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| **Domain:** | Social Environments |
| **Measure:** | Child-Reported Parental Education Attainment |
| **Definition:** | This measure is a questionnaire to identify a parent's highest level of education obtained. |
| **Purpose:** | Parental education is correlated with income and job attainment and can be used as a proxy for assessing socioeconomic status in the family of origin. Many studies show that socioeconomic status at different points in life is associated with diverse aspects of health and cognition. |
| **Essential PhenX Measures:** | Current Age |
| **Related PhenX Measures:** | Current Educational Attainment |
| **Collections:** |  |
| **Keywords:** | Social Environments, parental education, early material deprivation, education, income, education level, Add Health |

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| **Protocol Release Date:** | October 8, 2010 |
| **PhenX Protocol Name:** | Child-Reported Parental Education Attainment |
| **Protocol Name from Source:** | This section will be completed when reviewed by an Expert Review Panel. |
| **Description:** | This protocol includes two questions from the National Longitudinal Study on Adolescent Health (Add Health) that ask the respondent to report on the highest level of education achieved by his/her residential parents (i.e., while growing up). The question may be administered via interview or through self-report questionnaire. |
| **Specific Instructions:** | This protocol may be administered by interview or through self-report questionnaire. The question is asked separately for reports of father education and for reports of mother education. Additionally, the measure can be asked for residential parents, as well as nonresidential biological parents (where applicable). Residential parents may include biological, step-, adoptive, or foster mothers and fathers. If the respondent indicates that he or she lived with a non-biological parent during childhood, the question can be repeated for the relevant nonresidential biological parent(s). This measure is not recommended for use in respondents who grew up in unusual situations (e.g., raised primarily by other adult relatives or in group homes). If direct assessment of parental education is possible (i.e., the parents can be asked directly), the educational attainment protocol in the Demographics Working Group (WG) may be used instead. The Social Environments WG recommends that this protocol can be used on adolescents and adults aged older than 16 years old if the lead-in is modified to refer to the resident mother or father when the respondent was aged 16 years old. |
| **Protocol:** | This question is about the woman who functions as a mother in the respondent's household; she could be the biological mother, stepmother, foster mother, or adoptive mother or, perhaps, a grandmother or aunt. If there is no such woman, the question is skipped.  1. How far in school did she go?  [ ] 1 eighth grade or less  [ ] 2 more than eighth grade, but did not graduate from high school  [ ] 3 went to a business, trade, or vocational school instead of high school  [ ] 4 high school graduate  [ ] 5 completed a GED  [ ] 6 went to a business, trade, or vocational school after high school  [ ] 7 went to college, but did not graduate  [ ] 8 graduated from a college or university  [ ] 9 professional training beyond a four-year college or university  [ ] 10 he/she never went to school  [ ] 11 he/she went to school, but R doesn't know what level  [ ] 12 R doesn't know if she went to school  [ ] 96 refused  [ ] 97 legitimate skip  [ ] 98 don't know  This question is about the man who functions as a father in the respondent's household. If there is no such man, the question is skipped.  1. How far in school did he go?  [ ] 1 eighth grade or less  [ ] 2 more than eighth grade, but did not graduate from high school  [ ] 3 went to a business, trade, or vocational school instead of high school  [ ] 4 high school graduate  [ ] 5 completed a GED  [ ] 6 went to a business, trade, or vocational school after high school  [ ] 7 went to college, but did not graduate  [ ] 8 graduated from a college or university  [ ] 9 professional training beyond a four-year college or university  [ ] 10 he/she never went to school  [ ] 11 he/she went to school, but R doesn't know what level  [ ] 12 R doesn't know if she went to school  [ ] 96 refused  [ ] 97 legitimate skip  [ ] 98 don't know  R = respondent |
| **Selection Rationale:** | The AddHealth protocol was selected because it was previously used in one of the earliest and largest twin studies of gene X environment interaction for adolescent cognitive ability (Rowe et al., 1999) and shows high levels of agreement (r = 0.81) across independent ratings from siblings in the same family. |
| **Source:** | This question is from Add Health, a project directed by Kathleen Mullan Harris and designed by J. Richard Udry, Peter S. Bearman, and Kathleen Mullan Harris at the University of North Carolina at Chapel Hill, and funded by grant P01-HD31921 from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, with cooperative funding from 23 other federal agencies and foundations. Special acknowledgment is due Ronald R. Rindfuss and Barbara Entwisle for assistance in the original design. Information on how to obtain the Add Health data files is available on the Add Health website (http://www.cpc.unc.edu/addhealth).  Eunice Kennedy Shriver National Institute of Child Health and Human Development; University of North Carolina at Chapel Hill; National Longitudinal Study of Adolescent Health (Add Health). Wave 1 Adolescent In-Home Interview. Question 1 from Sections 14 and 15. |
| **Life Stage:** | Adolescent Child |
| **Language of source:** | English |
| **Participant:** | Adolescents, aged 11-16 years old |
| **Personnel and Training Required:** | The interviewer must be trained to conduct personal interviews with individuals from the general population. The interviewer must be trained and found to be competent (i.e., tested by an expert) at the completion of personal interviews. The interviewer should be trained to prompt respondents further if a "don't know" response is provided. |
| **Equipment Needs:** | These questions can be administered in a computerized or noncomputerized format (i.e., paper-and-pencil instrument). Computer software is necessary to develop computer-assisted instruments. A laptop computer/handheld computer will be needed to administer a computer-assisted questionnaire. |
| **Standards:** | |  |  |  |  | | --- | --- | --- | --- | | **Standard** | **Name** | **ID** | **Source** | | Common Data Element (CDE) | Parent Education Level Assessment Description Text | 3139305 | [CDE Browser](https://cdebrowser.nci.nih.gov/CDEBrowser/search?elementDetails=9&FirstTimer=0&PageId=ElementDetailsGroup&publicId=3139305&version=1.0) | | Logical Observation Identifiers Names and Codes (LOINC) | Child report parent educ attain proto | 63013-7 | [LOINC](http://s.details.loinc.org/LOINC/63013-7.html?sections=Web) | |
| **General references:** | Miech, R. A., & Hauser, R. M. (2001). Socioeconomic status (SES) and health at midlife: A comparison of educational attainment with occupation-based indicators. Annals of Epidemiology*, 11,* 75–84.  Rowe, D. C., Jacobson, K. C., & Van den Oord, E. J. C. G. (1999). Genetic and environmental influences on vocabulary IQ: Parental education as moderator. *Child Development, 70*, 1151–1162. |
| **Mode of Administration:** | Self-administered or interviewer-administered questionnaire |
| **Derived Variables:** | None |
| **Requirements:** | |  |  | | --- | --- | | **Requirement Category** | **Required** | | Major equipment | No | | Specialized training | No | | Specialized requirements for biospecimen collection | No | | Average time of greater than 15 minutes in an unaffected individual | No | |
| **Process and Review:** | This section will be completed when reviewed by an Expert Review Panel. |