTEXT242 | 1405 | DTEXT1/DTINT1 - 46. Is overly loud | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT232 | 1406 | DTEXT1/DTINT1 - 47. Is withdrawn and keeps apart from people | Scale | Input | 5 | Right | F40 | F40 |  |
| DTINT242 | 1407 | DTEXT1/DTINT1 - 48. Cries or appears tearful too much | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM012 | 1408 | DWARM1 - 1. I make [Field-TeenFirstName] feel better after talking over his/her worries. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM022 | 1409 | DWARM1 - 2. I change the subject whenever [Field-TeenFirstName] has something to say. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM032 | 1410 | DWARM1 - 3. I see [Field-TeenFirstName]'s good points more than his/her faults. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM042 | 1411 | DWARM1 - 4. I finish [Field-TeenFirstName]'s sentences whenever he/she talks. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM052 | 1412 | DWARM1 - 5. I speak to [Field-TeenFirstName] in a warm and friendly voice. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM062 | 1413 | DWARM1 - 6. I often interrupt [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM072 | 1414 | DWARM1 - 7. I understand [Field-TeenFirstName]'s problems and worries. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM082 | 1415 | DWARM1 - 8. I act like I know what [Field-TeenFirstName] is thinking or feeling. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM092 | 1416 | DWARM1 - 9. I am able to make [Field-TeenFirstName] feel better when he/she is upset. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM102 | 1417 | DWARM1 - 10. I would like to be able to tell [Field-TeenFirstName] how to feel or think about things all the time. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM112 | 1418 | DWARM1 - 11. I cheer up [Field-TeenFirstName] when he/she is sad. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM122 | 1419 | DWARM1 - 12. I am always trying to change how [Field-TeenFirstName] feels or thinks about things. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM132 | 1420 | DWARM1 - 13. I have a good time with [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM142 | 1421 | DWARM1 - 14. I blame [Field-TeenFirstName] for other family members' problems. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM152 | 1422 | DWARM1 - 15. I tell or show [Field-TeenFirstName] that I like him/her just the way he/she is. | Scale | Input | 5 | Right | F40 | F40 |  |
| DWARM162 | 1423 | DWARM1 - 16. I bring up [Field-TeenFirstName]'s past mistakes when I criticize him/her. | Scale | Input | 5 | Right | F40 | F40 |  |
| DMOD12 | 1424 | DMOD1/DDID1 - 1. I give [Field-TeenFirstName] advice with respect to his/her education. | Scale | Input | 5 | Right | F40 | F40 |  |
| DMOD22 | 1425 | DMOD1/DDID1 - 2. I set an example for how [Field-TeenFirstName] should behave with respect to his/her education. | Scale | Input | 5 | Right | F40 | F40 |  |
| DMOD32 | 1426 | DMOD1/DDID1 - 3. I tell [Field-TeenFirstName] how he/she should behave in particular education situations. | Scale | Input | 5 | Right | F40 | F40 |  |
| DMOD42 | 1427 | DMOD1/DDID1 - 4. I am a role model for how [Field-TeenFirstName] should act with respect to education. | Scale | Input | 5 | Right | F40 | F40 |  |
| DDID12 | 1428 | DMOD1/DDID1 - 5. [Field-TeenFirstName] tries to have educational experiences that are different from mine. | Scale | Input | 5 | Right | F40 | F40 |  |
| DDID22 | 1429 | DMOD1/DDID1 - 6. [Field-TeenFirstName] has learned from watching my educational experiences what he/she should not do. QXQ: [Field-TeenFirstName] has learned what not to do by watching my educational experiences. | Scale | Input | 5 | Right | F40 | F40 |  |
| DDID32 | 1430 | DMOD1/DDID1 - 7. My educational decisions are not a good example for [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DDID42 | 1431 | DMOD1/DDID1 - 8. [Field-TeenFirstName] has learned from my mistakes in education to do things differently. QXQ: [Field-TeenFirstName] has learned to do things differently based on my mistakes in education. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS012 | 1432 | DAIDS1 - 1. In general, doing well in his/her science class is important to [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS022 | 1433 | DAIDS1 - 2. [Field-TeenFirstName] fits in with other students in his/her science class. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS032 | 1434 | DAIDS1 - 3. Others see [Field-TeenFirstName] as someone who enjoys science. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS042 | 1435 | DAIDS1 - 4. I think [Field-TeenFirstName] is a good science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS052 | 1436 | DAIDS1 - 5. I feel like [Field-TeenFirstName] belongs in a science job. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS062 | 1437 | DAIDS1 - 6. [Field-TeenFirstName] is a science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS072 | 1438 | DAIDS1 - 7. [Field-TeenFirstName] has made many friends who enjoy science. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS082 | 1439 | DAIDS1 - 8. Being [QID209-ChoiceTextEntryValue] is important to [Field-TeenFirstName] as a science student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDS092 | 1440 | DAIDS1 - 9. I feel like [Field-TeenFirstName] fits in more in science class when there are other students who are [QID209-ChoiceTextEntryValue] | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM012 | 1441 | DAIDM1 - 1. In general, doing well in his/her math class is important to [Field-TeenFirstName]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM022 | 1442 | DAIDM1 - 2. [Field-TeenFirstName] fits in with other students in his/her math class. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM032 | 1443 | DAIDM1 - 3. Others see [Field-TeenFirstName] as someone who enjoys math. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM042 | 1444 | DAIDM1 - 4. I think [Field-TeenFirstName] is a good math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM052 | 1445 | DAIDM1 - 5. I feel like [Field-TeenFirstName] belongs in a math job. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM062 | 1446 | DAIDM1 - 6. [Field-TeenFirstName] is a math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM072 | 1447 | DAIDM1 - 7. [Field-TeenFirstName] has made many friends who enjoy math. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM082 | 1448 | DAIDM1 - 8. Being [QID209-ChoiceTextEntryValue] is important to [Field-TeenFirstName] as a math student. | Scale | Input | 5 | Right | F40 | F40 |  |
| DAIDM092 | 1449 | DAIDM1 - 9. I feel like [Field-TeenFirstName] fits in more in math class when there are other students who are [QID209-ChoiceTextEntryValue]. | Scale | Input | 5 | Right | F40 | F40 |  |
| DTREAD12 | 1450 | DTREAD1 - 1. For work or school | Scale | Input | 5 | Right | F40 | F40 |  |
| DTREAD22 | 1451 | DTREAD1 - 2. For pleasure | Scale | Input | 5 | Right | F40 | F40 |  |
| DTREAD32 | 1452 | DTREAD1 - 3. To keep up with current events | Scale | Input | 5 | Right | F40 | F40 |  |
| DTREAD42 | 1453 | DTREAD1 - 4. To research specific topics he/she is interested in | Scale | Input | 5 | Right | F40 | F40 |  |
| DINTL2 | 1454 | Interview Language | Scale | Input | 5 | Right | F40 | F40 |  |
| ddis2 | 1455 | Teen School District | Nominal | Input | 15 | Left | A255 | A255 |  |
| dyear2 | 1456 | Year | Nominal | Input | 15 | Left | A255 | A255 |  |
| DTETNY2\_Top | 1457 | DTETNY2 - Topics | Nominal | Input | 15 | Left | A255 | A255 |  |
| d2data | 1458 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| Mom | 1459 | <none> | Nominal | Input | 12 | Right | F12 | F12 |  |
| Teen | 1460 | <none> | Nominal | Input | 12 | Right | F12 | F12 |  |
| Dad | 1461 | <none> | Nominal | Input | 12 | Right | F12 | F12 |  |
| FamComp | 1462 | <none> | Nominal | Input | 12 | Right | F12 | F12 |  |
| f2data | 1463 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2AIDS | 1464 | Youth report of academic identity in science-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2AIDM | 1465 | Youth report of academic identity in math-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2AIDSc | 1466 | Youth report of academic identity commitment to science-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2AIDMc | 1467 | Youth report of academic identity commitment to math-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2EDV | 1468 | Youth report of educational values-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2MMOD | 1469 | Youth report of modeling mother-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2DMOD | 1470 | Youth report of modeling father-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2FMOD | 1471 | Youth report of modeling peers-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2MDID | 1472 | Youth report of deidentification mother-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2DDID | 1473 | Youth report of deidentification father-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2FDID | 1474 | Youth report of deidentification peers-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2SCHB | 1475 | Youth report of school belonging-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TASE042r | 1476 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ASE | 1477 | Youth report of academic self-efficacy-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2READ | 1478 | Youth report of reading habits-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2RATTap | 1479 | Youth report of attitude toward academic reading of print materials -W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2RATTad | 1480 | Youth report of attitude toward academic reading in digital settings -W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2RATTrp | 1481 | Youth report of attitude toward recreational reading of print materials -W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2RATTrd | 1482 | Youth report of attitude toward recreational reading in digital settings -W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP12r | 1483 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP22r | 1484 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP32r | 1485 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP42r | 1486 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP52r | 1487 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP62r | 1488 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN12r | 1489 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN22r | 1490 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN32r | 1491 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN42r | 1492 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN52r | 1493 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN62r | 1494 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN72r | 1495 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN82r | 1496 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF12r | 1497 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF22r | 1498 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF32r | 1499 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF42r | 1500 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF52r | 1501 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF62r | 1502 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCHAR72r | 1503 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCHAR82r | 1504 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CompA | 1505 | Youth report of PYD Academic Competence -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CompS | 1506 | Youth report of PYD Social Competence -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CompP | 1507 | Youth report of PYD Physical Competence -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2COM | 1508 | Youth report of PYD competence-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ConfS | 1509 | Youth report of PYD Confidence: Self-Worth -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ConfP | 1510 | Youth report of PYD Confidence: Positive Identity -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ConfA | 1511 | Youth report of PYD Confidence: Appearance -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CONF | 1512 | Youth report of PYD confidence-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CharS | 1513 | Youth report of PYD Character: Social Conscience -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CharD | 1514 | Youth report of PYD Character: Values Diversity -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CharC | 1515 | Youth report of PYD Character: Conduct Behavior -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CharP | 1516 | Youth report of PYD Character: Personal Values -W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2Char | 1517 | Youth report of PYD Character-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2Care | 1518 | Youth report of PYD Caring-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ConnF | 1519 | Youth report of PYD Connection: Family-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ConnN | 1520 | Youth report of PYD Connection: Neighborhood-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ConnS | 1521 | Youth report of PYD Connection: School-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ConnP | 1522 | Youth report of PYD Connection: Peer-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CONN | 1523 | Youth report of PYD connection-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2PYD | 1524 | Youth report of PYD Total-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2COPE | 1525 | Youth report of coping-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TACST012r | 1526 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST022r | 1527 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST032r | 1528 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST042r | 1529 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST052r | 1530 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST062r | 1531 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST072r | 1532 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST082r | 1533 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST092r | 1534 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST102r | 1535 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST112r | 1536 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST122r | 1537 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST132r | 1538 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST142r | 1539 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST152r | 1540 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST162r | 1541 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST172r | 1542 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST182r | 1543 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST192r | 1544 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST202r | 1545 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST212r | 1546 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST222r | 1547 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST232r | 1548 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST242r | 1549 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST252r | 1550 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| T2ACSep | 1551 | Youth report of Acculturative Stress: English Competency Pressure-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ACSsp | 1552 | Youth report of Acculturative Stress: Spanish Competency Pressure-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ACSbp | 1553 | Youth report of Acculturative Stress: Bicultural practices conflict-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ACSpar | 1554 | Youth report of Acculturative Stress: Revised Pressure to Acculturate-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2ACSpa | 1555 | Youth report of Acculturative Stress: Original Pressure to Acculturate-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2FAMS | 1556 | Youth report of familism support-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2FAMR | 1557 | Youth report of familism referrent-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2FAMO | 1558 | Youth report of familism obligation-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2FAM | 1559 | Youth report of familism values-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2CEN | 1560 | Youth report of ethnic identity centrality-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2PRI | 1561 | Youth report of ethnic identity private regard-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2PUB | 1562 | Youth report of ethnic identity public regard-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T2EIDT | 1563 | Youth report of ethnic identity total-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| f2edu | 1564 | Highest family level education - Phase 2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TGRDM2r | 1565 | Youth report of math grade-categorical-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 | -999.00 |
| TGRDS2r | 1566 | Youth report of science grade-categorical-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 | -999.00 |
| TGRDSS2r | 1567 | Youth report of social studies grade-categorical-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 | -999.00 |
| TGRDE2r | 1568 | Youth report of English grade-categorical-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 | -999.00 |
| T2GPA | 1569 | Youth Grade Point Average- W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2EDV | 1570 | Father report of educational values-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2EDV | 1571 | Mother report of educational values-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2MMOD | 1572 | Father report of modeling-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2MDID | 1573 | Father report of deidentification-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2MMOD | 1574 | Mother report of modeling-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2MDID | 1575 | Mother report of deidentification-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| DTEXT012r | 1576 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT022r | 1577 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT032r | 1578 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT042r | 1579 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT052r | 1580 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT062r | 1581 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT072r | 1582 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT082r | 1583 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT092r | 1584 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT102r | 1585 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT112r | 1586 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT122r | 1587 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT132r | 1588 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT142r | 1589 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT152r | 1590 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT162r | 1591 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT172r | 1592 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT182r | 1593 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT192r | 1594 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT202r | 1595 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT212r | 1596 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT222r | 1597 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT232r | 1598 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTEXT242r | 1599 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT012r | 1600 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT022r | 1601 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT032r | 1602 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT042r | 1603 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT052r | 1604 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT062r | 1605 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT072r | 1606 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT082r | 1607 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT092r | 1608 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT102r | 1609 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT112r | 1610 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT122r | 1611 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT132r | 1612 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT142r | 1613 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT152r | 1614 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT162r | 1615 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT172r | 1616 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT182r | 1617 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT192r | 1618 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT202r | 1619 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT212r | 1620 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT222r | 1621 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT232r | 1622 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| DTINT242r | 1623 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT012r | 1624 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT022r | 1625 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT032r | 1626 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT042r | 1627 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT052r | 1628 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT062r | 1629 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT072r | 1630 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT082r | 1631 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT092r | 1632 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT102r | 1633 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT112r | 1634 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT122r | 1635 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT132r | 1636 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT142r | 1637 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT152r | 1638 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT162r | 1639 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT172r | 1640 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT182r | 1641 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT192r | 1642 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT202r | 1643 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT212r | 1644 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT222r | 1645 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT232r | 1646 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTEXT242r | 1647 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT012r | 1648 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT022r | 1649 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT032r | 1650 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT042r | 1651 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT052r | 1652 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT062r | 1653 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT072r | 1654 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT082r | 1655 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT092r | 1656 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT102r | 1657 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT112r | 1658 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT122r | 1659 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT132r | 1660 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT142r | 1661 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT152r | 1662 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT162r | 1663 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT172r | 1664 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT182r | 1665 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT192r | 1666 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT202r | 1667 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT212r | 1668 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT222r | 1669 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT232r | 1670 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| MTINT242r | 1671 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| D2TEXT | 1672 | Father report of Youth externalizing (sum)-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| D2TINT | 1673 | Father report of Youth internalizing (sum)-W2 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| M2TEXT | 1674 | Mother report of Youth externalizing (sum)-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2TINT | 1675 | Mother report of Youth internalizing (sum)-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2FAMS | 1676 | Father report of familism support-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2FAMR | 1677 | Father report of familism referrent-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2FAMO | 1678 | Father report of familism obligation-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2FAM | 1679 | Father report of familism values-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2FAMS | 1680 | Mother report of familism support-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2FAMR | 1681 | Mother report of familism referrent-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2FAMO | 1682 | Mother report of familism obligation-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2FAM | 1683 | Mother report of familism values-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2WARM | 1684 | Father report of warmth-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2WARM | 1685 | Mother report of warmth-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2CEN | 1686 | Father report of ethnic identity centrality-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2PRI | 1687 | Father report of ethnic identity private regard-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2PUB | 1688 | Father report of ethnic identity public regard-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2EIDT | 1689 | Father report of ethnic identity total-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2CEN | 1690 | Mother report of ethnic identity centrality-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2PRI | 1691 | Mother report of ethnic identity private regard-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2PUB | 1692 | Mother report of ethnic identity public regard-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2EIDT | 1693 | Mother report of ethnic identity total-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2TREAD | 1694 | Father report of Youth reading-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2TREAD | 1695 | Mother report of Youth reading-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2AIDS | 1696 | Father report of academic identity in science-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| D2AIDM | 1697 | Father report of academic identity in math-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2AIDS | 1698 | Mother report of academic identity in science-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| M2AIDM | 1699 | Mother report of academic identity in math-W2 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TGRADES1r | 1700 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TGRADES2r | 1701 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TGENr | 1702 | YOUTH GENDER | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| yfem | 1703 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TMALES | 1704 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| F1DATA | 1705 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| FAMID2 | 1706 | PHASE 3 SECOND FAMID | Nominal | Input | 6 | Right | F5 | F5 |  |
| T3DATA | 1707 | PHASE 3 DATA | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| tfinsh3 | 1708 | Finished | Scale | Input | 5 | Right | F40 | F40 |  |
| tstart3 | 1709 | Start Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| tend3 | 1710 | End Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| TSTAT3 | 1711 | Response Type | Scale | Input | 5 | Right | F40 | F40 |  |
| TPROG3 | 1712 | Progress | Scale | Input | 5 | Right | F40.2 | F40.2 |  |
| TDUR3 | 1713 | Duration (in seconds) | Scale | Input | 5 | Right | F40.2 | F40.2 |  |
| TINTDT3 | 1714 | Recorded Date | Scale | Input | 5 | Right | DATETIME20 | DATETIME20 |  |
| tintlan3 | 1715 | User Language | Nominal | Input | 15 | Left | A255 | A255 |  |
| TASSENT3 | 1716 | Teen: Verbal Assent | Scale | Input | 5 | Right | F40 | F40 |  |
| TAGE3 | 1717 | Teen: Age | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGEN3 | 1718 | Teen: Gender - Selected Choice | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TGEN3T | 1719 | Teen: Gender - Other (Please specify): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TBDAY3 | 1720 | Teen: DOB | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TBA3 | 1721 | Teen: Are you bilingual? | Scale | Input | 5 | Right | F40 | F40 |  |
| TBALANG3 | 1722 | Teen: Fluent Languages | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TBORN3 | 1723 | Teen: Where were you born? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| THEAR3 | 1724 | Teen: How did you hear about us? - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| THEAR3T | 1725 | Teen: How did you hear about us? - Other: - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TS3 | 1726 | Teen: School - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| TS3T | 1727 | Teen: School - Other (please list): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TDIST3 | 1728 | Teen: School district - Selected Choice | Scale | Input | 5 | Right | F40 | F40 |  |
| TDIST3T | 1729 | Teen: School district - Other (Please specify): - Text | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TSCSTP13 | 1730 | At some point after 8th grade, did you stop attending school? | Scale | Input | 5 | Right | F40 | F40 |  |
| TSCSTP23 | 1731 | When did you stop attending school? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TSCSTP33 | 1732 | For what reason did you stop attending school? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TSCSTP43 | 1733 | Have you attended school since you stopped going? | Scale | Input | 5 | Right | F40 | F40 |  |
| TSCSTP53 | 1734 | When did you go back to school? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TSCSTP63 | 1735 | Why did you go back to school? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TSCSTP73 | 1736 | Why have you not been back to school? | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TSC93 | 1737 | Youth report of school attended in the 9th grade-W3 | Nominal | Input | 15 | Right | F8 | F8 | -99 |
| TSC103 | 1738 | Youth report of school attended in the 10th grade-W3 | Nominal | Input | 15 | Right | F8 | F8 | -99 |
| TSC113 | 1739 | Youth report of school attended in the 11th grade-W3 | Nominal | Input | 15 | Right | F8 | F8 | -99 |
| TDISC93 | 1740 | In what school districts were the schools you attended after 8th grade? - 9th grade | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TDISC103 | 1741 | In what school districts were the schools you attended after 8th grade? - 10th grade | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TDISC113 | 1742 | In what school districts were the schools you attended after 8th grade? - Other, specific grade and school district in text (e.g. 11th, Round Rock ISD) | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TETH3 | 1743 | Teen: Ethnicity | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TEDASP3 | 1744 | How far would you like to go in school? | Scale | Input | 5 | Right | F40 | F40 |  |
| TEDTHK3 | 1745 | How far do you really think you'll go in school? | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRADES3 | 1746 | What grades do you earn in school? | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRDM3\_1 | 1747 | TGRD1 - GRADE - Math - GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDS3\_1 | 1748 | TGRD1 - GRADE - Science - GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDSS3\_1 | 1749 | TGRD1 - GRADE - Social Studies - GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDE3\_1 | 1750 | TGRD1 - GRADE - English (LA) - GRADE | Nominal | Input | 15 | Left | A2000 | A2000 |  |
| TGRDM3 | 1751 | TGRD1 - What type of class is this? - Math | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRDS3 | 1752 | TGRD1 - What type of class is this? - Science | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRDSS3 | 1753 | TGRD1 - What type of class is this? - Social Studies | Scale | Input | 5 | Right | F40 | F40 |  |
| TGRDE3 | 1754 | TGRD1 - What type of class is this? - English (LA) | Scale | Input | 5 | Right | F40 | F40 |  |
| TPLANM3 | 1755 | plans to enroll in an honors/advanced math class next year? | Scale | Input | 5 | Right | F40 | F40 |  |
| TPLANS3 | 1756 | plans to enroll in an honors/advanced science class next year? | Scale | Input | 5 | Right | F40 | F40 |  |
| TPLANSS3 | 1757 | plans to enroll in an honors/advanced social studies class next year? | Scale | Input | 5 | Right | F40 | F40 |  |
| TPLANE3 | 1758 | plans to enroll in an honors/advanced English/language arts class next year? | Scale | Input | 5 | Right | F40 | F40 |  |
| TCOMP13 | 1759 | TPYD1 - 1. I am just as smart as others my age. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOMP23 | 1760 | TPYD1 - 2. I have a lot of friends. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOMP33 | 1761 | TPYD1 - 3. I could do well at just about any new athletic activity. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOMP43 | 1762 | TPYD1 - 4. I do very well in my class work at school. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOMP53 | 1763 | TPYD1 - 5. I am better than others my age at sports. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONF13 | 1764 | TPYD1 - 6. I am happy with myself most of the time. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOMP63 | 1765 | TPYD1 - 7. I am popular with others my age. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONF23 | 1766 | TPYD1 - 8. I am good looking. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCHAR73 | 1767 | TPYD1 - 9. I hardly ever do things I know I shouldn't do. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONF33 | 1768 | TPYD1 - 10. I really like the way I look. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCHAR83 | 1769 | TPYD1 - 11. I usually act the way I am supposed to. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONF43 | 1770 | TPYD1 - 12. I am happy the way I am. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONF53 | 1771 | TPYD1 - 1. All in all, I am glad I am me. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONF63 | 1772 | TPYD1 - 2. When I am an adult, I'm sure I will have a good life. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCHAR13 | 1773 | TPYD1 - 1. Helping to make the world a better place to live in. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCHAR23 | 1774 | TPYD1 - 2. Giving time and money to make life better for other people. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCHAR33 | 1775 | TPYD1 - 3. Doing what I believe is right even if my friends make fun of me. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCHAR43 | 1776 | TPYD1 - 4. Accepting responsibility for my actions when I make a mistake or get in trouble. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCHAR53 | 1777 | TPYD1 - 1. Knowing a lot about people of other races. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCHAR63 | 1778 | TPYD1 - 2. Enjoying being with people who are of a different race than I am. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCARE13 | 1779 | TPYD1 - 1. When I see someone being taken advantage of, I want to help them. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCARE23 | 1780 | TPYD1 - 2. It bothers me when bad things happen to any person. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCARE33 | 1781 | TPYD1 - 3. I feel sorry for other people who don't have what I have. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCARE43 | 1782 | TPYD1 - 4. When I see someone being picked on, I feel sorry for them. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCARE53 | 1783 | TPYD1 - 5. It makes me sad to see a person who doesn't have friends. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCARE63 | 1784 | TPYD1 - 6. When I see another person who is hurt or upset, I feel sorry for them. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONN13 | 1785 | TPYD1 - 1. I get a lot of encouragement at my school. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONN23 | 1786 | TPYD1 - 2. Teachers at my school push me to be the best I can be. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONN33 | 1787 | TPYD1 - 3. I have lots of good conversations with my parents. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONN43 | 1788 | TPYD1 - 4. In my family I feel useful and important. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONN53 | 1789 | TPYD1 - 5. Adults in my town or city make me feel important. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONN63 | 1790 | TPYD1 - 6. Adults in my town or city listen to what I have to say. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONN73 | 1791 | TPYD1 - 7. I feel my friends are good friends. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCONN83 | 1792 | TPYD1 - 8. My friends care about me. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST013 | 1793 | TACST1 - 1. I have a hard time understanding others when they speak English. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST023 | 1794 | TACST1 - 2. I have a hard time understanding others when they speak Spanish. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST033 | 1795 | TACST1 - 3. I feel pressure to learn Spanish. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST043 | 1796 | TACST1 - 4. It bothers me that I speak English with an accent. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST053 | 1797 | TACST1 - 5. Since I don't speak English well, people have treated me rudely or unfairly. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST063 | 1798 | TACST1 - 6. I have been discriminated against because I have difficulty speaking English. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST073 | 1799 | TACST1 - 7. I don't speak English or don't speak it well. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST083 | 1800 | TACST1 - 8. I don't speak Spanish or don't speak it well. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST093 | 1801 | TACST1 - 9. I feel pressure to learn English. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST103 | 1802 | TACST1 - 10. I feel uncomfortable being around people who only speak English. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST113 | 1803 | TACST1 - 11. I feel uncomfortable being around people who only speak Spanish. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST123 | 1804 | TACST1 - 12. It bothers me when people assume that I speak Spanish. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST133 | 1805 | TACST1 - 13. Since I don't speak Spanish well, people have treated me rudely or unfairly. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST143 | 1806 | TACST1 - 14. I have been discriminated against because I have difficulty speaking Spanish. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST153 | 1807 | TACST1 - 15. It bothers me when people pressure me to assimilate to the American ways of doing things. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST163 | 1808 | TACST1 - 16. It bothers me when people don't respect my Mexican/Latino values (e.g., family). | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST173 | 1809 | TACST1 - 17. Because of my cultural background, I have a hard time fitting in with Americans. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST183 | 1810 | TACST1 - 18. I don't feel accepted by Americans. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST193 | 1811 | TACST1 - 19. I have had conflicts with others because I prefer American customs (e.g., celebrating Halloween, Thanksgiving) over Mexican/Latino ones (e.g., celebrating Dia de los Muertos, Quinceañeras). | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST203 | 1812 | TACST1 - 20. People look down upon me if I practice Mexican/Latino customs. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST213 | 1813 | TACST1 - 21. People look down upon me if I practice American customs. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST223 | 1814 | TACST1 - 22. I feel uncomfortable when I have to choose between Mexican/Latino and American ways of doing things. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST233 | 1815 | TACST1 - 23. I feel uncomfortable because my family does not know Mexican/Latino ways of doing things. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST243 | 1816 | TACST1 - 24. I feel uncomfortable when others expect me to know American ways of doing things. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TACST253 | 1817 | TACST1 - 25. I feel uncomfortable when others expect me to know Mexican/Latino ways of doing things. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCEN013 | 1818 | TEI - 1. I have a strong sense of belonging to my ethnic group. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TPRI013 | 1819 | TEI - 2. I feel good about being a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TPUB013 | 1820 | TEI - 3. Overall, my ethnic group is considered good by others. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TPRI023 | 1821 | TEI - 4. I am happy that I am a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCEN023 | 1822 | TEI - 5. I have a strong attachment to other people in my ethnic group. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TPUB023 | 1823 | TEI - 6. In general, others respect members of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCEN033 | 1824 | TEI - 7. In general, being a member of my ethnic group is an important part of my self-image. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TPUB033 | 1825 | TEI - 8. In general, other groups view my ethnic group in a positive manner. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCEN043 | 1826 | TEI - 9. Being a member of my ethnic group is an important reflection of who I am. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TPRI033 | 1827 | TEI - 10. I feel that my ethnic group has made valuable contributions to this society. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TPUB043 | 1828 | TEI - 11. Society views members of my ethnic group as an asset. QXQ: Society views members of my ethnic group as valuable. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TPRI043 | 1829 | TEI - 12. I am proud to be a member of my ethnic group. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMS013 | 1830 | TFAM1 - 13. Parents should teach their children that the family always comes first. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMO013 | 1831 | TFAM1 - 14. Children should be taught that it is their duty to care for their parents when their parents get old. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMR013 | 1832 | TFAM1 - 15. Children should always do things to make their parents happy. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMS023 | 1833 | TFAM1 - 16. Family provides a sense of security because they will always be there for you. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMO023 | 1834 | TFAM1 - 17. If a relative is having a hard time financially, you should help them out if you can. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMR023 | 1835 | TFAM1 - 18. When it comes to important decisions, the family should seek advice from close relatives. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMS033 | 1836 | TFAM1 - 19. It is always important to be united as a family. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMO033 | 1837 | TFAM1 - 20. A person should share his/her home with relatives if they need a place to stay. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMS043 | 1838 | TFAM1 - 21. It is important to have close relationships with aunts/uncles, grandparents, and cousins. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMO043 | 1839 | TFAM1 - 22. Older kids should take care of and be role models for their younger brothers and sisters. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMR033 | 1840 | TFAM1 - 23. Children should be taught to always be good because they represent the family. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMS053 | 1841 | TFAM1 - 24. Holidays and celebrations are important because the whole family comes together. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMO053 | 1842 | TFAM1 - 25. Parents should be willing to make great sacrifices to make sure their children have a better life. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMR043 | 1843 | TFAM1 - 26. A person should always think about their family when making important decisions. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMS063 | 1844 | TFAM1 - 27. It is important for family members to show their love and affection to one another. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFAMR053 | 1845 | TFAM1 - 28. It is important to work and do your best because your work reflects on the family. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TMMOD13 | 1846 | TMOD1/TDID1 - 1. My mother gives me advice with respect to my education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TMMOD23 | 1847 | TMOD1/TDID1 - 2. My mother sets an example for how I should behave with respect to my education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TMMOD33 | 1848 | TMOD1/TDID1 - 3. My mother tells me how I should behave in particular education situations. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TMMOD43 | 1849 | TMOD1/TDID1 - 4. My mother is a role model for how I should act with respect to education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TMDID13 | 1850 | TMOD1/TDID1 - 5. I try to have educational experiences that are different from my mother's. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TMDID23 | 1851 | TMOD1/TDID1 - 6. I have learned from watching my mother's educational experiences what I should not do. QXQ: I have learned what not to do by watching my mother's educational experiences. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TMDID33 | 1852 | TMOD1/TDID1 - 7. My mother's educational decisions are not a good example for me. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TMDID43 | 1853 | TMOD1/TDID1 - 8. I have learned from my mother's mistakes in education to do things differently. QXQ: I have learned to do things differently based on my mother's mistakes in education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TDMOD13 | 1854 | TMOD1/TDID1 - 9. My father gives me advice with respect to my education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TDMOD23 | 1855 | TMOD1/TDID1 - 10. My father sets an example for how I should behave with respect to my education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TDMOD33 | 1856 | TMOD1/TDID1 - 11. My father tells me how I should behave in particular education situations. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TDMOD43 | 1857 | TMOD1/TDID1 - 12. My father is a role model for how I should act with respect to education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TDDID13 | 1858 | TMOD1/TDID1 - 13. I try to have educational experiences that are different from my father's. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TDDID23 | 1859 | TMOD1/TDID1 - 14. I have learned from watching my father's educational experiences what I should not do. QXQ: I have learned what not to do by watching my father's educational experiences. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TDDID33 | 1860 | TMOD1/TDID1 - 15. My father's educational decisions are not a good example for me. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TDDID43 | 1861 | TMOD1/TDID1 - 16. I have learned from my father's mistakes in education to do things differently. QXQ: I have learned to do things differently based on my father's mistakes in education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFMOD13 | 1862 | TMOD1/TDID1 - 17. My close friends give me advice with respect to my education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFMOD23 | 1863 | TMOD1/TDID1 - 18. My close friends set an example for how I should behave with respect to my education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFMOD33 | 1864 | TMOD1/TDID1 - 19. My close friends tell me how I should behave in particular education situations. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFMOD43 | 1865 | TMOD1/TDID1 - 20. My close friends are a role model for how I should act with respect to education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFDID13 | 1866 | TMOD1/TDID1 - 21. I try to have educational experiences that are different from my close friends'. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFDID23 | 1867 | TMOD1/TDID1 - 22. I have learned from watching my close friends' educational experiences what I should not do. QXQ: I have learned what not to do by watching my close friends' educational experiences. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFDID33 | 1868 | TMOD1/TDID1 - 23. My close friends' educational decisions are not a good example for me. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TFDID43 | 1869 | TMOD1/TDID1 - 24. I have learned from my close friends' mistakes in education to do things differently. QXQ: I have learned to do things differently based on my close friends' mistakes in education. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE013 | 1870 | TCOPE1 - 1. When you had a problem you told yourself that you could handle this problem. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE023 | 1871 | TCOPE1 - 2. You did something to make things better. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE033 | 1872 | TCOPE1 - 3. You told yourself that things would get better. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE043 | 1873 | TCOPE1 - 4. You tried to notice or think about only the good things in your life. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE053 | 1874 | TCOPE1 - 5. You told yourself that it would be OK. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE063 | 1875 | TCOPE1 - 6. You tried to understand it better by thinking more about it. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE073 | 1876 | TCOPE1 - 7. You thought about which things are best to do to handle the problem. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE083 | 1877 | TCOPE1 - 8. You told yourself you could handle whatever happens. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE093 | 1878 | TCOPE1 - 9. You did something to solve the problem. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE103 | 1879 | TCOPE1 - 10. You thought about what you could learn from the problem. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE113 | 1880 | TCOPE1 - 11. You thought about what you needed to know so you could solve the problem. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TCOPE123 | 1881 | TCOPE1 - 12. You reminded yourself about all the things you have going for you. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TSCHB013 | 1882 | TSCHB1 - 1. I am happy to be at school. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TSCHB023 | 1883 | TSCHB1 - 2. I feel close to others at my school. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TSCHB033 | 1884 | TSCHB1 - 3. I feel safe at my school. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TSCHB043 | 1885 | TSCHB1 - 4. I feel like I am a part of my school. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS013 | 1886 | TAIDS1 - 1. In general, doing well in my science class is important to me. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS023 | 1887 | TAIDS1 - 2. I fit in with other students in my science class. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS033 | 1888 | TAIDS1 - 3. Others see me as someone who enjoys science. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS043 | 1889 | TAIDS1 - 4. I think I am a good science student. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS053 | 1890 | TAIDS1 - 5. I feel like I belong in a science job. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS063 | 1891 | TAIDS1 - 6. I am a science student. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS073 | 1892 | TAIDS1 - 7. I have made many friends who enjoy science. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS103 | 1893 | TAIDS1 - 7A. I identify as a science student. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS083 | 1894 | TAIDS1 - 8. Being [QID139-ChoiceTextEntryValue] is important to me as a science student. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS093 | 1895 | TAIDS1 - 9. I feel like I fit in more in science class when there are other students who are [QID139-ChoiceTextEntryValue]. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS113 | 1896 | TAIDS1 - 10. I plan to have a job working with science. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS123 | 1897 | TAIDS1 - 11. I know what I need to do to work with science. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS133 | 1898 | TAIDS1 - 12. I will work as hard as needed to get a job in science. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS143 | 1899 | TAIDS1 - 13. I think a science job will make me happy. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS153 | 1900 | TAIDS1 - 14. I feel that I am doing what I need to do to get a science job. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS163 | 1901 | TAIDS1 - 15. I definitely want a job for myself in science. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDS173 | 1902 | TAIDS1 - 16. Learning and working with science would be the best choice for my life. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM013 | 1903 | TAIDM1 - 17. In general, doing well in my math class is important to me. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM023 | 1904 | TAIDM1 - 18. I fit in with other students in my math class. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM033 | 1905 | TAIDM1 - 19. Others see me as someone who enjoys math. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM043 | 1906 | TAIDM1 - 20. I think I am a good math student. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM053 | 1907 | TAIDM1 - 21. I feel like I belong in a math job. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM063 | 1908 | TAIDM1 - 22. I am a math student. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM073 | 1909 | TAIDM1 - 23. I have made many friends who enjoy math. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM103 | 1910 | TAIDM1 - 23A. I identify as a math student. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM083 | 1911 | TAIDM1 - 24. Being [QID139-ChoiceTextEntryValue] is important to me as a math student. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM093 | 1912 | TAIDM1 - 25. I feel like I fit in more in math class when there are other students who are [QID139-ChoiceTextEntryValue]. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM113 | 1913 | TAIDM1 - 26. I plan to have a job working with math. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM123 | 1914 | TAIDM1 - 27. I know what I need to do to work with math. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM133 | 1915 | TAIDM1 - 28. I will work as hard as needed to get a job in math. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM143 | 1916 | TAIDM1 - 29. I think a math job will make me happy. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM153 | 1917 | TAIDM1 - 30. I feel that I am doing what I need to do to get a math job. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM163 | 1918 | TAIDM1 - 31. I definitely want a job for myself in math. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TAIDM173 | 1919 | TAIDM1 - 32. Learning and working with math would be the best choice for my life. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TASE013 | 1920 | TASE1 - 1. You are certain you can master the skills taught in school this year. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TASE023 | 1921 | TASE1 - 2. You can do even the hardest schoolwork if you try. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TASE033 | 1922 | TASE1 - 3. If you have enough time, you can do a good job on all your schoolwork. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TASE043 | 1923 | TASE1 - 4. No matter how hard you try, there is some schoolwork you'll never understand. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TASE053 | 1924 | TASE1 - 5. You can do almost all the work in school if you don't give up. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TASE063 | 1925 | TASE1 - 6. Even if the schoolwork is hard, you can learn it. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TASE073 | 1926 | TASE1 - 7. You are certain you can figure out how to do even the most difficult schoolwork. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TREAD013 | 1927 | TREAD1 - 1. For work or school. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TREAD023 | 1928 | TREAD1 - 2. For pleasure. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TREAD033 | 1929 | TREAD1 - 3. To keep up with current events. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TREAD043 | 1930 | TREAD1 - 4. To research specific topics you're interested in. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT013 | 1931 | TRATT1 - 1. How do you feel about reading news online for class? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT023 | 1932 | TRATT1 - 2. How do you feel about reading online for a class? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT033 | 1933 | TRATT1 - 3. How do you feel about reading a book online for a class? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT043 | 1934 | TRATT1 - 4. How do you feel about looking up information online for a class? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT053 | 1935 | TRATT1 - 5. How do you feel about working on an internet project with classmates? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT063 | 1936 | TRATT1 - 6. How do you feel about reading anything printed (books, magazines, comic books, etc.) in your free time? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT073 | 1937 | TRATT1 - 7. How do you feel about reading a book in your free time? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT083 | 1938 | TRATT1 - 8. How do you feel about talking with friends about something you've been reading in your free time? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT093 | 1939 | TRATT1 - 9. How do you feel about getting a book or a magazine for a present? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT103 | 1940 | TRATT1 - 10. How do you feel about reading a book for fun on a rainy Saturday? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT113 | 1941 | TRATT1 - 11. How do you feel about doing research using encyclopedias (or other books) for a class? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT123 | 1942 | TRATT1 - 12. How do you feel about reading a textbook? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT133 | 1943 | TRATT1 - 13. How do you feel about using a dictionary for class? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT143 | 1944 | TRATT1 - 14. How do you feel about reading a newspaper or a magazine for a class? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT153 | 1945 | TRATT1 - 15. How do you feel about reading a novel for class? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT163 | 1946 | TRATT1 - 16. How do you feel about instant messaging or e-mailing friends in your free time? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT173 | 1947 | TRATT1 - 17. How do you feel about texting friends in your free time? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TRATT183 | 1948 | TRATT1 - 18. How do you feel about being on social media like Instagram or Snapchat in your free time? | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TEDV013 | 1949 | TEDV1 - 1. Going to college is necessary for a good future. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TEDV023 | 1950 | TEDV1 - 2. Doing well in school is the best way to succeed as an adult. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TEDV033 | 1951 | TEDV1 - 3. People need to get good grades in school in order to get a good job as an adult. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TEDV043 | 1952 | TEDV1 - 4. It is important to do well in school to earn a good living as an adult. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TEDV053 | 1953 | TEDV1 - 5. Doing well in school is the best way to get ahead in life. | Scale | Input | 5 | Right | F40 | F40 | -99 |
| TINTL3 | 1954 | Teen: Interview language | Scale | Input | 5 | Right | F40 | F40 |  |
| TDISC3\_1\_\_\_Topics | 1955 | TDISC3\_1 - Topics | Nominal | Input | 15 | Left | A255 | A255 |  |
| TBIL3r | 1956 | Teen report of language-categorical-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TBORN3r | 1957 | Teen report of birthplace-categorical-W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TETH3r | 1958 | Teen report of ethnicity-categorical-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TGRDM3r | 1959 | Youth report of math grade-categorical-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 | -99.00 |
| TGRDS3r | 1960 | Youth report of science grade-categorical-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 | -99.00 |
| TGRDSS3r | 1961 | Youth report of social studies grade-categorical-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 | -99.00 |
| TGRDE3r | 1962 | Youth report of English grade-categorical-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 | -99.00 |
| T3AIDS | 1963 | Youth report of academic identity in science-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3AIDM | 1964 | Youth report of academic identity in math-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3AIDSc | 1965 | Youth report of academic identity commitment to science-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3AIDMc | 1966 | Youth report of academic identity commitment to math-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3EDV | 1967 | Youth report of educational values-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3MMOD | 1968 | Youth report of modeling mother-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3DMOD | 1969 | Youth report of modeling father-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3FMOD | 1970 | Youth report of modeling peers-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3MDID | 1971 | Youth report of deidentification mother-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3DDID | 1972 | Youth report of deidentification father-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3FDID | 1973 | Youth report of deidentification peers-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3SCHB | 1974 | Youth report of school belonging-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TASE043r | 1975 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ASE | 1976 | Youth report of academic self-efficacy-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3READ | 1977 | Youth report of reading habits-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3RATTap | 1978 | Youth report of attitude toward academic reading of print materials -W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3RATTad | 1979 | Youth report of attitude toward academic reading in digital settings -W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3RATTrp | 1980 | Youth report of attitude toward recreational reading of print materials -W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3RATTrd | 1981 | Youth report of attitude toward recreational reading in digital settings -W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP13r | 1982 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP23r | 1983 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP33r | 1984 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP43r | 1985 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP53r | 1986 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCOMP63r | 1987 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN13r | 1988 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN23r | 1989 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN33r | 1990 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN43r | 1991 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN53r | 1992 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN63r | 1993 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN73r | 1994 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONN83r | 1995 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF13r | 1996 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF23r | 1997 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF33r | 1998 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF43r | 1999 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF53r | 2000 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCONF63r | 2001 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCHAR73r | 2002 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TCHAR83r | 2003 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CompA | 2004 | Youth report of PYD Academic Competence -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CompS | 2005 | Youth report of PYD Social Competence -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CompP | 2006 | Youth report of PYD Physical Competence -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3COM | 2007 | Youth report of PYD competence-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ConfS | 2008 | Youth report of PYD Confidence: Self-Worth -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ConfP | 2009 | Youth report of PYD Confidence: Positive Identity -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ConfA | 2010 | Youth report of PYD Confidence: Appearance -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CONF | 2011 | Youth report of PYD confidence-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CharS | 2012 | Youth report of PYD Character: Social Conscience -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CharD | 2013 | Youth report of PYD Character: Values Diversity -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CharC | 2014 | Youth report of PYD Character: Conduct Behavior -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CharP | 2015 | Youth report of PYD Character: Personal Values -W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3Char | 2016 | Youth report of PYD Character-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3Care | 2017 | Youth report of PYD Caring-W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ConnF | 2018 | Youth report of PYD Connection: Family-W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ConnN | 2019 | Youth report of PYD Connection: Neighborhood-W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ConnS | 2020 | Youth report of PYD Connection: School-W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ConnP | 2021 | Youth report of PYD Connection: Peer-W3 | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CONN | 2022 | Youth report of PYD connection-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3PYD | 2023 | Youth report of PYD Total-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3COPE | 2024 | Youth report of coping-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| TACST013r | 2025 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST023r | 2026 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST033r | 2027 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST043r | 2028 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST053r | 2029 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST063r | 2030 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST073r | 2031 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST083r | 2032 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST093r | 2033 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST103r | 2034 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST113r | 2035 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST123r | 2036 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST133r | 2037 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST143r | 2038 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST153r | 2039 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST163r | 2040 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST173r | 2041 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST183R | 2042 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST193r | 2043 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST203r | 2044 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST213r | 2045 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST223r | 2046 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST233r | 2047 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST243r | 2048 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| TACST253r | 2049 | <none> | Nominal | Input | 11 | Right | F8.2 | F8.2 |  |
| T3ACSep | 2050 | Youth report of Acculturative Stress: English Competency Pressure-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ACSsp | 2051 | Youth report of Acculturative Stress: Spanish Competency Pressure-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ACSbp | 2052 | Youth report of Acculturative Stress: Bicultural practices conflict-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ACSpar | 2053 | Youth report of Acculturative Stress: Revised Pressure to Acculturate-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3ACSpa | 2054 | Youth report of Acculturative Stress: Original Pressure to Acculturate-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3FAMS | 2055 | Youth report of familism support-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3FAMR | 2056 | Youth report of familism referrent-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3FAMO | 2057 | Youth report of familism obligation-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3FAM | 2058 | Youth report of familism values-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3CEN | 2059 | Youth report of ethnic identity centrality-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3PRI | 2060 | Youth report of ethnic identity private regard-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3PUB | 2061 | Youth report of ethnic identity public regard-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3EIDT | 2062 | Youth report of ethnic identity total-W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| T3GPA | 2063 | Youth Grade Point Average- W3 | Scale | Input | 10 | Right | F8.2 | F8.2 |  |
| Y1USbrn | 2064 | <none> | Scale | Input | 10 | Right | F8.2 | F8.2 | -999.00 |
| TGRADS1r | 2065 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| TGRADS3r | 2066 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| f2comp | 2067 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| f2comp1 | 2068 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| F2RETAIN | 2069 | <none> | Nominal | Input | 10 | Right | F8.2 | F8.2 |  |
| Variables in the working file | | | | | | | | | |