

METHODOLOGY REPORT

National Education and Attainment Survey 2019 (NEAS)

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Chapter 1 – Study Overview

Study Background and Purpose

In November 2018, Lumina Foundation issued a grant to NORC at the University of Chicago to conduct a second round of the National Education and Attainment Survey (NEAS). The first round of the NEAS was conducted in 2017, and intended to assess the educational attainment of adults in the United States. The 2019 NEAS was the third partnership between Lumina and NORC since 2015 to conduct a national study of adults and education, following 2015 National Education and Employment Study (NEES) 1 and the 2017 NEAS². The goal of these studies was to determine the percentage of adults who hold high quality certificates, licenses, and certifications. The 2019 NEAS furthered this research by providing Lumina with updated, timely data on the attainment of post-secondary degrees, certificates, licenses, certifications, and apprenticeship rates. Data collection for the study was administered through a 15-minute multi-mode survey that asked eligible respondents about their education credentials and employment history. The results of the effort were used to inform Lumina’s objectives for its Goal 2025 initiative³, through which Lumina is committed to improving the nation’s postsecondary education system by increasing the proportion of Americans who hold a degree, certificate or other high-quality postsecondary credential to 60 percent by the year 2025. By ensuring access to high quality educational opportunities after high school, more individuals will achieve a greater earning capacity, which in turn leads to better quality of life, stronger economies, and thriving communities, as well as a stronger nation overall.

Between April and July 2019, the 2019 NEAS asked a nationally representative sample of adults between the ages of 18 and 64 (see *Sample Design*, Chapter 2) a series of questions in the following topic areas:

- Education (including highest level and field of study)
- Certifications and Licenses (including acquisition, type, and preparation)
- Certificates (including acquisition, type, and preparation)
- Apprenticeships (including completion status and type)
- Employment (including industry, full-/part-time status, job title, and salary)
- Background (including marital status and race/ethnicity).

The 2019 NEAS was administered in both web and hard-copy (Paper and Pencil Interview, or PAPI) modes, and a cash incentive was offered for participation. Lumina’s Program Officers for the study were Dr. Amia Foston and Dr. Wendy Sedlak, and NORC’s Project Director was Cynthia Simko.

¹ NEES results, reports and products can be found here: <http://www.norc.org/Research/Projects/Pages/national-education-and-employment-study.aspx>

² NEAS 2017 results, reports and products can be found here: <https://www.norc.org/Research/Projects/Pages/national-education-and-attainment-survey.aspx>

³ The Lumina Foundation. *Goal 2025*. Accessed April 12, 2016. Available from https://www.luminafoundation.org/goal_2025

Data Collection Overview

As a wave two data collection effort, NORC adapted the 2019 NEAS questionnaire, with slight modification, from the questionnaire that was previously developed and successfully fielded for the 2017 NEAS. The base NEAS questionnaire is composed of adapted questions from previously fielded education attainment surveys and original survey items; was rigorously developed under the advisement of questionnaire design experts; and was tested in cognitive interviews to ensure appropriateness for national release. NORC and Lumina collaborated to finalize the 2019 survey and develop the sampling and methodological approaches for the research effort. (See Chapter 3 for more information on the questionnaire design process).

In April 2019, NORC sent advance letters to 69,285 households, with a goal to achieve 3,404 completed surveys. As discussed in more detail in Chapter 2 on study methodology, the following characteristics were considered when drawing the sample stratum:

Gender:

- Male
- Female

Race/Ethnicity:

- Hispanic any race
- Non-Hispanic black or African American
- Non-Hispanic American Indian or Alaska Native
- Non-Hispanic Asian, Native Hawaiian or other Pacific Islander
- Non-Hispanic white or some other racial group

Age:

- 18-19
- 20-24
- 25-34
- 35-57
- 58-64

Region:

- Northeast
- Midwest
- South
- West

Data collection for the 2019 NEAS ended in July 2019. A final total of 5,601 eligible surveys were received (See Chapter 4 *Data Collection* for more details and Appendix A for a breakdown of completes by stratum).

Project Schedule (Key Activities)

Table 1.1 presents the schedule of key project activities. Preparatory activities for the 2019 NEAS began in January 2019, and data collection officially started on April 4, 2019. NORC released sample in two batches (soft launch and full launch) to start data collection. On April 4, for the soft launch, advance letters were mailed to a representative sample of 5,000 households, which were selected from the full sample of 69,285. The full launch occurred two weeks later on April 17 when advance letters were mailed to the remaining 64,285 households. NORC conducted post-data collection activities between August 1, 2019 and September 27, 2019. These tasks included data cleaning, coding, final case status assignment,

and sampling weight development. On September 27, 2019, NORC delivered the final restricted-use data file to Lumina.

Table 1.1 2019 NEAS Schedule of Key Activities

Key Activities	Date
Preparation for data collection	January 2019
Data collection began	April 4, 2019
Data collection ended	July 31, 2019
Data cleaning and sampling weights	August 1, 2019 – September 27, 2019
Final data delivery	September 27, 2019

Chapter 2 – Study Methodology

Sample Frame

The target population for the 2019 NEAS is non-institutionalized adults 18 to 64 years of age in the United States. To represent this population, NORC constructed a sampling frame using the February 2019 version of the United States Postal Service (USPS) computerized delivery sequence file (CDS)⁴, which contains all U.S. households that receive mail delivery from USPS. NORC geocoded the CDS so that each household address could be linked to a census tract to support sample stratification. Prior to sample selection, all business addresses were removed as well as P.O. Boxes not flagged as “only way to get mail” to prevent duplication.

In addition to national estimation, NEAS was designed to support reliable estimation by age, gender, region, and race and ethnicity. Since the CDS is a list of households instead of individuals, NORC could only stratify the sample by region and race/ethnicity. The four regions of interest are Northeast, South, Midwest, and West as defined by the U.S. Census bureau. The racial and ethnic groups of interest are American Indian/Alaska Native, Asian, African American, Hispanic, and Other. Stratification by region was straightforward, as the household frame contained sufficient address information. The stratification by race/ethnicity was designed to target the various racial and ethnic groups more efficiently. Within each region, the five racial/ethnic strata were created in a hierarchical manner based on data from the American Community Survey⁵ (ACS).

First, the American Indian/Alaska Native (AIAN) stratum was defined to include all census tracts per region where the proportion of the AIAN population exceeded a certain cutoff value. The cutoff varied across regions based on the rarity of the population, as shown in Table 2.1. For example, in the Midwest, all census tracts with 10% or more of the population reporting as AIAN were included in the Midwest American Indian/Alaska Native stratum. In the West, where there are more census tracts with concentrated American Indian/Alaska Native populations, the AIAN stratum were defined as all census tracts with 40% or more of the population reporting as AIAN. Once the American Indian/Alaska Native strata were assigned, the Asian strata were created within each region using all the remaining census tracts. The Asian strata ranged from 20% or more Asian in the Midwest to 40% or more Asian in the West. Next, African-American strata were created from the census tracts not yet assigned to AIAN or Asian strata. These tracts range from 30% or more African-American in the West to 60% or more African-American in the South. The Hispanic strata were then created for tracts with 50% or more incidence in the Midwest and Northeast, and 60% or higher incidence in the South and West. After AIAN, Asian, African American, and Hispanic strata were assigned, all the remaining tracts were allocated to the Other strata within each region.

⁴ Licensed from the Valassis vendor

⁵ The ACS is an ongoing survey conducted by the U.S. Census Bureau that gathers information on ancestry, educational attainment, income, language proficiency, migration, disability, employment and housing characteristics. <https://www.census.gov/programs-surveys/acs/>

Table 2.1 Race and Ethnicity Definition Cutoff per Region

Race/Ethnicity	Midwest	Northeast	South	West
American Indian/Alaska Native	10%	10%	20%	40%
Asian	20%	30%	30%	40%
African-American	50%	50%	60%	30%
Hispanic	50%	50%	60%	60%
Other	NA	NA	NA	NA

The cross of four regions and five racial/ethnic groups created 20 sampling strata, each of which was a group of census tracts within a region. The final sampling frame contained about 132 million households. The distribution of the frame across the sampling strata is presented in Table 2.2.

Table 2.2 Distribution of Frame across the Sampling Strata

Race/Ethnicity	Midwest	Northeast	South	West	Total
American Indian/Alaska Native	122,188	11,513	126,554	104,398	364,653
Asian	630,821	839,981	359,892	1,331,083	3,161,777
African-American	1,980,410	1,409,772	4,015,973	348,104	7,754,259
Hispanic	526,575	1,427,474	3,090,409	3,278,256	8,322,714
Other	25,721,210	19,547,994	43,793,398	23,329,920	112,392,522
Total	28,981,204	23,236,734	51,386,226	28,391,761	131,995,925

No stratification by age and gender was possible because the household frame did not contain relevant demographic information.

Sample Design

The sample was designed to support estimation for analytical domains defined either by a single variable (gender, age, region, and race/ethnicity) or by the cross of two of these variables. For domains defined by a single variable (first 6 rows of Table 2.3 below), the margin of error (MOE) is no greater than 4.6 percentage points; for domains defined by the cross of two variables, the margin of error is no greater than 10 percentage points. The sample was not designed to support estimation for domains defined by the cross of three or more variables.

Table 2.3 Target MOE for Domains Defined by One or Two Variables

Domain	Sample Size per Domain	Average DEFF	Effective Sample Size	MOE
Entire U.S. (1)	3,408	3	1,136	2.3%
Per Region (4)	852	2.92	292	4.6%
Per R/E = non-White (4)	617	1.51	409	3.9%
Per R/E = White (1)	941	1.51	622	3.1%
Per Age Group (5)	682	1.9	358	4.2%
Per Gender (2)	1,704	2.18	781	2.8%
Region by Race = non-White (16)	154	1.33	116	7.4%
Region by Race = White (4)	235	1.33	177	5.9%
Region by Age (20)	170	1.88	91	8.3%
Region by Gender (8)	426	1.64	260	4.9%
Race non-White by Age (20)	123	1.33	93	8.2%
Race White by Age (5)	188	1.33	141	6.7%
Race non-White by Gender (8)	308	1.33	232	5.2%
Race White by Gender (2)	470	1.33	354	4.2%
Age by Gender (10)	341	1.9	179	5.9%

The sample size shown in Table 2.3 represents the number of complete surveys needed per domain. Overall, NORC targeted a total of 3,404 complete surveys across the strata and domains. The survey was designed to target 154 completes per region for the AIAN, Asian, African-American, and Hispanic strata. For the other group, the target was 235 complete surveys per region. To translate the number of completes per domain to the number of sample households per stratum, NORC reviewed the race/ethnicity distribution within each stratum and their likely yield rates based on the experience of the 2017 NEAS study and similar national studies. For example, NORC and indeed the entire survey industry has found from past surveys that some groups, such as white and Asian, respond to surveys at higher rate than African-American and Hispanic populations. Table 2.4 shows the allocation of the initial sample of 69,285 households to the strata.

Table 2.4 Allocation of the Original Sample to the Strata

Stratum	Midwest	Northeast	South	West	Total
High AIAN	5,169	4,017	6,080	7,505	22,771
High Asian	5,086	6,997	5,528	5,173	22,784
High African-American	2,108	3,839	1,595	6,734	14,276
High Hispanic	2,225	2,825	2,515	1,214	8,779
Other	106	198	137	234	675
Total	14,694	17,876	15,855	20,860	69,285

Within each stratum, the household sample was selected systematically with equal probability after the frame was sorted by ZIP code, census tract, and the address variables (such as street name and unit number). Within each household, the adult 18 to 64 years of age who most recently celebrated a birthday was requested to complete the survey. A supplemental sample of 34,646 households was also selected to

provide a cushion for potentially lower than expected response rate. However, the main sample performed above expectations and the supplemental sample was not fielded.

Soft Launch

A soft launch sample of 5,000 cases was randomly selected from the main sample using the allocation as presented in Table 2.5. These cases were flagged for easy identification and tracking. The purpose of this was to verify the approach, system functionality, and protocols with a smaller sample prior to the full release. After two weeks in the field, it was determined that full sample launch could move forward according to schedule.

Table 2.5 Distribution of Soft Launch Sample

Stratum	Midwest	Northeast	South	West	Total
High AIAN	373	290	439	542	1,644
High Asian	367	505	399	373	1,644
High Black	152	277	115	486	1,030
High Hispanic	160	204	181	88	633
Other	8	14	10	17	49
Total	1,060	1,290	1,144	1,506	5,000

Weighting Procedures

A final weight was computed for every respondent to support relatively unbiased estimation. The final analysis weights were calculated in four steps, as discussed below.

First, NORC calculated the household level base weight to account for the sample design. The base weight was calculated for every sample household as the ratio of the total number of households in the frame to the total number of sampled households per stratum. There was significant variation in the base weights because the twenty strata were sampled at very different rates in order to achieve the target number of completes for the smaller domains. The base weight is denoted as W_1 .

The base weights were then adjusted to compensate for unknown eligibility, nonresponse among eligible households, and frame under-coverage. To support these adjustments, NORC classified the full sample into four response categories: respondents, nonrespondents, unknown eligibility, and known ineligible cases. See Table 2.6 for distribution across these response categories.

Table 2.6 Distribution of the Sample across Response Categories

Response Category	Count	Percent
Eligible Respondents (ER)	5,601	8.08
Non-respondents (EN)	26	0.04
Known Ineligible (IN)	1,545	2.23
Unknown Eligibility (UN)	62,113	89.65
Total	69,285	100.00

The unknown eligibility adjustments were applied to the base weight within each stratum to transfer the weight carried by UN cases to the other cases. The adjustment factor was calculated as:

$$f2 = (\sum_{UN} W1 + \sum_{IN} W1 + \sum_{ER} W1 + \sum_{EN} W1) / (\sum_{IN} W1 + \sum_{ER} W1 + \sum_{EN} W1)$$

where each term represents the total base weight across all the sample households within a response category, and the summation is over cases in the same stratum. The unknown eligibility adjusted weights (W2) for cases with known eligibility were calculated as

$$W2 = f2 * W1$$

The nonresponse adjustments were then carried out within each stratum to transfer the weight carried by eligible non-respondents to respondents. The nonresponse adjustment factor was calculated as:

$$f3 = (\sum_{ER} W2 + \sum_{EN} W2) / (\sum_{ER} W2)$$

where each term represents the total unknown eligibility weight for a response category, and the summation is over cases in the same stratum. The nonresponse adjusted weights (W3) for respondents were calculated as

$$W3 = f3 * W2$$

The W3 are household level weights which need to be converted to individual level weight. As part of data collection, the survey obtained from respondents the number of adults in the households who were 18 to 64 years of age. This information was used to convert the household weight to the individual weight. To guard against inflated weight variation and erroneous reporting, the number of eligible adults per household was truncated at four. The maximum reported number was 62, but only 3 percent of the households reported more than four adults. Thus, the individual weight was calculated as

$$W4 = W3 * (\text{Number of Eligible Adults per Household})$$

Finally, the weighting team applied a raking ratio adjustment procedure to adjust W4 such that the weighted sample counts match the population counts by region, age group, gender, race/ethnicity, and education attainment. The population counts are based on the Current Population Survey (CPS) totals. The raking control totals are shown in Tables: 2.7, 2.8, and 2.9.

Table 2.7 Raking Control Totals for Region, Age Group, and Gender

Raking Dimension	Raking Categories	Population Total
Region	Northeast	34,772,913.36
	Midwest	40,861,835.06
	South	74,769,081.95
	West	47,709,598.89
Age Group	18-24	29,362,651.31
	25-34	44,854,229.90
	35-57	95,105,822.45
	58-64	28,790,725.60
Gender	Male	97,646,398.18
	Female	100,467,031.08

Table 2.8 Raking Control Totals for Race/Ethnicity Categories

Race and Ethnicity	Population Total
Hispanic	36,155,921.30
White	119,077,895.97
Black or African American	25,805,136.90
American Indian or Alaska Native	2,860,809.15
Asian	13,372,964.26
Native Hawaiian or Other Pacific Islander	832,282.90
Other	8418.78

The respondent could report more than one race. To classify them into one of the racial/ethnic groups the weighting team applied the following rules:

- Classify as Hispanic if Hispanic is reported, regardless of race;
- Classify as the reported race if not reported as Hispanic;
- If not reported as Hispanic and more than one race is reported, classify by the following hierarchical order:
 - ▶ Classify as AIAN race if AIAN is reported, regardless of other reporting;
 - ▶ Classify as Native Hawaiian or Other Pacific Islander if reported as Native Hawaiian or Other Pacific Islander but not AIAN;
 - ▶ Classify as Asian race if Asian is reported but AIAN and Native Hawaiian or Other Pacific Islander are not reported;
 - ▶ Classify as African American race if reported as African American but AIAN, Native Hawaiian or Other Pacific Islander, and Asian are not reported;
 - ▶ Classify all others as White or Other.

Table 2.9 Raking Control Totals for Education Categories

Educational Attainment	Population Total
Less than High School	20,247,566.28
High School graduate	54,766,413.10
Some college but no degree	37,875,521.91
Associate degree	19,809,755.12
Bachelor's degree	42,970,024.49
Master's degree, Professional degree, Doctoral degree	22,444,148.36

The raking procedure started with the individual level weight W4. After the first round of raking, the weighting team trimmed the outlier weights to 319,660. The team then carried out a second round of raking, followed by a second round of trimming using the same threshold of 319,660. The iterative process of raking and trimming stopped to ensure that the minimum weight is at least one. The final weights are the raked weights after five rounds of raking adjustments.

Data Collection Results

The targeted number of completes for each region was 851, for an overall goal of 3,404 surveys. By race/ethnicity, the target was 616 completes for each race/ethnicity stratum, except for Other, which had a target of 940. See Table 2.10 for the targets established for each region by race/ethnicity and gender. A more detailed results table can also be found in Chapter 6 of this report.

Table 2.10 Goals vs. Actuals: Completed Surveys by Region, Race/Ethnicity and Gender

Complete Characteristics			Goal	Actual*
All Regions	American Indian or Alaska Native	Female	308	575
		Male	308	243
	Asian, Native Hawaiian or Other Pacific Islander	Female	308	429
		Male	308	392
	Black or African American	Female	308	650
		Male	308	244
	Hispanic	Female	308	415
		Male	308	239
	White or Some Other Race*	Female	470	1,431
		Male	470	976

*Actuals do not include two surveys that reported AIAN, 1 survey that reported Black or African American, 1 survey that reported Hispanic, and 3 surveys that reported White or Other but did not report gender.

Chapter 3 – Questionnaire Design

The 2019 NEAS questionnaire was adapted with minimal updates from the 2017 NEAS questionnaire, so as to facilitate round-to-round comparison of the data. The 2017 questionnaire was itself rigorously developed with input from an Expert Panel and multiple rounds of cognitive interviews. Detailed information about the development of the 2017 questionnaire is available in the 2017 NEAS methodology report.⁶

Questions and survey pathing are identical between the 2017 and 2019 NEAS questionnaires except in two areas, shown in Table 3.1. In the 2019 questionnaire, highest level of education was reported in a single question (Question #2), where in the 2017 questionnaire this was reported in two questions that asked about high school and college education attainment separately. Respondents who reported their highest level of education as an associate’s degree in the new 2019 item were additionally skipped past the post-secondary degree grid (Question #3), while in the 2017 questionnaire, the skip logic directed all respondents who reported any post-secondary degree to complete the full post-secondary degree grid. The other notable update to the 2019 questionnaire was in the employment section, where a new sub-item (Question #43b) was asked of all respondents who worked during the previous 12 months.

The final 2019 NEAS questionnaire contained 50 substantive survey questions, as well as questions regarding the respondent’s future follow-up preferences and contact information. A copy of the final questionnaire is provided in Appendix C.

⁶ Methodology Report, 2017 National Education and Attainment Survey (NEAS), February 2018, <https://www.norc.org/Research/Projects/Pages/national-education-and-attainment-survey.aspx>

Table 3.1 Differences between 2017 and 2019 NEAS Questionnaires

2017 NEAS	2019 NEAS
<p>Q1. People can get a High School diploma in a variety of ways, such as graduating from High School or by getting a GED or other equivalent. Do you have a High School diploma?</p> <p>1 <input type="checkbox"/> No → <i>SKIP TO Q5</i> 2 <input type="checkbox"/> Yes, graduated from High School 3 <input type="checkbox"/> Yes, GED or other equivalent</p> <p>Q2. Have you earned any college credit or completed a college degree?</p> <p>1 <input type="checkbox"/> No → <i>SKIP TO Q5</i> 2 <input type="checkbox"/> Yes, some college, but less than one year of college credit → <i>SKIP TO Q4</i> 3 <input type="checkbox"/> Yes, one or more years of college credit, no degree → <i>SKIP TO Q4</i> 4 <input type="checkbox"/> Yes, completed a degree</p>	<p>[Q1 was dropped as a substantive survey question in 2019]</p> <p>Q2. What is the highest degree or level of school you have completed?</p> <p>Mark ONE only.</p> <p>1 <input type="checkbox"/> Elementary or high school, but no high school diploma or GED® → <i>SKIP TO Q5</i> 2 <input type="checkbox"/> High school diploma → <i>SKIP TO Q5</i> 3 <input type="checkbox"/> GED® or alternative high school credential → <i>SKIP TO Q5</i> 4 <input type="checkbox"/> Some college credit but less than one year of college credit → <i>SKIP TO Q4</i> 5 <input type="checkbox"/> 1 or more years of college credit, no degree → <i>SKIP TO Q4</i> 6 <input type="checkbox"/> Associate’s degree (for example, AA, AS) → <i>SKIP TO Q4</i> 7 <input type="checkbox"/> Bachelor’s degree (for example, BA, BS) 8 <input type="checkbox"/> Master’s degree (for example, MA, MS) 9 <input type="checkbox"/> Professional degree beyond a bachelor’s degree (for example, MD, DDS, DVM, LLB, JD) 10 <input type="checkbox"/> Doctorate degree (for example, PhD, EdD)</p>
<p>[Item not used in 2017]</p>	<p>Q43B. For how many years have you done this kind of work, that is, how long have you been in this occupation?</p> <p>[_] years</p>

Chapter 4 – Data Collection

This chapter discusses data collection preparation, protocol, materials development, mailings, projections, and outcomes for the 2019 NEAS.

Preparation Activities

Prior to the start of data collection, NORC obtained NORC Internal Review Board (IRB) approval to field the survey and developed study materials. Detailed below are the specific steps NORC took in advance of fielding the survey.

Institutional Review Board (IRB)

To ensure that NORC adheres to the appropriate standards for collecting data and conducting human subjects research, projects are required to complete and submit an application to the NORC IRB prior to the start of data collection. After careful review of the application and research activities, NORC's IRB certified the NEAS research as "Exempt" under Category 2, Protocol Number: 17.02.13, dated February 23, 2017 (Appendix B) for the 2017 NEAS. In March 2019, the NORC IRB approved extending the exempt status to include the 2019 NEAS after reviewing revised documents that had been prepared for the next round of data collection.

Questionnaire Preparation

Preparation of the PAPI and web versions of the questionnaire began two months prior to the start of data collection. After updates to the survey questions were finalized (see Chapter 3), NORC started to format the PAPI survey, verify edit checks such as skip logic and ranges, and program the web survey. The Spanish version of the survey was updated to reflect changes to the English version and reviewed by internal NORC and external vendor-provided native speakers.

Paper and Pencil Instrument (PAPI)

The English and Spanish versions of the PAPI instruments were updated using Microsoft Word and then formatted by NORC's internal desktop publishing department and an external vendor. Both versions of the PAPI instrument underwent a final review after the formatting process. Final versions of the PAPI instruments are included in Appendix C1 (English) and C2 (Spanish). The only substantive formatting difference between the English and Spanish versions is that survey response options for Questions #4 and #19 are listed in alphabetical order in the respective versions. This means items in the Spanish questionnaire appeared in a different numerical order. However, response values were recorded identically across instruments for data processing. A general update to the formatting of the paper survey occurred in order to maximize space and reduce the number of pages.

Web Survey Programming and Testing

NORC programmed the web version of the 2019 NEAS survey using MR Survey Software. Once updates to the instrument were confirmed, the research team coordinated with Information Technology (IT) staff to program the web survey. This included defining variables and labels, finalizing survey item coding, and establishing and implementing valid response checks, response ranges, and logic checks.

Respondents were also assigned a personalized PIN and password to enter the survey and complete the instrument. Both the English and Spanish versions were tested for accuracy and consistency. As part of the testing, NORC reviewed all item text, question directions, response options, range limits, skip patterns, and test output data to ensure instrument functionality. Additionally, NORC accessed the web survey with multiple devices and browsers to assess performance across platforms.

Mailing Materials Development

NEAS staff developed a set of project-specific materials to introduce the survey, prompt potential respondents to participate, and thank participants for their time. These materials included advance letters, a Frequently Asked Questions (FAQ) Fact Sheet, nonresponse prompting postcards, break-off emails (emails to respondents who only partially completed the survey), and a “Thank You” incentive letter. The materials provided information about the value of the study and the roles of Lumina and NORC and communicated the importance of the sample member’s participation in the survey.

Data Collection Administration

Table 4.1 lists the schedule of key activities conducted during the 18-week data collection field period of the 2019 NEAS. The schedule covers the major mailing efforts that NORC organized to prompt survey participation. (See Tables 4.2 and 4.3 for additional detail on “Thank You” letter mailings and web survey breakoff emails).

Table 4.1 2019 NEAS Data Collection Schedule

Week	Date	Activity
1	April 4, 2019	Web Survey Launched
1	April 4, 2019	Advance Letter Batch #1 (Soft Launch - 5,000 mailed)
3	April 17, 2019	Advance Letter Batch #2 (Full Launch - 64,285 mailed)
4	April 22, 2019	Postcard Prompt #1 (69,148 mailed)
6	May 9, 2019	PAPI Questionnaire #1 (69,092 mailed)
10	June 7, 2019	Reminder Letter (45,179 mailed)
12	June 21, 2019	PAPI Questionnaire #2 (37,209 mailed)
15	July 8, 2019	Postcard Prompt #2 (22,079 mailed)
18	July 31, 2019	Data Collection Ends

Web and PAPI Administration Workflow

The multimode design of the 2019 NEAS bolstered the survey response rate and reduced nonresponse error by employing web administration as the primary mode of data collection and PAPI administration as

the secondary mode. The two modes required separate protocols for managing them during the field period. For the web mode, administration was fairly straightforward because incoming data and metadata were automatically updated and exported by the MR Survey Software. This output was linked directly to an Access-based sample management database that NORC staff used to monitor case-level statuses. (See the Databases and Reports section of this chapter for more on databases).

PAPI administration required more hands-on coordination than web. NORC sent out the first PAPI mailing approximately three weeks after the full sample was sent their advance letter. Completed PAPIs were returned to NORC in a provided prepaid envelope. Once received in-house, NORC receipted the hardcopy questionnaires, recorded the associated IDs, and prepared them into batches to be data entered by an outside vendor. The vendor picked up the hardcopy questionnaires and data entered them into an Excel spreadsheet based on a specified set of editing rules established by NORC. The files were then transmitted to NORC via a secure file transfer protocol (SFTP) site to ensure data security and confidentiality. The hardcopy questionnaires were then hand-delivered back to NORC and, as a quality control measure, an additional review of a percentage the data was conducted internally.

Strata Monitoring

As discussed in Chapter 2 (Study Methodology), the sample for the 2019 NEAS was distributed across 20 sampling strata, which were a cross of four geographic regions and five racial/ethnic groups. The NORC research team monitored reported responses based on these strata as they came in during data collection. Since some reported strata reached their response rate targets prior to the end of the mail prompting cycle, the corresponding sampled strata were considered for removal from additional mailings. This allowed NORC to economize on prompting costs and only target high priority strata. Table 4.2 shows the 11 sampling strata that were dropped from mail prompting mid-way through data collection.

Table 4.2 Closed Sampling Strata

Stratum Number	Stratum Label	Close Date
5	Midwest Caucasian or Other	May 1, 2019
7	Northeast Asian, N Hawaiian, Pac Islander	May 1, 2019
8	Northeast Black or African American	June 26, 2019
10	Northeast Caucasian or Other	May 1, 2019
11	South AIAN	June 26, 2019
12	South Asian, N Hawaiian, Pac Islander	June 26, 2019
15	South Caucasian or Other	May 1, 2019
16	West AIAN	May 1, 2019
17	West Asian, N Hawaiian, Pac Islander	May 1, 2019
18	West Black or African American	May 31, 2019
20	West Caucasian or Other	May 1, 2019

Household Mailings

To maximize survey completion, NORC adapted Dillman’s Tailored Design Method (TDM) during the development of the 2019 NEAS household mailing schedule.⁷ NORC’s modified TDM consisted of an initial survey invitation letter followed by reminder mailings and hardcopy questionnaire mailings at predetermined intervals. Table 4.3 shows the full mailing schedule:

Table 4.3 Full Mailing Schedule

Mailing Type	Mail Date	Quantity
Web Survey Launched	4/4/2019	
Soft Launch Advance Letter	4/4/2019	5,000
Full Launch Advance Letter	4/17/2019	64,285
Reminder Postcard I	4/22/2019	69,148
Thank You Letter 1	4/29/2019	185
Thank You Letter 2	5/10/2019	2,552
PAPI Questionnaire I	5/19/2019	69,092
Thank You Letter 3	5/24/2019	386
Reminder Letter	6/7/2019	45,179
Thank You Letter 4	6/7/2019	277
PAPI Questionnaire II	6/21/2019	37,209
Thank You Letter 5	6/21/2019	156
Thank You Letter 6	7/5/2019	900
Reminder Postcard II	7/8/2019	22,079
Thank You Letter 7	7/19/2019	624
Data Collection Ends	7/31/2019	
Thank You Letter 8	8/2/2019	358
Thank You Letter 9	8/16/2019	160

Advance Letters

Advance letters introducing the 2019 NEAS were designed to encourage prompt completion of the questionnaire. The soft launch and full launch advance letters were addressed in a stamped 6x9 envelope to “[City] Community Member” and contained a unique PIN and password, with instructions for the household member between the ages of 18 and 64 who most recently celebrated a birthday, to complete the survey. The letter itself was printed in English on one side and in Spanish on the reverse (Appendix D). A pre-incentive of a single dollar bill was included in the letter envelope. Each envelope also included a brief FAQ Fact Sheet (English and Spanish) with answers to frequently asked questions about the study (Appendix E), as well as a data point from the 2017 NEAS. Eligible households in the soft launch group were offered an additional \$15 in cash if they completed the survey by April 17, 9:00pm CST, and those in the full launch group were offered the same if they completed by May 1, 9:00pm CST. Eligible

⁷ Dillman, Don A. et al., *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method (Fourth Edition)*. Hoboken, New Jersey: Wiley (2014).

respondents who completed after the deadlines received \$10. See Table 4.7 in the Incentives section of this report for more information regarding responses to the Early Bird offering.

Frequently Asked Questions (FAQ) Fact Sheet

To help conveniently and concisely convey key study information, NORC produced a FAQ Fact Sheet that answered four basic questions about the 2019 NEAS:

1. What is NEAS?
2. Who is conducting this study?
3. Why should I participate?
4. What will you do with the information I provide?

To draw the recipient's attention, FAQ Fact Sheets were printed with a pop of bright orange on distinctive 3.7 x 8.5 inch heavy cardstock. The FAQ Fact Sheets were included with the advance letter mailing. Appendix E includes English and Spanish samples of the FAQ Fact Sheet.

Reminder Postcards & Letter

Reminder Postcards

NORC developed two reminder postcards, each with English and Spanish messaging. The postcards were printed on heavy cardstock and included the survey PIN and password concealed behind a scratch-off layer. The first postcard identified itself as a follow-up reminder to the initial letter invitation, and the second postcard identified itself as a final reminder to complete the survey. Both postcards were addressed to “[City] Community Member.” Appendix F includes samples of the postcards.

Reminder Letter

The reminder letter provided login information for the web survey and concisely reiterated the study purpose, scope, and cash incentive offer to the sample members. Unlike the advance letter, the reminder letter contained no pre-incentive and did not offer an early bird incentive, since by then the early bird deadline had passed for both the soft and full launch groups. Instead of being double-sided with English and Spanish versions on each side, the letter was written in English and included a Spanish call-out box with translated web survey login and project contact information. The letter was mailed in a 6x9 envelope with a physical stamp affixed for postage. Appendix G includes a sample of the reminder letter.

PAPI Questionnaire Mailing

Per the Dillman method, to accommodate potential respondents who were unable to or preferred not to complete the survey online, NORC mailed two hard copies of the survey to non-responding households—once in May and again in June (see full mailing schedule in Table 4.3). The PAPI mailings included a letter alerting potential respondents that they could complete the enclosed survey and return it to NORC via the prepaid BRE (Business Reply Envelope) included in the mailing. Since only the English language PAPI was in the default mailing, the letter also provided instructions in Spanish for how to request a Spanish version of the PAPI. A total of two households requested and completed the Spanish PAPI. (A

larger number of households, 92, completed the survey in Spanish using the web instrument.) Appendix H1 and H2 includes samples of the PAPI questionnaire letters.

Table 4.4 Respondent Promptings and Completion Yield

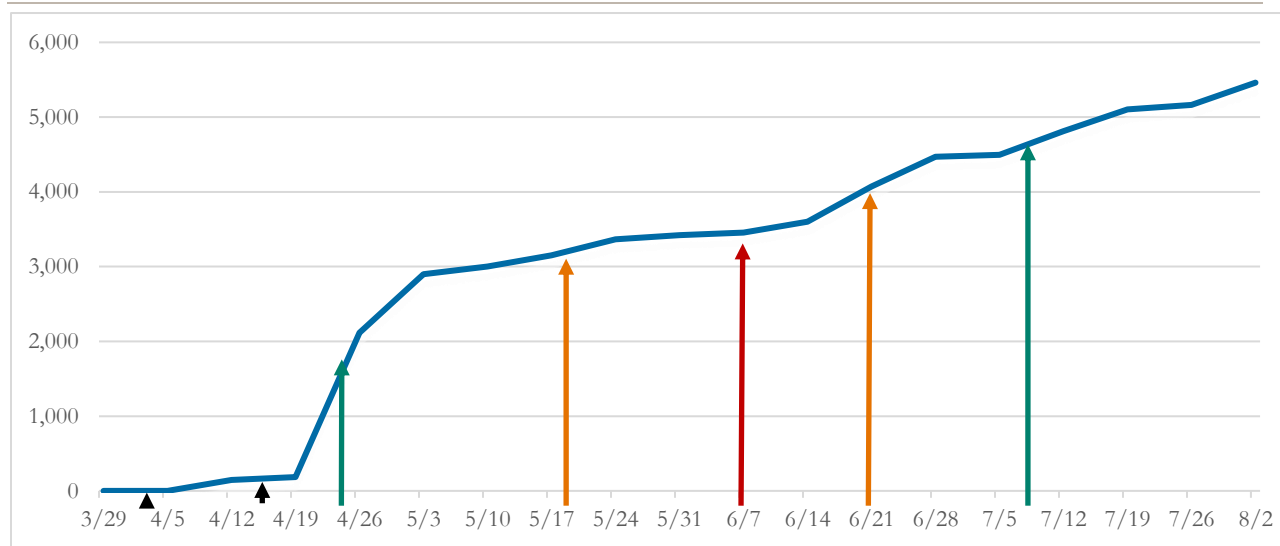


Table Legend	
Black ----->	Advance Letter (Soft and Full Launch)
Green ----->	Postcard Reminder
Orange ----->	PAPI Questionnaire Mailing
Red ----->	Letter Reminder

Incentive Letters

A final “Thank You” letter contact was made with eligible respondents who completed the survey and needed to be sent their cash incentive. This mailing was sent out in nine batches. The first was sent three weeks after the first web survey responses started coming in, continuing on a bi-weekly schedule for the remainder of the data collection period until the last of the PAPI surveys were processed in mid-August. The letter thanked participants for their participation and contained the promised cash incentive of \$10 or \$15 (see the Incentives section below). Appendix II includes a sample of the incentive letter.

Break-off Emails

The MR Interview software in which the web survey was programmed retained response data for surveys that were started but not completed. This enabled NORC to send customized break-off (partial completes) emails to respondents who provided a valid email address at question #1 in the survey. Initial break-off emails went out April 18, 2019, and again every week until the final break off emails were sent on June 7, 2019, by which point the original target of 3,404 completed surveys had been reached and the decision was made to suspend additional emailing. The content of the breakoff emails themselves encouraged respondents to finish the web survey to receive their cash incentive and provided the respondent’s PIN

and password information. Table 4.5 includes the break-off email dates and counts. Appendix I2 includes a sample break-off email.

Table 4.5 Break-off Emails

Break-off Email	Email Sent	Quantity
Email 1	4/18/2019	7
Email 2	4/25/2019	106
Email 3	5/2/2019	139
Email 4	5/9/2019	98
Email 5	5/16/2019	90
Email 6	5/23/2019	95
Email 7	5/30/2019	90
Email 8	6/7/2019	80

Project Website, Email In-Box, Toll Free Number

To provide accessible information to potential participants and researchers interested in the study, NORC created a project website hosted on the main NORC website⁸. The project website provided general background information about the 2019 and 2017 NEAS studies, the study sponsor (Lumina), and NORC. It provided information about the timeline for survey administration, the length of the survey itself, and contact information for the project.

The project email address (NEAS@norc.org) and toll-free line information were provided on all outgoing prompts and communications. Sample members were encouraged to use these channels to present questions, concerns, and feedback about the study. Incoming email and telephone calls were monitored by NORC research staff who responded back in a timely manner. Table 4.6 shows the number of calls and emails received and their distribution.

Table 4.6 Incoming Calls and Emails to Project

Reason for Contact	Phone Contacts	Email Contact	Total
Complete Survey	29	2	31
Report Issues	30	12	42
Eligibility	146	13	159
PAPI Request	85	3	88
Incentive Questions	51	18	69
General Questions	80	5	85
Refusal	10	2	12
Other	130	7	137
Total	561	62	623

⁸ <http://www.norc.org/Research/Projects/Pages/national-education-and-attainment-survey.aspx>

Incentives

To encourage response to the NEAS and to accelerate the rate of completes, Lumina approved NORC to offer pre- and post-paid incentives. NORC included a \$1 bill in the advance letter, and, upon completion of the survey, eligible respondents were mailed an additional cash incentive. The additional incentive was \$15 if respondents completed the survey by an early bird deadline (April 17, 9:00pm CST for the soft launch group; May 1, 9:00pm CST for the full launch group), and it was \$10 for all those who completed after the deadline. NORC mailed a total of \$70,125 in cash incentives to 5,598 respondents. A small number of respondents declined the incentive offer either within the survey or by reaching out to the project team, and they were not mailed anything. Table 4.7 shows a breakdown of the quantity of incentives paid by amount.

Table 4.7 Incentive Mailings Quantity and Total Cost

Incentive Amount	Quantity	Total
\$10	2,777	\$27,770
\$15	2,821	\$42,315
Total	5,598	\$70,085*

* Total does not include \$40 in re-sent incentives, where the respondent reached out to us with evidence that the original incentive was lost in the mail or otherwise not successfully delivered.

Data Security and Confidentiality

Throughout 2019, NEAS data collection, NORC maintained its long-standing adherence to protecting respondent confidentiality and instituted stringent data security controls. To ensure confidentiality of data during the data collection effort, each respondent was assigned a unique ID number, with no identifying name or address information connected to it. The web-based instrument was launched from NORC’s secure web server, with all appropriate firewall protection enforced. Completed surveys were encrypted and transmitted over a secured data line to where they were stored on NORC’s secured servers.

Databases and Reports

The following section describes the systems NORC used to manage the data collection efforts. In addition to the web survey instrument, the NEAS developed two Microsoft Access databases: one for receipt control (RC) of project mailings and returned surveys, and one for sample management and reports. A description of each system follows.

Receipt Control Database

Before the start of data collection, project management staff coordinated with RC staff to develop a system for logging outbound and inbound mail related to the survey. A RC database was created that allowed sent and returned mail to be tracked and categorized throughout the data collection period.

Sample Management Database

The sample management Access database provided project staff a centralized location to monitor sample status from web and PAPI, view the mailing status from the RC database, record email and toll-free line outcomes, and review survey data. With this information, queries and tables were used to monitor survey completions, pull information for mail and email prompts, and track real-time survey activity. The database also allowed close monitoring and tracking of completed and outstanding incentive mailings.

Reports

In addition to the queries created in the sample management database, NORC monitored the progress of both web and PAPI completes by priority characteristics and created weekly reports to monitor the following:

- **Completes by Stratum** – Completes by assigned stratum were broken out across the field period on a weekly basis.
- **Completes by reported Age and Gender** – Reported age and gender of all completed cases were broken out by assigned stratum and mode of completion.
- **Completes by Region and Race** – Assigned stratum were compared against the reported region and race for all completed cases.

Chapter 5 – Final Data Preparation

Shortly after data collection ended, a final restricted-use weighted data file was prepared and delivered on September 27, 2019. The delivery package included documentation such as a codebook and a data-cleaning memorandum describing the data preparation procedures. The following chapter details coding and data delivery activities.

Data Cleaning

Data cleaning for NEAS involved three major steps—data were harmonized between instruments (web and PAPI); de-duplicated and combined; and finally edited for consistency and logic.

In the first step, data from the PAPI instrument and the web instrument were reconciled by removing all data-storage inconsistencies introduced by the computer assisted data entry (CADE) process required for PAPI surveys. This eliminated the possibility of data loss when the two datasets were combined.

In the second step, the PAPI and web surveys were de-duplicated and combined. A very small subset of respondents provided duplicate PAPI and web surveys. For this group of respondents, the surveys were reviewed for consistency and one completed version was selected using the following:

- If the surveys were completed by the same eligible person...
 - ▶ the most complete survey is selected
 - ▶ and the surveys are identical, the first survey received is selected.
- If the surveys were completed by different people...
 - ▶ the eligible survey is selected
 - ▶ and they are both eligible, the most complete survey is selected
 - ▶ and they are both eligible and identical completeness, the first survey received is selected.

A final de-duplicated list of complete PAPI and web completed surveys was generated following this review. PAPI and web data were then combined, and only eligible completes were retained. NORC received duplicate surveys for 532 households that resulted in 422 eligible completes (web =305 and PAPI = 117). The remaining 110 cases were those where none of the receipted surveys were eligible completes.

In the third step, the data were edited for consistency and survey logic. This was done using line-item edits, global edits, and survey logic edits.

Line-item edits were applied first. These edits updated individual question responses for individual respondents, based on prior case-level review, and were used to correct obvious respondent errors or make corrections noted by respondents in comments or in follow-ups. For example, if a respondent selected “Yes” when asked if they received a certificate for completing a vocational program at a high school (Question #18B), but wrote in “Did not go to high school” in the “Name of Institution” follow-up field, then a line-item edit would be applied to correct the #18B response to “No”.

Global edits were applied second. These edits enforced consistency among responses and were applied universally to all cases. Consistency was enforced when a specific response logically required another specific response. For example, if a respondent entered a “specify” response in Question 4, but did not check response option 24 (“Other – Specify”), then Question 4 would be edited to select response option 24.

Logical edits were applied last, specifically on data from PAPI surveys. These edits were enforced when respondents got “off-path” in the survey logic by backtracking and then responding differently to filter questions. For example, if a respondent selected the wrong answer to a filter question and then proceeded to answer additional questions before realizing the error and backtracking, then s/he may have left behind residual off-path data. These off-path responses were cleared by logical edits, and the correct skip logic reserve codes applied. Unlike PAPI data, web data did not require logical edits in data processing because they were applied in real time by the instrument during data collection.

Coding

The NEAS survey had ten survey items that captured verbatim or open-ended responses. Seven of these items required coding. For them, the data processing team applied a code frame that was previously applied to the same item in the 2017 NEAS. Table 5.1 summarizes each of the questions and the code frames used.

Table 5.1 Open-ended Question Items and Type of Coding Conducted

Question #	Question Text	Coding Summary
Q4	Which one of the following best describes the field of study for the highest level of school you have completed?	Coding applied to items where “Other, Specify” was selected. Utilized existing code frame (See Appendix J) within the survey question plus an additional two responses: <ul style="list-style-type: none"> ■ Library Information Science ■ Culinary Arts, Hospitality, Hotel/Restaurant, Food Service
Q7b	Please provide the field of study that best describes this degree or certificate?	Entirely open-ended. The Q4 code frame applied as described above.
Q11	What is the name of your most important certification or license?	Entirely open-ended. Code frame from NEAS 2017 and NEES Q7 (See Appendix J) applied, which was developed based primarily on the NSCG frame and the NHES/ATES pilot frame provided by NCES.
Q12	What kind of work is your most important certification or license for?	Entirely open-ended. Census Bureau Industry coding applied for Public Use File (PUF).
Q15	Did you prepare for getting your most important certification or license by... (Mark Yes or No for each) <ul style="list-style-type: none"> a) taking classes from a college, technical school, or trade school? No/Yes b) taking classes or training from your employer, a training company, association, union, or private instructor? No/Yes c) studying on your own using textbooks or online resources? No/Yes 	“Other, Specify” was selected. No coding applied.

Question #	Question Text	Coding Summary
Q19	What was the field of study for your last post-secondary certificate?	Coding applied to items where “Other, Specify” was selected. Utilized existing code (See Appendix J) frame within the survey question plus an additional two responses: <ul style="list-style-type: none"> ■ Social science, social services, counseling, public administration ■ Religion/theology
Q28	What type of work was your apprenticeship for?	Coding applied to items where “Other, Specify” was selected. Utilized existing code frame (See Appendix J) within the survey question
Q40	What kind of business or industry did you work for?	Entirely open-ended. Census Bureau Industry coding applied for Public Use File (PUF).
Q41	What kind of work did you do, that is, what was your occupation?	Entirely open-ended. No coding applied.
Q42	What were your usual activities or duties at this job?	Entirely open-ended. No coding applied.

The following sections detail the coding steps applied to the seven open-ended response items where coding was required.

Q4, Q19 and Q28 – Backcoding to an Existing Code Frame

Survey items Q4 (“Which one of the following best describes the field of study for the highest level of school you have completed?”); Q19 (“What was the field of study for your last post-secondary certificate?”); and Q28 (“What type of work was your apprenticeship for?”) had existing code frames (i.e. close-ended response options) attached to the items themselves (See Appendix J). When a respondent did not choose one of the response options listed, they sometimes selected “Other, Specify” and wrote out a text response. These text responses were reviewed, and an attempt was made to backcode the responses into the existing code frame. Where that was not possible, either a new code was adopted to account for common responses or the response was coded as “Other.” After the initial review and coding, a second review (quality control check) took place to ensure consistency in applying the code frame.

Table 5.2 summarizes the updates applied to the three items that received backcoding

Table 5.2 Summary of Backcoding for Q4, Q19 and Q28

Question #	Number of open-ended items reviewed*	Number of items back-coded to existing frame	Additional codes added to the existing frame	Number of open-ended coded to the new codes	Other Specify	Not a valid response
Q4	409	349	25) Library Information Science 26) Culinary Arts, Hospitality, Hotel/Restaurant, Food Service	40	19	1
Q19	249	190	22) Social science, social services, counseling, public administration 23) Religion/theology	17	41	1
Q28	331	165	N/A	0	256	0

*Note that some cases were dropped from delivery during the final cleaning due to final determination of case status such as Out of Scope (OOS), final incomplete or partial case status. As a result, some of the cases in this table were coded even though they were not included in the final data delivery.

Q7b and Q11 – Coding to a New Code Frame

Q7b (“Please provide the field of study that best describes this degree or certificate?”) was an open-ended question related to field of study. Responses to this question were coded to the expanded 26-category field of study code frame already used for Q4. A total of 724 text responses were reviewed for this coding task.

Q11 (“What is the name of your most important certification or license?”) was an open-ended question related to certification/license area. Responses to this question were coded to a 22-category code frame previously used for Q11 in the 2017 NEAS and Q7 in the NEES (See Appendix J). This code frame was developed based primarily on the NSCG frame and the NHES/ATES pilot frame provided by NCES in a two-stage coding approach, initially applying the National Survey of College Graduates certification codes at Stage 1, followed by a combination of NSCG and NHES/ATES Pilot Study⁹ frames for broad category grouping at Stage 2. A total of 1,558 responses were reviewed for this coding task.

Q12 and Q40 – Coding to a New Code Frame (PUF only)

Q12 (“What kind of work is your most important certification or license for?”) and Q40 (“What kind of business or industry did you work for?”) are open ended items that were delivered without coding in the final restricted-use data delivery file. However, these items were coded for inclusion in the public use file (PUF).

⁹ United States Census Bureau, U.S. Department of Commerce, Economics and Statistics Administration, *Credentials for Work Survey Part of the 2014 National Household Education Survey* “TABLE B. FIELD OF CERTIFICATION OF LICENSE CODES FOR QUESTION 5b, p.7”. (NHES-2B) (Washington DC, 2014).

NORC applied a two-stage process to code Q12 and Q40 to an industry code frame. Both questions used the Census 2012 Industry code frame¹⁰. In stage 1, NORC coded the open-ended responses based on how similar responses were treated in the 2017 NEAS, which itself was based on how Q8 and Q48 in the NEES was coded. In stage 2, NORC reviewed the remaining responses and coded them to the industry codes that best fit. To ensure appropriate code frame application, a quality control process was conducted by the data processing team to review all coded responses for consistency.

A total of 1,480 Q12 responses and 4,131 Q40 responses were coded for inclusion in the PUF¹¹. The final code frame that was applied to Q12 and Q40 is available in Appendix J.

Q15, Q41, and Q42 – Coding Not Applied

In addition to questions 12 and 40, questions 15, 41, and 42 were delivered without coding due to the question content. A total of 8,347 open-ended responses combined for Q15, Q41, and Q42 were included in the final restricted-use data delivery file.

Table 5.3 below summarizes the number of open-ended responses delivered to Lumina in the final restricted-use data delivery file for all questions.

Table 5.3 Summary of Open-Ended Items Delivered

Question #	Question Text	Number of Open-ended Delivered
Q4	Which one of the following best describes the field of study for the highest level of school you have completed?	14
Q7b	Please provide the field of study that best describes this degree or certificate?	0
Q11	What is the name of your most important certification or license?	0
Q12	What kind of work is your most important certification or license for?	1,480
Q15	Did you prepare for getting your most important certification or license by...	91
Q19	What was the field of study for your last post-secondary certificate?	0
Q28	What type of work was your apprenticeship for?	218
Q40	What kind of business or industry did you work for?	4,131
Q41	What kind of work did you do, that is, what was your occupation?	4,149
Q42	What were your usual activities or duties at this job?	4,134

¹⁰ United States Census Bureau. *Census 2012 Industry Code List*. Retrieved from <http://www.census.gov/people/io/methodology/>. See Appendix J.

¹¹ As with Q4, Q7b, Q11, Q15, Q19, some cases were not delivered due to final determination of case status such as Out of Scope (OOS), final incomplete or partial case status.

Chapter 6 – Final Results

The table below presents the final results of the data collection effort for the National Education and Attainment Survey during the field period from April 4, 2019, through July 31, 2019. Note that the table represents unweighted data.

Table 6.1 Final Unweighted Results NEAS

Group	Goal	Sample Size	Complete Out of Scope (ineligible)	Partial** Complete	PAPI Completes	Web Completes	Total*** Completes
American Indian or Alaska Native	616	22,771	66	3	358	462	820
Asian, Native Hawaiian, or Other Pacific Islander	616	22,784	17	3	126	695	821
Black or African American	616	14,276	52	2	287	608	895
Hispanic	616	8,779	18	3	165	490	655
White or Other Race*	940	675	123	7	726	1,684	2,410
Total	3,404	69,285	276*	18	1,662	3,939	5,601

* Total for “White or Other Race” includes cases that did not report a race and those that reported multiple races

** A partial complete includes cases that answered up to Q47 – “Age” which is asked before “Race/Ethnicity”

***Total Completes (n=5,601) includes 18 partial completes

Appendices

Appendix A: Final Sample Complete Breakdown Report

Stratum Description				Completes by Race					Completes by Sex			Completes by Age				
ID	Region	Race	Total	Asian, Hawaiian, or other PI			Caucasian or Other		Female	Male	Other	18-19	20-24	25-34	35-57	58-64
				AIAN		Black	Hispanic	Other								
1	MIDWEST	American Indian or Alaska Native	590	141	9	8	12	420	385	205	0	7	32	108	263	180
2	MIDWEST	Asian, Native Hawaiian, or Other Pacific Islander	595	9	141	58	34	353	342	253	0	9	57	135	283	111
3	MIDWEST	Black or African American	179	4	1	123	11	40	125	53	1	8	8	31	82	50
4	MIDWEST	Hispanic	197	8	9	14	89	77	114	83	0	15	18	48	88	28
5	MIDWEST	Caucasian or Other	13	0	1	1	1	10	8	5	0	0	0	2	7	4
6	NORTHEAST	American Indian or Alaska Native	384	110	23	11	14	226	237	146	1	6	23	76	194	85
7	NORTHEAST	Asian, Native Hawaiian, or Other Pacific Islander	409	2	165	20	43	179	230	179	0	10	39	102	191	67
8	NORTHEAST	Black or African American	260	4	16	169	28	43	182	76	2	7	25	53	117	58
9	NORTHEAST	Hispanic	186	4	6	48	87	41	130	56	0	14	11	51	81	29
10	NORTHEAST	Caucasian or Other	15	0	2	1	1	11	10	5	0	0	0	0	11	4
11	SOUTH	American Indian or Alaska Native	578	222	6	44	12	294	409	168	1	13	35	103	290	137
12	SOUTH	Asian, Native Hawaiian, or Other Pacific Islander	491	3	176	52	32	228	254	236	1	12	24	109	279	67
13	SOUTH	Black or African American	133	1	0	100	2	30	99	34	0	3	6	23	71	30
14	SOUTH	Hispanic	172	2	4	17	113	36	110	62	0	5	9	41	77	40
15	SOUTH	Caucasian or Other	11	0	0	2	0	9	6	5	0	0	1	4	4	2
16	WEST	American Indian or Alaska Native	460	293	10	6	23	128	296	163	1	11	30	100	228	91
17	WEST	Asian, Native Hawaiian, or Other Pacific Islander	347	2	200	10	33	102	186	161	0	12	16	81	167	71
18	WEST	Black or African American	484	8	46	204	82	144	318	166	0	11	19	107	251	96
19	WEST	Hispanic	82	6	4	7	37	28	51	31	0	3	5	27	28	19
20	WEST	Caucasian or Other	15	1	2	0	1	11	8	7	0	0	2	6	4	3
TOTALS by Category			5601	820	821	895	655	2410	3500	2094	7	146	360	1207	2716	1172

Appendix B: IRB Certificate



Institutional Review Board Certification

Exemption

Principal Investigator/Project Director: Courtney Brown, PhD/Cynthia Simko

Department: Education and Child Development

IRB Protocol Number: 17.02.12

Project Number: G049

Protocol Title: National Education and Attainment Survey (NEAS)

This certifies that the research activities regarding human subjects in the protocol described above have been found to be exempt under exemption category 2 by the NORC Institutional Review Board (IRB00000967), under its Federalwide Assurance #FWA00000142, which is valid through July 10, 2018.

Any amendments or other changes to this protocol must be submitted for review by the IRB, and all adverse events must be reported to the IRB.

Please notify the IRB when your study has closed.

A handwritten signature in black ink that reads "Karen H. Grigorian".

Karen H. Grigorian, IRB Chair

2.23.2017
Date

Appendix C1: Final Questionnaire – English



National Education and Attainment Survey 2019

Dear Respondent,

Thank you for participating in the National Education and Attainment Survey (NEAS). This survey will be used to gain more knowledge about adults' work-related education, training, and credentials after high school.

Your participation in this survey is completely voluntary and you may choose to skip any question you do not wish to answer, or stop the survey at any time.

What is the purpose of this survey?

The purpose of this study is to learn more about education, training, and employment of adults between the ages of 18 and 64 in the United States.

Who is conducting this survey?

The study is being conducted by NORC at the University of Chicago on behalf of the Lumina Foundation. The study is funded by the Lumina Foundation.

Why should you participate in this survey?

Your participation ensures a sample that is nationally representative. That is to say, sampling methods NORC applied ensure that other people in the U.S. similar to you are represented in the survey results. When selected participants respond to the survey, the summary results are more accurate.

Will your responses be kept confidential?

NORC never releases any identifying information of individuals or organizations that participate in our studies. Your individual responses are kept confidential and seen only by the NEAS study team. Data and reports will be reported in summary form only and individual names will not be included in any summary reports.

For more information about this survey you can contact the research team at NEAS@norc.org or call the survey's toll-free number at 1-888-248-6171.


Please write your answers directly on the questionnaire by marking the appropriate box or by writing your answer in the space given.

Thank you for your help with this very important effort!

Start Here

Thank you again for taking part in this very important study. Before we begin, we have a couple of questions to confirm your eligibility to complete the survey.

In Your Home

A **Are there any adults between the ages of 18 and 64 who live in this household?**
 1 No →  **STOP HERE.** If there is no one between the ages of 18 and 64 in this household, please check the “No” box, stop here, and return this survey to us in the enclosed envelope.

2 Yes ↓

B **How many members of this household are between the ages of 18 and 64? Please include yourself if you are between the ages of 18 and 64.**

Total household members between the ages of 18 and 64

Please have the adult between the ages of 18 and 64 who had the most recent birthday complete this survey beginning at Question 1.

Contact Information

1 **So that we can ensure you receive your Thank You gift after completing the survey, please provide your name and contact information:**

First Name: Last Name:

Mailing Address:

City, State, ZIP:

Email: Phone:

Section A. Education

2 **What is the highest degree or level of school you have completed?**

Mark ONE only.

- 1 Elementary or high school, but no high school diploma or GED® → Skip to Question 5
- 2 High school diploma → Skip to Question 5
- 3 GED® or alternative high school credential → Skip to Question 5
- 4 Some college credit but less than one year of college credit → Skip to Question 4
- 5 1 or more years of college credit, no degree → Skip to Question 4
- 6 Associate's degree (for example, AA, AS) → Skip to Question 4
- 7 Bachelor's degree (for example, BA, BS)
- 8 Master's degree (for example, MA, MS)
- 9 Professional degree beyond a bachelor's degree (for example, MD, DDS, DVM, LLB, JD)
- 10 Doctorate degree (for example, PhD, EdD)

3 **We are interested in knowing about all the college degrees you have earned. Including the degree you selected in the previous question, please confirm all of the college degrees you have completed.**

Please mark “Yes” for all degrees completed and mark “No” for degrees not completed.

Have you ever completed a(n) ...	No ▼	Yes ▼
a. Associate's degree (for example, AA, AS).....	<input type="checkbox"/>	<input type="checkbox"/>
b. Bachelor's degree (for example, BA, BS)	<input type="checkbox"/>	<input type="checkbox"/>
c. Master's degree (for example, MA, MS, MEng, MEd, MSW, MBA).....	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional degree (for example, MD, DDS, DVM, LLB, JD)	<input type="checkbox"/>	<input type="checkbox"/>
e. Doctorate degree (for example, PhD, EdD).....	<input type="checkbox"/>	<input type="checkbox"/>

4 Which one of the following best describes the field of study for the highest level of school you have completed?

Mark ONE only. If there was more than one, please choose the one you consider most important.

- 1 General studies, no major, or undeclared major
- 2 Accounting, finance, insurance, or real estate
- 3 Administrative support
- 4 Agriculture
- 5 Audio, broadcasting, multimedia, or graphic technologies
- 6 Business management, administration, or marketing
- 7 Communications or journalism
- 8 Computer science or information technology
- 9 Construction, repair, manufacturing, or transportation
- 10 Cosmetology
- 11 Education
- 12 Engineering or architecture
- 13 English language or literature
- 14 Fine arts or music
- 15 Healthcare
- 16 Law enforcement, security, or firefighting
- 17 Law or legal studies
- 18 Liberal arts
- 19 Psychology
- 20 Religious vocations or theology
- 21 Science or mathematics
- 22 Social or human services or public administration
- 23 Social sciences, political science, economics, or history
- 24 Other – Specify

5 Are you currently enrolled or taking courses at a college, university, technical or trade school, or other school?

- 1 No → Skip to Question 8
- 2 Yes, as a part-time student
- 3 Yes, as a full-time student

6 Do you plan on completing a degree or certificate program?

- 1 No → Skip to Question 8
- 2 Yes

7 a. What degree or certificate program do you plan to complete?

Mark ONE only.

- 1 Certificate
- 2 Associate's degree (for example, AA, AS)
- 3 Bachelor's degree (for example, BA, BS)
- 4 Master's degree (for example, MA, MS, MEng, MEd, MSW, MBA)
- 5 Professional degree (for example, MD, DDS, DVM, LLB, JD)
- 6 Doctorate degree (for example, PhD, EdD)

b. Please provide the field of study that best describes this degree or certificate.

8 Have you taken any classes to learn English as a second language, sometimes called ESL or ESOL classes?

- 1 No
- 2 Yes

Section B. Certifications and Licenses

9 A professional certification or license shows you are qualified to perform a specific job.

Do you have a currently active professional certification or a state or industry license?

Examples include Licensed Electrician, Licensed Realtor, Certified Medical Assistant, Certified Teacher, Licensed Cosmetologist, or an IT certification.

Do not include business licenses, such as a liquor license or vending license.

- 1 No → Skip to Question 18
- 2 Yes

10 How many currently active certifications and licenses do you have?

If you had to get a certification in order to get a license, count each certification and license separately.

Number of certifications and licenses

11 The next few questions ask about the certification or license that you consider most important to your work. What is the name of your most important certification or license?

12 What kind of work is your most important certification or license for?

13 Is your most important certification or license required by a federal, state, or local government agency (such as a state board) in order to do that kind of work?

1 No
2 Yes
3 Don't know

14 Can your most important certification or license be revoked or suspended for any reason?

1 No
2 Yes
3 Don't know

15 Did you prepare for getting your most important certification or license by...

Mark ONE box for EACH ITEM below.

	No ▼	Yes ▼
a. taking classes from a college, technical school, or trade school?	<input type="checkbox"/>	<input type="checkbox"/>
b. taking classes or training from your employer, a training company, association, union, or private instructor?	<input type="checkbox"/>	<input type="checkbox"/>
c. studying on your own using textbooks or online resources?	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>

16 Is your most important certification or license for your current job or career?

1 Not applicable, not currently working
2 No
3 Yes

17 How useful has your most important certification or license been for each of the following?

a. Getting a job

1 Not useful
2 Somewhat useful
3 Very useful
4 Too soon to tell

b. Keeping a job

1 Not useful
2 Somewhat useful
3 Very useful
4 Too soon to tell

c. Keeping you marketable to employers or clients

1 Not useful
2 Somewhat useful
3 Very useful
4 Too soon to tell

d. Improving your work skills

1 Not useful
2 Somewhat useful
3 Very useful
4 Too soon to tell

Section C. Certificates

18

People sometimes earn certificates from an education or training program. These are different from certifications or licenses. Do not include certifications or licenses here.

Have you ever earned any of the following 4 types of certificates?

a. A certificate for completing a training program from an employer, employment agency, union, software or equipment manufacturer, or other training provider?

- 1 No
2 Yes

b. A certificate for completing a vocational program at a high school?

- 1 No
2 Yes

What is the name of the school that awarded this vocational certificate?

Name of Institution:

Branch or City:

State or Province:

Country:

c. A high school equivalency certificate, such as a GED?

- 1 No
2 Yes

d. A certificate—not a degree—for completing a program at a community or technical college, or other school beyond high school? These will be called “post-secondary certificates.”

Do not include teaching certificates or college degrees.

- 1 No → Skip to Question 27
2 Yes

How many post-secondary certificates do you have?

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19

We will refer to the certificates in question 18d as “post-secondary certificates.” What was the field of study for your last post-secondary certificate?

Mark ONE only.

- 1 Accounting, finance, insurance, or real estate
- 2 Administrative support
- 3 Agriculture
- 4 Audio, broadcasting, multimedia, or graphic technologies
- 5 Business management, administration, or marketing
- 6 Computer science or information technology
- 7 Construction trades
- 8 Cosmetology
- 9 Culinary arts
- 10 Education
- 11 Engineering technologies or drafting
- 12 Fine arts or music
- 13 Funeral service or mortuary science
- 14 Healthcare
- 15 Law enforcement, security, or firefighting
- 16 Law or legal studies
- 17 Liberal arts
- 18 Manufacturing or production (for example machinist, welder, boilermaker)
- 19 Mechanic or repair technologies
- 20 Transportation
- 21 Other — Specify

20

Who gave you your last post-secondary certificate?

Name of Institution:

Branch or City:

State or Province:

Country:

21

About how many hours of instruction did you complete in order to earn your last post-secondary certificate?

- 1 960 hours (1 full-time school year) or more
- 2 480 hours (half a full-time school year) to 959 hours
- 3 160 to 479 hours
- 4 40 to 159 hours
- 5 Less than 40 hours

22

Which one of the following was required for enrolling in your last post-secondary certificate program?

Mark ONE only.

- 1 Being enrolled in or having completed an advanced degree program (Master's or higher)
- 2 Being enrolled in or having completed a Bachelor's degree program
- 3 Having completed high school or a high school equivalency (such as a GED)
- 4 None of the above

23

To earn your last post-secondary certificate did you have to complete a minimum number of credits or courses?

- 1 No
- 2 Yes

24

Was your last post-secondary certificate part of the training you took for a professional certification or license?

- 1 No
- 2 Yes

25

Is your current job related to your last post-secondary certificate?

- 1 Not applicable, not currently working
- 2 No
- 3 Yes, somewhat related
- 4 Yes, very related

26

How useful has your last post-secondary certificate been for each of the following?

a. Getting a job

- 1 Not useful
- 2 Somewhat useful
- 3 Very useful
- 4 Too soon to tell

b. Increasing your pay

- 1 Not useful
- 2 Somewhat useful
- 3 Very useful
- 4 Too soon to tell

c. Improving your work skills

- 1 Not useful
- 2 Somewhat useful
- 3 Very useful
- 4 Too soon to tell

Section D. Apprenticeships

27

An apprentice is a worker who receives both on-the-job training and related instruction to learn an occupation while being paid a training salary. Have you ever completed an apprenticeship?

- 1 No, and I am not in an apprenticeship now → *Skip to Question 35*
- 2 No, but I am in an apprenticeship now → *Skip to Question 35*
- 3 Yes, I have completed an apprenticeship

28

What type of work was your apprenticeship for?

- 1 Building or construction (carpenter, electrician, plumber, etc.)
- 2 Business and administrative support
- 3 Cosmetology
- 4 Production (tool maker, machinist, etc.)
- 5 Science, drafting, and computing
- 6 Other — Specify

29

Do the following statements describe your apprenticeship?

Mark ONE box for EACH ITEM below.

- | | No
▼ | Yes
▼ |
|--|--------------------------|--------------------------|
| a. I was evaluated by a co-worker or supervisor... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I got college credit..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I received journeyman status at the end of an apprenticeship..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I got a state or federal apprenticeship number | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I received instruction (at a school, online, or from my employer) related to my apprenticeship | <input type="checkbox"/> | <input type="checkbox"/> |

30

Did your apprenticeship help you earn a professional certification or license?

- 1 No
- 2 Yes

31

Did your apprenticeship lead to a certificate or degree?

- 1 No
- 2 Yes

32

Is your current job related to your apprenticeship?

- 1 Not applicable, not currently working
- 2 No
- 3 Yes, somewhat related
- 4 Yes, very related

33

In your current job, how often do you use the skills or knowledge that you learned during your apprenticeship?

- 1 Not applicable, not currently working
- 2 Never or almost never
- 3 Sometimes
- 4 All or most of the time

34

How useful was your apprenticeship for each of the following?

a. Getting a job

- 1 Not useful
- 2 Somewhat useful
- 3 Very useful
- 4 Too soon to tell

b. Increasing your pay

- 1 Not useful
- 2 Somewhat useful
- 3 Very useful
- 4 Too soon to tell

c. Improving your work skills

- 1 Not useful
- 2 Somewhat useful
- 3 Very useful
- 4 Too soon to tell

Section E. Employment

35

Last week, were you employed for pay at a job or a business?

If you were temporarily absent from a job or business (on vacation, temporarily ill, on maternity leave, etc.), answer "Yes".

- 1 No → Skip to Question 37
- 2 Yes

36

Last week, did you work full time (35 hours or more per week)?

- 1 No
- 2 Yes

37

During the past 12 months (52 weeks), how many weeks did you work, including paid vacation, paid sick leave, and military service?

- 1 50 to 52 weeks
- 2 48 to 49 weeks
- 3 40 to 47 weeks
- 4 27 to 39 weeks
- 5 14 to 26 weeks
- 6 1 to 13 weeks
- 7 0 weeks → Skip to Question 44

38

During the past 12 months, in the weeks you worked, how many hours did you usually work each WEEK?

usual hours worked each WEEK

39

Which category best fits your earnings from wages, salary, commissions, bonuses, or tips, from all jobs over the past 12 months?

Report amount before deductions for taxes, bonds, dues, or other items.

- 1 \$0 to \$10,000
- 2 \$10,001 to \$20,000
- 3 \$20,001 to \$30,000
- 4 \$30,001 to \$40,000
- 5 \$40,001 to \$50,000
- 6 \$50,001 to \$60,000
- 7 \$60,001 to \$75,000
- 8 \$75,001 to \$150,000
- 9 \$150,001 or more

40

The next few questions ask about your current or last job. If you had more than one job, describe the one at which you worked the most hours. What kind of business or industry did you work for?

(For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, bank)

41

What kind of work did you do, that is, what was your occupation?

(For example: plumber, typist, farmer)

42

What were your usual activities or duties at this job?

(For example: typing, keeping account books, filling, selling cars, operating printing press, laying brick.)

43

a. Did you have a license that was required by a federal, state, or local government agency to do this job?

- 1 No
- 2 Yes

b. For how many years have you done this kind of work, that is, how long have you been in this occupation?

years

Section F. Background

44 Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

- 1 No, never served in the military
- 2 Yes, but only on active duty for training in the Reserve or National Guard
- 3 Yes, now on active duty
- 4 On active duty in the past but not now

45 Are you male or female?

- 1 Male
- 2 Female

46 What is your current marital status?

Mark ONE only.

- 1 Now married
- 2 Widowed
- 3 Divorced
- 4 Separated
- 5 Never married

47 How old are you?

years old

48 Are you of Hispanic, Latino, or Spanish origin?

- 1 No
- 2 Yes

49 What is your race?

Mark one or more.

- 1 White
- 2 Black or African American
- 3 American Indian or Alaska Native
- 4 Asian
- 5 Native Hawaiian or Other Pacific Islander
- 6 Other

50

Do you have Internet access at home on a computer or tablet?

- 1 No
- 2 Yes

51

What is your citizenship status?

- 1 U.S. citizen since birth
- 2 Naturalized U.S. citizen
- 3 Non-U.S. citizen

If Non-U.S. Citizen: Of which country are you a citizen?

Future Follow Up

Thank you very much for participating in this survey. As part of ongoing research on education and training, you may be contacted in the future to participate in related or follow-up studies. Please note that if you choose to participate in future studies, you will be compensated. However, you always have the right to refuse.

For future contact purposes, please include your email and phone number below. If you do not want to be contacted, please select the appropriate response below.

Email:

Phone:

Please do not contact me to participate in related or follow up studies

If you have any additional comments about the survey please enter them in the box below.

Thank you for your responses!

Thank you for completing the National Education and Attainment Survey!

PLEASE RETURN this survey in the pre-paid envelope you received with your copy of the survey.

You can expect to receive your Thank You gift in the next 3 to 4 weeks. If you have questions about this survey or need assistance, please contact NORC by...

- Calling toll free at 1-888-248-6171, or
- Sending an email to NEAS@norc.org.

If you have questions about your rights as a study participant, you may call the NORC Institutional Review Board Administrator, toll free, at 1-866-309-0542.

**NORC, Attn: NEAS
55 E. Monroe Ave., 19th Floor
Chicago, IL 60603**

Appendix C2: Final Questionnaire – Spanish



Encuesta Nacional de Educación y Nivel Educativo 2019

Estimado Participante,

Gracias por colaborar con la Encuesta Nacional de Educación y Nivel Educativo (NEAS). Esta encuesta se realiza para mejorar el entendimiento de la educación, el entrenamiento, y las credenciales de los adultos después de la escuela secundaria.

Su participación en este estudio es completamente voluntaria y puede decidir saltar cualquier pregunta que no desee responder o puede interrumpir la encuesta en cualquier momento.

¿Cuál es el propósito de este estudio?

El propósito de este estudio es aprender más de la educación, el entrenamiento y el empleo de los adultos de los Estados Unidos que tienen entre 18 y 64 años.

¿Quién está llevando a cabo el estudio?

El estudio está siendo realizado por NORC de la Universidad de Chicago a nombre de la Fundación Lumina. El estudio es financiado por la Fundación Lumina.

¿Por qué debería participar en el estudio?

Su participación asegura que el estudio tenga una muestra representativa de todo el país. Es decir, el proceso de tomar una muestra de NORC asegura que otras personas en los EE.UU. con características similares a las suyas están representadas en los resultados de la encuesta. Cuando los participantes seleccionados respondan a la encuesta, los resultados son más precisos y representativos.

¿Se mantendrán confidenciales las respuestas?

NORC nunca hace pública la información de identificación de personas u organizaciones que participan en nuestros estudios. Sus respuestas individuales permanecerán confidenciales y no serán compartidas fuera del equipo de investigación del NEAS. La información y los datos solo se presentarán en forma de resumen y los nombres individuales no se incluirán en ningún informe.

Para más información sobre este estudio, puede contactar al equipo de investigación a través del correo NEAS@norc.org o de la línea telefónica gratuita del proyecto, 1-888-248-6171.

Por favor escriba sus respuestas directamente en el cuestionario seleccionando la casilla correcta o escribiéndolas en el espacio en blanco.


¡Gracias por su ayuda con este importante proyecto!

Empieza Aquí

Gracias nuevamente por su participación en este importante estudio. Antes de comenzar, tenemos un par de preguntas para confirmar si usted es elegible para esta encuesta.

En Su Hogar

A ¿Hay algún adulto de entre 18 y 64 años viviendo en su hogar?

1 No →  **DETÉNGASE AQUÍ.** Si no hay nadie de entre 18 y 64 años en este hogar, por favor seleccione la caja "No", deténgase aquí y devuélvanos la encuesta dentro del sobre incluido en este paquete.

2 Sí →

B ¿Cuántos miembros de este hogar tienen entre 18 y 64 años? Por favor inclúyase si tiene entre 18 y 64 años.

Número total de adultos entre 18 y 64 años

Por favor permita que el adulto entre 18 y 64 quien cumplió años más recientemente complete esta encuesta a partir de la Pregunta número 1.

Información de Contacto

1 Para asegurarnos de que reciba su regalo de agradecimiento después de completar la encuesta, por favor proporcione su nombre e información de contacto:

Primer Nombre: Apellido:

Dirección:

Ciudad, Estado, Código Postal:

Correo electrónico: Teléfono:

Sección A. Educación

2 ¿Cuál es el grado o nivel de escolaridad más alto que ha completado?

Seleccione UNA respuesta solamente.

- 1 High school (preparatoria/escuela secundaria) pero sin diploma o GED® → Avance a la Pregunta Número 5
- 2 Diploma de high school (preparatoria/escuela secundaria) → Avance a la Pregunta Número 5
- 3 GED® o créditos alternativos de high school (preparatoria/escuela secundaria) → Avance a la Pregunta Número 5
- 4 Algunos créditos universitarios pero menos de un año de créditos → Avance a la Pregunta Número 4
- 5 Uno o más años de créditos universitarios, sin título → Avance a la Pregunta Número 4
- 6 Grado asociado (por ejemplo AA, AS) → Avance a la Pregunta Número 4
- 7 Título de Licenciatura (por ejemplo BA, BS)
- 8 Título de Maestría (por ejemplo MA, MS)
- 9 Título de escuela profesional más allá de un título de licenciatura (por ejemplo MD, DDS, DVM, LLB, JD)
- 10 Título de Doctorado (PhD, EdD)

3 Estamos interesados en saber sobre todos los títulos universitarios que usted ha obtenido, incluyendo el título que seleccionó en la pregunta anterior. Por favor confirme todos los títulos universitarios que haya completado.

Por favor seleccione "Sí" para todos los títulos obtenidos y marque "No" para los títulos no obtenidos.

¿Ha completado un...?	No ▼	Sí ▼
a. Grado Asociado (por ejemplo, AA, AS).....	<input type="checkbox"/>	<input type="checkbox"/>
b. Título de Licenciatura (por ejemplo, BA, BS)	<input type="checkbox"/>	<input type="checkbox"/>
c. Título de Maestría (por ejemplo, MA, MS, MEng, MEd, MSW, MBA)	<input type="checkbox"/>	<input type="checkbox"/>
d. Título de escuela profesional más allá de un título de licenciatura (por ejemplo, MD, DDS, DVM, LLB, JD).....	<input type="checkbox"/>	<input type="checkbox"/>
e. Título de Doctorado (por ejemplo, PhD, EdD)	<input type="checkbox"/>	<input type="checkbox"/>

4 ¿Cuál de las siguientes frases describe el campo de estudio para el nivel más alto que ha completado?

Seleccione UNA respuesta solamente. Si hay más de una, escoja la que considere más apropiada.

- 1 Estudios Generales, ninguna especialización o especialización no especificada
- 16 Agente de la ley, seguridad o bombero
- 4 Agricultura
- 3 Apoyo administrativo
- 15 Atención médica/Asistencia de salud
- 14 Bellas artes o música
- 8 Ciencias de la computación o informática
- 21 Ciencias o matemáticas
- 23 Ciencias sociales, ciencias políticas, económicas e historia
- 7 Comunicaciones o periodismo
- 9 Construcción, reparación, manufactura, o transporte
- 2 Contabilidad, finanzas, seguros, o bienes raíces
- 10 Cosmetología
- 11 Educación
- 18 Humanidades/Artes liberales
- 12 Ingeniería o arquitectura
- 13 Lengua inglesa o literatura
- 17 Leyes o estudios legales
- 6 Negocios, gerencia o mercadotecnia
- 19 Psicología
- 22 Servicios sociales o humanos o administración pública
- 5 Tecnologías de audio, difusión, multimedia o gráficas
- 20 Vocaciones religiosas o teología
- 24 Otro – Especificar

5 ¿Está actualmente inscrito o tomando clases en alguna universidad, escuela técnica o comercial, o en alguna otra escuela?

- 1 No → Avance a la Pregunta Número 8
- 2 Sí, como estudiante de medio tiempo
- 3 Sí, como estudiante de tiempo completo

6 ¿Planea obtener un título o un certificado?

- 1 No → Avance a la Pregunta Número 8
- 2 Sí

7 a. ¿Qué título o certificado planea usted obtener?

Seleccione UNA respuesta solamente.

- 1 Certificado
- 2 Grado Asociado (por ejemplo, AA, AS)
- 3 Título de Licenciatura (por ejemplo, BA, BS)
- 4 Título de Maestría (por ejemplo, MA, MS, MEng, MEd, MSW, MBA)
- 5 Título de escuela profesional más allá de un título de licenciatura (por ejemplo, MD, DDS, DVM, LLB, JD)
- 6 Título de Doctorado (por ejemplo, PhD, EdD)

b. Por favor escriba el área de estudio que describe mejor este título o certificado.

8 ¿Ha tomado usted clases para aprender Inglés como segundo idioma, también conocido como ESL o ESOL?

- 1 No
- 2 Sí

Sección B. Certificaciones y Licencias

9 Una certificación o licencia profesional prueban que usted está cualificado(a) para realizar un trabajo específico.

¿Tiene usted una certificación profesional o una licencia estatal o industrial que esté actualmente activa?

Se incluyen Profesiones Tales como Licencia de Electricista, Licencia como Agente de Bienes Raíces, Asistente Médico certificado, Maestro certificado, Cosmetólogo(a) certificado(a) o una certificación en Tecnologías de la Informática.

No incluya licencias comerciales, tales como de licor o expendedoras (vending license).

- 1 No → Avance a la Pregunta Número 18
- 2 Sí

10 Si contestó que sí, ¿Cuántas certificaciones y licencias tiene usted que estén actualmente activas?

Si usted tuvo que obtener una certificación para poder conseguir una licencia, cuente cada certificación y licencia por separado.

Número de certificaciones y licencias

11 Las siguientes preguntas se refieren a la certificación o licencia que usted considera más importante para su trabajo. ¿Cuál es el nombre de su certificación o licencia más importante?

12 ¿Para qué tipo de trabajo es su certificación o licencia más importante?

13 ¿Es su certificación o licencia más importante requerida por un gobierno federal, estatal o local (por ejemplo una junta estatal) para poder realizar ese tipo de trabajo?

1 No
 2 Sí
 3 No lo sé

14 ¿Le podrían quitar o suspender su certificación o licencia más importante por alguna razón?

1 No
 2 Sí
 3 No lo sé

15 ¿Se preparó usted para obtener su certificación o licencia más importante realizando alguna de las siguientes actividades...

Seleccione UNA respuesta por CADA punto en la parte de abajo.

	No ▼	Sí ▼
a. tomando clases en una universidad, escuela técnica o escuela vocacional (escuela para aprender oficios)?.....	<input type="checkbox"/>	<input type="checkbox"/>
b. tomando clases o recibiendo entrenamiento de su empleador, una empresa de entrenamiento, una asociación, un sindicato o de un instructor privado?	<input type="checkbox"/>	<input type="checkbox"/>
c. estudiando por su propia cuenta usando libros de texto o recursos de Internet?.....	<input type="checkbox"/>	<input type="checkbox"/>
d. Otro (Por favor especifique)	<input type="checkbox"/>	<input type="checkbox"/>

16 ¿Su licencia o certificación se relacionan con su trabajo o carrera actual?

1 No aplica, no trabajo actualmente
 2 No
 3 Sí

17 ¿Qué tan útil ha sido su certificación o licencia más importante para cada una de las siguientes situaciones?

a. Conseguir un empleo

1 No fue útil
 2 Un poco útil
 3 Muy útil
 4 Es muy pronto para saberlo

b. Mantener un empleo

1 No fue útil
 2 Un poco útil
 3 Muy útil
 4 Es muy pronto para saberlo

c. Mantener el interés de los empleadores o clientes en usted

1 No fue útil
 2 Un poco útil
 3 Muy útil
 4 Es muy pronto para saberlo

d. Mejorar sus habilidades para el trabajo

1 No fue útil
 2 Un poco útil
 3 Muy útil
 4 Es muy pronto para saberlo

Sección C. Certificados

18

Las personas a veces reciben certificados por completar un programa educativo o de capacitación. Estos certificados son diferentes de una certificación o licencia. No incluya aquí certificaciones o licencias.

¿Alguna vez ha obtenido alguno de los siguientes 4 tipos de certificados?

a. Un certificado por completar un programa de capacitación de un empleador, agencia de empleo, sindicato, creador de programas o equipos informáticos o cualquier otra entidad de formación

- 1 No
2 Sí

b. Un certificado por completar un programa vocacional en una escuela preparatoria/secundaria (high school)

- 1 No
2 Sí

¿Cuál es el nombre de la escuela que le otorgó este certificado vocacional?

Nombre de Institución:

Sucursal o Ciudad:

Estado o Provincia:

País:

c. Un certificado de equivalencia de escuela preparatoria/secundaria (high school), tal como el GED?

- 1 No
2 Sí

d. Un certificado—no un título—por completar un programa en una universidad técnica o de la comunidad, o alguna otra escuela después de la escuela preparatoria/secundaria (high school)? Estos se llamarán “certificados de post-secundaria.”

No incluya certificados de maestro o títulos universitarios.

- 1 No → Avance a la Pregunta Número 27
2 Sí

¿Cuántos certificados de post-secundaria ha obtenido?

19

Vamos a referirnos a los certificados de la pregunta 18d relacionados con “certificados de post-secundaria.” ¿Cuál fue la especialidad de su último certificado de post-secundaria?

Seleccione UNA respuesta solamente.

- 15 Agente de la ley, seguridad o bombero
3 Agricultura
2 Apoyo administrativo
9 Artes culinarias
14 Atención médica
12 Bellas artes o música
6 Ciencias de la computación o informática
1 Contabilidad, finanzas, seguros, o bienes raíces
8 Cosmetología
10 Educación
17 Humanidades o artes liberales
16 Leyes o estudios legales
18 Manufactura o producción (*por ejemplo, maquinista, soldador, calderero*)
19 Mecánica o tecnologías de reparación
5 Negocios, gerencia o mercadotecnia
7 Oficios de construcción
13 Servicios funerarios o ciencias mortuorias
4 Tecnologías de audio, difusión, multimedia o gráficas
11 Tecnologías de ingeniería y dibujo técnico
20 Transporte
21 Otro – Especificar

20

¿Quién le otorgó su último certificado de post-secundaria?

Nombre de Institución:

Sucursal o Ciudad:

Estado o Provincia:

País:

21

¿Aproximadamente cuántas horas de instrucción completó usted para poder obtener su último certificado de post-secundaria?

- 1 960 horas (un año escolar a tiempo completo) o más
2 480 horas (medio año escolar a tiempo completo) a 959 horas
3 160 horas a 479 horas
4 40 horas a 159 horas
5 Menos de 40 horas

5

22

¿Cuál de las siguientes opciones fue un requisito para matricularse en el último programa de certificado post-secundaria?

Seleccione UNA respuesta solamente.

- 1 Estar matriculado o haber completado un programa de título avanzado (Maestría o más alto)
- 2 Estar matriculado o haber completado un programa de título de licenciatura (bachelor's)
- 3 Haber completado escuela preparatoria/ secundaria (high school) o una equivalencia de escuela preparatoria/ secundaria (high school) (tal como un GED)
- 4 Ninguna de las opciones

23

Para obtener su último certificado de post-secundaria, ¿tuvo que completar un mínimo de créditos o clases?

- 1 No
- 2 Sí

24

¿Fue su último certificado de post-secundaria parte de una capacitación que recibió para conseguir una certificación o licencia profesional?

- 1 No
- 2 Sí

25

¿Está su empleo actual relacionado con su último certificado de post-secundaria?

- 1 No aplica, no trabajo actualmente
- 2 No
- 3 Sí, en cierto modo relacionado
- 4 Sí, muy relacionado

26

¿Qué tan útil ha sido su último certificado de post-secundaria para cada una de las siguientes situaciones?

a. Conseguir un empleo

- 1 No fue útil
- 2 Un poco útil
- 3 Muy útil
- 4 Es muy pronto para saberlo

b. Aumento en su paga

- 1 No fue útil
- 2 Un poco útil
- 3 Muy útil
- 4 Es muy pronto para saberlo

c. Mejorar sus habilidades para el trabajo

- 1 No fue útil
- 2 Un poco útil
- 3 Muy útil
- 4 Es muy pronto para saberlo

Sección D. Aprendizajes

27

Un aprendiz es un trabajador que recibe tanto capacitación en el trabajo como instrucciones relacionadas con el aprendizaje de cierta ocupación mientras que recibe un salario durante su capacitación. ¿Ha realizado este tipo de aprendizaje?

- 1 No y no estoy tomando ningún tipo de aprendizaje por ahora → Avance a la Pregunta Número 35
- 2 No, pero estoy en aprendizaje por el momento → Avance a la Pregunta Número 35
- 3 Sí, he completado un aprendizaje

28

Si contestó que sí, ¿Qué tipo de trabajo realizó durante el aprendizaje?

- 1 Construcción o albañilería (carpintero, electricista, plomero, etc.)
- 2 Negocios y apoyo administrativo
- 3 Cosmetología
- 4 Producción (fabricante de herramientas, maquinista, etc.)
- 5 Ciencias, dibujo técnico y computación
- 6 Otro — Especificar ↓

29

¿Considera que las siguientes declaraciones describen su aprendizaje?

Seleccione UNA respuesta por CADA punto en la parte de abajo.

	No ▼	Sí ▼
a. Fui evaluado por un compañero de trabajo o supervisor.....	<input type="checkbox"/>	<input type="checkbox"/>
b. Obtuve crédito universitario.....	<input type="checkbox"/>	<input type="checkbox"/>
c. Recibí clasificación de obrero especializado al final del ciclo de aprendizaje.....	<input type="checkbox"/>	<input type="checkbox"/>
d. Recibí un registro de aprendiz del gobierno estatal o federal.....	<input type="checkbox"/>	<input type="checkbox"/>
e. Recibí enseñanza (en una escuela, en línea o por parte de mi empleador) relacionada con el aprendizaje.....	<input type="checkbox"/>	<input type="checkbox"/>

30

¿Considera que su aprendizaje le ayudó a obtener una certificación o licencia profesional?

- 1 No
- 2 Sí

31

¿Considera que su aprendizaje lo(a) condujo hacia a un certificado o una licenciatura?

- 1 No
- 2 Sí

32

¿Considera que su trabajo actual está relacionado con su aprendizaje?

- 1 No aplica, no trabajo actualmente
- 2 No
- 3 Sí, en cierto modo relacionado
- 4 Sí, muy relacionado

33

En su trabajo actual, ¿qué tan a menudo usa las habilidades o el conocimiento que obtuvo durante su aprendizaje?

- 1 No aplica, no trabajo actualmente
- 2 Nunca o casi nunca
- 3 A veces
- 4 Todo o la mayor parte del tiempo

34

¿Qué tan útil fue su aprendizaje para cada una de las siguientes situaciones?

a. Conseguir un empleo

- 1 No fue útil
- 2 Un poco útil
- 3 Muy útil
- 4 Es muy pronto para saberlo

b. Aumentar su paga

- 1 No fue útil
- 2 Un poco útil
- 3 Muy útil
- 4 Es muy pronto para saberlo

c. Mejorar sus habilidades para el trabajo

- 1 No fue útil
- 2 Un poco útil
- 3 Muy útil
- 4 Es muy pronto para saberlo

Sección E. Empleo

35

La semana pasada, ¿estaba usted empleado por paga en un empleo o negocio?

Si estuvo ausente temporalmente de un empleo o negocio (de vacaciones, enfermo temporalmente, en licencia de maternidad, etc.) conteste "Sí."

- 1 No → Avance a la Pregunta Número 37
- 2 Sí

36

La semana pasada, ¿trabajó tiempo completo (más de 35 horas por semana)?

- 1 No
- 2 Sí

37

Durante los últimos 12 meses (52 semanas), ¿cuántas semanas trabajó? Incluya vacaciones pagadas, licencia por enfermedad pagada y servicio militar.

- 1 50 a 52 semanas
- 2 48 a 49 semanas
- 3 40 a 47 semanas
- 4 27 a 39 semanas
- 5 14 a 26 semanas
- 6 1 a 13 semanas
- 7 0 semanas → Avance a la Pregunta Número 44

38

Durante los últimos 12 meses, en las semanas que usted trabajó, ¿cuántas horas trabajó normalmente cada SEMANA?

horas trabajadas normalmente cada SEMANA

39

¿Qué categoría indica mejor sus ganancias de sueldos, salarios, comisiones, bonos o propinas de todos los puestos de trabajo durante los últimos 12 meses?

Informe de cantidades anuales antes de las deducciones de impuestos, bonos, deudas u otras partidas.

- 1 \$0 a \$10,000
- 2 \$10,001 a \$20,000
- 3 \$20,001 a \$30,000
- 4 \$30,001 a \$40,000
- 5 \$40,001 a \$50,000
- 6 \$50,001 a \$60,000
- 7 \$60,001 a \$75,000
- 8 \$75,001 a \$150,000
- 9 \$150,001 o más

40

Las siguientes preguntas se refieren a su empleo actual o a su último empleo. Si tuvo más de uno, describa el puesto donde trabajó más horas. ¿En qué tipo de empresa o industria trabajó?

(Por ejemplo: hospital, diario o periódico, negocio de compras por correo, fabricante de motores de automóviles, banco)

41

¿Qué tipo de trabajo realizó? Es decir, ¿cuál fue su ocupación?

(Por ejemplo: plomero/fontanero, mecanógrafo, granjero)

42

¿Cuáles fueron sus actividades o deberes cotidianos en este trabajo?

(Por ejemplo: escribir a máquina, mantener libros de contabilidad, archivar, vender carros, usar la impresora, trabajar con ladrillo.)

43

a. ¿Tenía usted una licencia requerida por una agencia del gobierno federal, estatal o local para realizar este trabajo?

- 1 No
- 2 Sí

b. ¿Por cuántos años ha hecho este tipo de trabajo, es decir, por cuanto tiempo ha estado en esta ocupación?

años

Sección F. Historial

44 ¿Alguna vez ha estado en servicio activo en las Fuerzas Armadas, la Reserva o la Guardia Nacional de los Estados Unidos?

- 1 No, nunca ha estado en el servicio militar
- 2 Sí, pero solo en servicio activo para entrenamiento en la Reserva o la Guardia Nacional
- 3 Sí, ahora en servicio activo
- 4 En servicio activo en el pasado, pero no en este momento

45 ¿Es usted de sexo masculino o femenino?

- 1 Masculino
- 2 Femenino

46 ¿Cuál es su estado civil actual?

Seleccione UNA respuesta solamente.

- 1 Casado(a) actualmente
- 2 Viudo(a)
- 3 Divorciado(a)
- 4 Separado(a)
- 5 Nunca se ha casado

47 ¿Cuántos años tiene usted?

años

48 ¿Es usted de origen hispano, latino o español?

- 1 No
- 2 Sí

49 ¿Cuál es su raza?

Seleccione un(a) o más de las siguientes.

- 1 Blanca
- 2 Negra o Africana Americana
- 3 India americana o nativa de Alaska
- 4 Asiática
- 5 Nativa de Hawái u otra de las islas del Pacífico
- 6 Otra

50

¿Tiene acceso a Internet en la casa en una computadora o tableta?

- 1 No
- 2 Sí

51

¿Cuál es su estatus de ciudadanía?

- 1 Ciudadano de los Estados Unidos de nacimiento
- 2 Nacionalizado como ciudadano de los Estados Unidos
- 3 Ciudadano de otro país (no de los Estados Unidos)

Si usted no es ciudadano de los Estados Unidos:

¿de qué país es ciudadano?

Seguimiento Futuro

Gracias por participar en esta encuesta. Es posible que en el futuro volvamos a contactarlo para participar en estudios relacionados o de seguimiento que son parte de nuestras investigaciones de la educación y nivel educativo. Si usted participa en estos estudios en el futuro, le vamos a compensar. Sin embargo, siempre tiene el derecho a no participar.

Con el propósito de contactarle en el futuro, por favor incluya su correo electrónico y teléfono abajo. Si no quiere que le contactemos, por favor seleccione la respuesta correspondiente en la parte posterior.

Correo electrónico:

Teléfono:

- Por favor no me contacte para participar en encuestas similares o para dar seguimiento a una encuesta

Si tiene más comentarios sobre la encuesta, por favor escríbalos en el cuadro abajo.

¡Gracias por sus respuestas!

¡Gracias por realizar la Encuesta Nacional de Educación y Nivel Educativo!

POR FAVOR DEVUELVA esta encuesta en el sobre pre-pagado que recibió con la copia de la encuesta.

Puede anticipar su regalo de agradecimiento en las próximas 3 o 4 semanas. Si tiene preguntas sobre la encuesta o si necesita ayuda, por favor contacte a NORC...

- Llamando a la línea telefónica gratuita 1-888-248-6171, o
- Envíe un correo a NEAS@norc.org.

Si tiene preguntas sobre sus derechos como participante, puede llamar al Consejo de Revisión Institucional de NORC sin costo al 1-866-309-0542.

**NORC, Attn: NEAS
55 E. Monroe Ave., 19th Floor
Chicago, IL 60603**

Appendix D: Advance Letter



[DATE]

Dear [CITY] Community Member,

Please take 10 minutes to complete the National Education and Attainment Survey (NEAS).

We have included \$1 to thank you for your time. If an eligible person in your household completes the survey **on or before May 1st at 9:00pm CST, we will send an additional \$15 cash.**

Your household has been randomly selected for this important national study, and we need to select one adult in your home to complete the survey. Please have the household member between **the ages of 18-64 that most recently had a birthday** complete the survey.

Online - Enter the secure website address into the browser of your computer, smartphone, or mobile device, and then enter the PIN and Password.

<https://websurvey.norc.org/NEAS2019>

PIN: [PIN] PASSWORD: [PASSWORD]

The purpose of this important study is to gain more knowledge about adults' work-related education, training, and credentials after high school. NORC at the University of Chicago (NORC) is administering the survey on behalf of Lumina Foundation. Even if you haven't had any additional school or training, please participate.

The enclosed Fact Sheet has more information about the study and the importance of your participation. If you have other questions about the study, or prefer to complete a paper copy of the survey, call our study's toll-free line at 1-888-248-6171 or email us at NEAS@norc.org.

Thank you in advance for your cooperation in this very important study.

Sincerely,

A handwritten signature in cursive script that reads 'Cynthia M. Simko'.

Cynthia Simko, Project Director
NORC at the University of Chicago, www.norc.org



[FECHA]

Estimado(a) Miembro de la Comunidad de [CIUDAD],

Por favor tome 10 minutos para completar el Encuesta Nacional de Educación y Nivel Educativo (NEAS).

Hemos incluido \$1 como muestra de agradecimiento por su tiempo. Si una persona de su hogar elegible a participar completa la encuesta **el 1 de Mayo o antes de esa fecha, 9:00pm Tiempo del Centro, le enviaremos \$15 más.**

Su hogar ha sido elegido aleatoriamente para este importante estudio, por lo que necesitamos que un adulto en su hogar sea quien complete dicho estudio. Por favor permita que un miembro de su hogar de **entre 18 y 64 años que haya celebrado su cumpleaños más recientemente** sea quien complete la encuesta.

En línea – Ingrese la dirección electrónica dentro del navegador de su computadora, teléfono celular o aparato electrónico e ingrese el número PIN y contraseña.

<https://websurvey.norc.org/NEAS2019>

NÚMERO PIN: [PIN] CONTRASEÑA: [PASSWORD]

El propósito de este importante estudio es obtener mayor conocimiento respecto al trabajo para adultos relacionado con educación, entrenamiento y credenciales después de high school (preparatoria). NORC de la Universidad de Chicago (NORC) está aplicando la encuesta a nombre de la fundación Lumina. Incluso si no ha tenido ninguna escolaridad adicional o entrenamiento, por favor participe.

La Hoja adjunta de preguntas frecuentes contiene más información sobre el estudio y la importancia de su participación. Si usted tiene otras preguntas relacionadas al estudio, o si prefiere completar la encuesta en una copia en papel, llame a la línea telefónica gratuita al 1-888-248-6171 o envíenos un correo a NEAS@norc.org.

Gracias de antemano por su cooperación en este importante estudio.

Sinceramente,

A handwritten signature in cursive script that reads "Cynthia M. Simko".

Cynthia Simko, Project Director Directora de Proyecto
NORC at the University of Chicago, www.norc.org

[BARCODE]

Appendix E: FAQ Fact Sheet

National Education and Attainment Survey (NEAS) Fact Sheet

What is NEAS? NEAS is a national study of adults aged 18 to 64. The NEAS was first done in 2017, and it asks about education, training, and employment. You can learn more at: www.norc.org/neas.

Who is conducting this study? The NEAS is sponsored by Lumina Foundation, whose mission is to expand access to education. It is conducted by NORC at the University of Chicago, a not-for-profit social science research organization.

Why should I participate? Your household has been scientifically selected as part of a nationally representative sample. No one but a member of your household can complete the questionnaire. With your help, researchers can continue to better understand education, training, and employment in the United States.

Percent of U.S. Adult Non-degree Holders Between 25 and 64 with a High-quality Post-secondary Certificate



5.2%

Source: 2017 National Education and Attainment Survey (NEAS)
<http://strongernation.luminafoundation.org/report/2019/#nation>

What will you do with the information I provide?

Your individual responses are kept confidential and seen only by the NEAS study team. Data will appear in summary form only and individual names will not be included in any reports. Information from the NEAS can be found online at www.luminafoundation.org and www.norc.org.

Contact us at 1-888-248-6171 or NEAS@norc.org for further information. Thank you!

Encuesta Nacional de Educación y Nivel Educativo (NEAS) Hoja de Datos Adicionales

¿Qué es NEAS? NEAS es un estudio nacional sobre adultos de 18 a 64 años. El primer estudio NEAS se llevó a cabo en 2017 y se refiere a la educación, entrenamiento y empleo. Usted puede aprender más al respecto aquí: www.norc.org/neas.

¿Quién lleva a cabo este estudio? El estudio NEAS está patrocinado por la Fundación Lumina cuya misión es expandir el acceso a la educación y está dirigido por NORC de la Universidad de Chicago, una organización de investigación de ciencias sociales sin fines de lucro.

¿Por qué debería participar? Su hogar ha sido seleccionado específicamente como parte de una muestra representativa a nivel nacional. Solo un miembro de su hogar puede completar el cuestionario. Con su ayuda los investigadores podrán entender mejor los sistemas de la educación, entrenamiento y el empleo de los Estados Unidos.

Porcentaje de Adultos en los Estados Unidos sin Título Entre 25 y 64 años, con un Certificado Postsecundario de Alta Calidad



5.2%



Fuente: Encuesta Nacional De la Educación y los Logros (NEAS) 2017
<http://strongernation.luminafoundation.org/report/2019/#nation>

¿Qué harán con la información que yo proporcione?

Sus respuestas individuales se mantendrán confidenciales y solo serán revisadas por el equipo de NEAS. Los datos se mostrarán sólo en forma de resumen y los nombres no serán incluidos en ningún informe. Más información sobre NEAS puede encontrarse en www.luminafoundation.org y en www.norc.org.

Contáctenos al número 1-888-248-6171 o NEAS@NORC.ORG para mayor información. ¡Gracias!

Appendix F1: Reminder Postcard I

<p>The 2019 National Education and Attainment Survey (NEAS)</p> <p>A letter inviting you to participate in the NEAS survey was recently sent to you. If you have already completed the survey, thank you for your participation! If not, and you are between the ages of 18 and 64, you can complete the survey by going to the website link provided and entering your unique PIN and password. To thank you for completing the survey, we will send you a cash gift.</p> <p><i>Recientemente, le enviamos una carta invitándole a participar en la encuesta NEAS. Si usted ya ha completado la encuesta, gracias por su participación. Si aún no lo ha hecho y tiene entre 18 y 64 años, usted puede completar la encuesta siguiendo el enlace de la página de internet que le proporcionamos e ingresar su número PIN y contraseña. Como agradecimiento por su participación, le enviaremos un obsequio en efectivo.</i></p> <p> Cynthia Simko NORC Project Director National Education and Attainment Survey (NEAS) Education and Child Development NORC at the University of Chicago www.norc.org/neas</p>	<p></p> <p>To complete the survey visit us! ¡Para completar la encuesta visítenos!</p> <ol style="list-style-type: none">1 https://websurvey.norc.org/NEAS20192 Enter your PIN and password. <i>Ingrese su PIN y contraseña.</i>3 Complete the questionnaire! <i>¡Completa el cuestionario!</i> <p>SCRATCH OFF TO REVEAL YOUR PIN & PASSWORD</p> <p><u>PIN</u> <u>PASS</u> [PIN] [PASSWORD]</p>
---	---

NORC


at the UNIVERSITY of CHICAGO

National Education and Attainment Survey
c/o NORC at the University of Chicago
55 E. Monroe St., 19th Floor
Chicago, IL 60603

Affix
Stamp

To: [CITY] Community Member
[Address 1]
[Address 2]
[City], [State] [Zip]

Appendix F2: Reminder Postcard II

<p>The 2019 National Education and Attainment Survey (NEAS)</p> <p>Final Reminder / <i>Recordatorio Final</i></p> <p>Our records indicate that you have not yet completed the NEAS survey. This postcard is a final reminder.</p> <p><i>Nuestros registros indican que usted aún no ha completado la encuesta NEAS. Esta tarjeta es un recordatorio final.</i></p> <p>You can complete the survey by going to the website link provided and entering your unique PIN and password. Please complete your survey by <u>July 31, 2019</u> to receive your cash gift!</p> <p><i>Usted puede completar la encuesta siguiendo el enlace de la página de internet que le proporcionarnos e ingresar su número PIN y contraseña. ¡Por favor complete la encuesta a más tardar el <u>31 de Julio de 2019</u> para poder recibir un obsequio en efectivo!</i></p> <p><i>Cynthia M. Simko</i> Cynthia Simko NORC Project Director National Education and Attainment Survey (NEAS) Education and Child Development NORC at the University of Chicago, www.norc.org/neas</p>	<p> Lumina FOUNDATION</p> <p>To complete the survey visit us! ¡Para completar la encuesta visítenos!</p> <ol style="list-style-type: none">1 https://websurvey.norc.org/NEAS20192 Enter your PIN and password. <i>Ingrese su PIN y contraseña.</i>3 Complete the questionnaire! <i>¡Completa el cuestionario!</i> <p>SCRATCH OFF TO REVEAL YOUR PIN & PASSWORD</p> <p>PIN: [PIN] PASSWORD: [PASSWORD]</p> <p><u>Contact us at</u> <u>Contactanos al</u> 1-888-248-6171 / NEAS@norc.org</p>
---	--



at the UNIVERSITY of CHICAGO

National Education and Attainment Survey
c/o NORC at the University of Chicago
55 E. Monroe St., 19th Floor
Chicago, IL 60603

Affix
first-class
presort
live stamp

To: [CITY] Community Member
[Address 1]
[Address 2]
[City], [State] [Zip]

Appendix G: Reminder Letter



[DATE]

Dear [CITY] Community Member,

We have been trying to reach you. NORC at the University of Chicago, on behalf of Lumina Foundation, is requesting your participation in the **2019 National Education and Attainment Survey (NEAS)**, a national study about work-related education, training, and credentials after high school.

This study will help Lumina Foundation increase educational opportunities for all adults after high school. Your input is an important part in making this study successful.

This short survey **only takes 10 – 15 minutes** to complete. Your participation in the survey is voluntary, but as a thank you for completing, you will receive \$10 in cash.

If you have already completed the survey, thank you! You may disregard this mailing. If you have not, **please have the adult between the ages of 18 and 64 living in the household who most recently had a birthday complete the survey.**

You may access a web version of this survey by going to the website below and entering your unique PIN and Password.

<https://websurvey.norc.org/NEAS2019>

PIN: [PIN] PASSWORD: [PASSWORD]

Visite a la página siguiente e ingrese el PIN y la contraseña abajo para acceder a la versión en línea de este cuestionario en Español.

<https://websurvey.norc.org/NEAS2019>

NÚMERO PIN: [PIN] CONTRASEÑA: [PASSWORD]

Si prefiere una copia impresa de este cuestionario en Español, por favor llámenos al 1-888-248-6171 o envíenos un correo a NEAS@norc.org.

For more information about the NEAS, please visit our website at www.norc.org/neas. If you have any questions about the study, please call our project's toll-free line at 1-888-248-6171 or email us at NEAS@norc.org.

Sincerely,

Cynthia Simko
NORC Project Director, National Education and Attainment Survey
Senior Research Director, Education and Child Development Department
NORC at the University of Chicago, www.norc.org

[BARCODE]

Appendix H1: PAPI Questionnaire Letter I



[DATE]

Dear [CITY] Community Member,

Recently we sent you an invitation to participate in the **2019 National Education and Attainment Survey (NEAS)**. Your participation in this study is voluntary, and **you will receive \$10 in cash** upon completion of the survey.

This survey is being administered by NORC at the University of Chicago, and is funded by Lumina Foundation. Lumina is the nation's largest private foundation that is solely committed on increasing success in higher education. Results from the study will be used by researchers to understand and improve education and training for all adults in the United States.

If you have already completed the survey, we appreciate your input. **If not, please have the adult between the ages of 18 and 64 living in the household who most recently celebrated a birthday complete the survey.**

For your convenience, we have enclosed a paper copy of the survey for you to fill out, and a prepaid envelope to return it when you are finished. This survey will only take 10 – 15 minutes. Or, if you prefer, you can start the survey by going to the website below and entering your unique pin and password.

<https://websurvey.norc.org/NEAS2019>

PIN: [PIN] PASSWORD: [PASSWORD]

All responses you share will be kept confidential and the results from this study will be reported in summary form only.

If you have any questions -- or need assistance completing the survey -- please contact us by telephone at **1-888-248-6171** or by email at **NEAS@norc.org**. For additional information you can visit **www.norc.org/neas**.

Sincerely,

A handwritten signature in blue ink that reads "Cynthia M. Simko".

Cynthia Simko
NORC Project Director, National Education and Attainment Survey (NEAS)
Senior Research Director, Education and Child Development Department
NORC at the University of Chicago, www.norc.org



[FECHA]

Estimado [CITY] Miembro de la Comunidad,

Recientemente le enviamos una invitación para participar en la **Encuesta Nacional de la Educación y los Logros (NEAS) 2019**. Su participación en este estudio es muy importante y es voluntaria. Además **usted recibirá \$10 en efectivo** al finalizar la encuesta.

Esta encuesta está siendo administrada por NORC, por parte de la Universidad de Chicago y es financiada por la Fundación Lumina. La Fundación Lumina es la más grande a nivel nacional dentro del sector privado y está comprometida exclusivamente a incrementar el éxito de la educación superior. Los resultados del estudio serán utilizados por los investigadores para entender y mejorar la educación y entrenamiento para todos los adultos en los Estados Unidos.

Si ya ha completado la encuesta, agradecemos su contribución. Si no lo ha hecho, por favor permita que el adulto entre 18 y 64 años de edad que viva en este hogar y que haya cumplido años recientemente sea quien complete la encuesta.

Para su conveniencia, con gusto le podemos enviar una copia de la encuesta en papel traducida al Español para que pueda llenarla, además de un sobre prepagado para que la reenvie cuando haya terminado. Por favor contáctenos mediante nuestra línea gratuita, o por medio de un correo electrónico para solicitar una. **Le tomará únicamente de entre 10 a 15 minutos completar esta encuesta. Pero si lo prefiere, usted puede comenzar la encuesta entrando en el sitio web que se encuentra abajo e ingresando su su número único PIN y su contraseña.**

<https://websurvey.norc.org/NEAS2019>

NÚMERO PIN: [PIN] CONTRASEÑA: [PASSWORD]

Todas las respuestas que usted comparta se mantendrán confidenciales y los resultados del estudio se reportarán únicamente a manera de resumen.

Si tiene alguna pregunta o **si necesita una encuesta traducida al Español**, por favor contáctenos al **1-888-248-6171** o por medio de correo electrónico a NEAS@norc.org. Para cualquier información adicional puede visitar nuestra página www.norc.org/neas.

Sinceramente,

A handwritten signature in cursive script that reads "Cynthia M. Simko".

Cynthia Simko
Directora del Proyecto, Encuesta Nacional de la Educación y los Logros (NEAS)
Director Mayor de Investigación y del Departamento de Educación y Desarrollo Infantil
NORC at the University of Chicago, www.norc.org

[Letter_BARCODE]

Appendix H2: PAPI Questionnaire Letter II



[DATE]

Dear [CITY] Community Member,

Your household was selected to participate in the 2019 National Education and Attainment Survey (NEAS). As part of a scientifically selected representative sample of all households in the United States, your input is important!

The NEAS is sponsored by Lumina Foundation and is being conducted by NORC at the University of Chicago.

If you have already completed the survey, we appreciate your information. You may disregard this mailing. If not, please take a few minutes to complete today. The survey should only take 10-15 minutes to complete. Your participation in the survey is voluntary, but as a thank you for completing, you will receive \$10 in cash.

Of the people who currently live in your household who are 18 to 64 years of age, we would like the person who most recently celebrated a birthday to complete the survey.

For your convenience, we have enclosed a paper copy of the survey for you to fill out, as well as a prepaid envelope to return it when you are finished. You may also choose to access the web version of this survey by going to the website below and entering your unique PIN and password.

<https://websurvey.norc.org/NEAS2019>

PIN: [PIN] PASSWORD: [PASSWORD]

Visite a la página siguiente e ingrese el PIN y la contraseña abajo para acceder a la versión en línea de este cuestionario en Español.

<https://websurvey.norc.org/NEAS2019>

NÚMERO PIN: [PIN] CONTRASEÑA: [PASSWORD]

Si prefiere una copia impresa de este cuestionario en Español, por favor llámenos al 1-888-248-6171 o envíenos un correo a NEAS@norc.org.

If you have any questions about the study, you can call our study toll-free line at 1-888-248-6171 or email us at NEAS@norc.org. For more information about the NEAS, please visit our website at www.norc.org/neas.

Sincerely,

Cynthia Simko
NORC Project Director, National Education and Attainment Survey
Senior Research Director, Education and Child Development Department
NORC at the University of Chicago, www.norc.org

[BARCODE]

Appendix I1: Thank You Letter



[F_NAME] [L_NAME]
[ADDR1]
[ADDR2]
[CITY], [ST] [ZIP]

[DATE]

Dear [F_NAME] [L_NAME],

On behalf of Lumina Foundation, NORC at the University of Chicago (NORC) would like to thank you for taking part in the 2019 National Education and Attainment Survey (NEAS). Your participation was crucial in gaining more knowledge about adults' work-related education, training, and credentials after high school.

To thank you for your time and effort in completing the survey, we have enclosed [RFEE] in cash.

As a reminder, NORC maintains strict confidentiality standards and the results from this study will be reported in summary form only.

If you have any questions about the study, you can call our study toll-free line at **1-888-248-6171** or email us at NEAS@norc.org.

Thank you again for your cooperation in this very important study!

Sincerely,

A handwritten signature in cursive script that reads "Cynthia M. Simko".

Cynthia Simko
NORC Project Director, National Education and Attainment Survey
Senior Research Director, Education and Child Development Department
NORC at the University of Chicago www.norc.org

[BARCODE]

Appendix I2: Breakoff Email

Dear [NAME],

Thank you for taking the time to respond to the National Education and Attainment Survey (NEAS), an important study about adults' work-related education, training, and credentials after high school. The answers that you provide will be used by researchers to understand and improve education and training for all adults in the United States.

We noticed that you haven't yet responded to questions after Section [SECTION] in the survey.

We would greatly appreciate it if you could take a few more minutes to complete the remaining survey questions. As a token of appreciation, **you will receive \$10 in cash after you finish and submit an eligible survey**. You can resume the survey where you left off by using the link and your confidential login information below:

<https://websurvey.norc.org/NEAS2019>

Your unique PIN and Password are...

PIN: [PIN]
Password: [PASSWORD]

If you experience any technical difficulties with the online survey or have any other questions, please reply to this email or contact us at NEAS@norc.org or 1-888-248-6171.

Thank you in advance for your cooperation in this very important study!

Sincerely,

Cynthia Simko
NORC Project Director, National Education and Attainment Survey (NEAS)
Senior Research Director, Education and Child Development Department
NORC at the University of Chicago, www.norc.org

[SU_ID]

Appendix J: 2019 NEAS Code Frames

Q4 Category Code Frame and Labels

Category Code	Category Value Label
1	General studies, no major, or undeclared
2	Accounting, finance, insurance, or real estate
3	Administrative support
4	Agriculture
5	Audio, broadcasting, multimedia, or graphic technologies
6	Business management, administration, or marketing
7	Communications or journalism
8	Computer science or information technology
9	Construction, repair, manufacturing, or transportation
10	Cosmetology
11	Education
22	Social or human services or public administration
12	Engineering or architecture
13	English language or literature
14	Fine arts or music
15	Healthcare
19	Psychology
16	Law enforcement, security, or firefighting
18	Liberal arts
20	Religious vocations or theology
21	Science or mathematics
23	Social sciences, political science, economics, or history
24	Other Specify
25	Library Information Science
26	Culinary Arts, Hospitality, Hotel Restaurant, Food Service

Q11 Category Code Frame and Labels

Category Code	Category Value Label
1	Healthcare Practitioner, Provider, Specialist, or Technician
2	Information Technology
3	Engineering and Architecture
4	EMT, CPR, Basic First Aid
5	Nursing or Nurse's Assistant
6	Other Health Care
7	Teaching/Education
8	Business Management, Operations, and Support
9	Accounting, Finance, Insurance, and Real Estate
10	Social Work and Counseling
11	History, Language, Linguistics, Literature
12	Law or Legal Support
13	Religious Ordination
14	Transportation
15	Skilled Trades
16	Physical Fitness
17	Child Care/Child Development
18	Public Safety
19	Cosmetology
20	Food Handling and Sanitation
21	Notary Public
22	Other

Q15 Category Code Frame and Labels

Category Code	Category Value Label
a	Taking classes from a college, technical school, or trade school
b	Taking classes or training from your employer, a training company, association, union, or private instructor
c	Studying on your own using textbooks or online resources
d	Other Specify

Q19 Category Code Frame and Labels

Category Code	Category Value Label
1	Accounting, finance, insurance, or real estate
2	Administrative support
3	Agriculture
4	Audio, broadcasting, multimedia, or graphic technologies
5	Business management, administration, or marketing
6	Computer science or information technology
7	Construction trades
8	Cosmetology
9	Culinary arts
10	Education
11	Engineering technologies or drafting
12	Fine arts or music
13	Funeral service or mortuary science
14	Healthcare
15	Law enforcement, security, or firefighting
16	Law or legal studies
17	Liberal arts
18	Manufacturing or production (for example machinist, welder, boilermaker)
19	Mechanic or repair technologies
20	Transportation
21	Other Specify
22	Religious vocations or theology
23	Culinary Arts, Hospitality, Hotel/Restaurant, Food Service

Q28 Category Code Frame and Labels

Category Code	Category Value Label
1	Building or construction (carpenter, electrician, plumber, etc.)
2	Business and administrative support
3	Cosmetology
4	Production (tool maker, machinist, etc.)
5	Science, drafting, and computing
6	Other - Specify

Q12 and Q40 Industry Code Frame and Labels

Industry Code	Industry Value Label
1	Accommodation and Food Services
2	Management, Administrative and Support, and Waste Management Services
3	Agriculture, Forestry, Fishing, and Hunting
4	Arts, Entertainment, and Recreation
5	Construction
6	Educational Services
7	Finance and Insurance
8	Health Care and Social Assistance
9	Information and Information Technology
10	Manufacturing
11	Mining, Quarrying, and Oil and Gas Extraction
12	Other Services
13	Professional, Scientific, and Technical Services
14	Public Administration and Public Safety
15	Real Estate and Rental and Leasing
16	Retail Trade
17	Transportation and Warehousing
18	Utilities
19	Wholesale Trade
20	Other - Uncodable
21	Military