

**NLSY**

**National Opinion Research Center  
University of Chicago**

**NATIONAL LONGITUDINAL SURVEY  
OF LABOR FORCE BEHAVIOR**

**INTERVIEWER'S MANUAL**

**Household Screening**

**August 1978**

PART I

ADMINISTRATIVE AND PROCEDURAL SPECIFICATIONS

## TABLE OF CONTENTS

### PART I

#### Administrative and Procedural Specifications

I. Introduction to the National Longitudinal Studies . . . . .	1
A. The National Longitudinal Surveys . . . . .	1
B. Administration . . . . .	1
C. Description of the Survey. . . . .	2
D. Screening for the NLS . . . . .	2
II. General Administrative Procedures for the NLS Screening . . . . .	3
A. Survey Number . . . . .	3
B. Supervision . . . . .	3
C. Assignments and Work Expectations . . . . .	3
D. Field Period . . . . .	3
III. Field Procedures for the NLS Screening . . . . .	4
A. Preparing for the Field . . . . .	5
1. Receipt of Assignments . . . . .	5
2. Planning Your Work Schedule . . . . .	5
3. What to Take to the Field . . . . .	7
B. Field Activities . . . . .	8
1. Contacting and Locating . . . . .	8
a. General procedures . . . . .	3
b. Appointments . . . . .	9
c. Finding the hard-to-locate . . . . .	9
d. The Record of Calls- Final Status Codes . . . . .	10
2. First Contact--Getting Off on the Right Foot. . . . .	13
a. The introduction at the door . . . . .	13
b. Using the survey materials . . . . .	13
c. Answering the R's questions . . . . .	13
d. Refusals . . . . .	15
e. Language problems . . . . .	16
f. Other problems . . . . .	17
3. Conducting the Interview . . . . .	18
a. Assignment label . . . . .	18
b. Multiple screeners . . . . .	19
c. Breakoffs . . . . .	20
d. Item refusal . . . . .	20
e. Leaving the household . . . . .	21
f. The Sampling Report . . . . .	22

4. Post-Interview Procedures . . . . .	22
a. Initial review of the Screener . . . . .	22
b. The NIR Report . . . . .	22
c. Change of assignment . . . . .	23
C. Back at Home . . . . .	24
1. Editing Completed Cases . . . . .	24
a. Edit checklist . . . . .	27
b. Reminders for Sampling Report . . . . .	29
2. Mailing Materials . . . . .	30
a. Where to send screeners . . . . .	30
b. When to send screeners . . . . .	30
c. What to send . . . . .	30
d. Mailing T&Es . . . . .	31
e. Final Mailing to Chicago . . . . .	31
3. Reporting . . . . .	31
a. Time and Expense Report . . . . .	31
b. Interviewer Weekly Cost and Assignment Report. . . . .	35
c. Reporting to your supervisor . . . . .	41
D. Sampling . . . . .	43
1. Examples of Dwelling Units . . . . .	44
2. Examples of Group Quarters . . . . .	45
3. Examples of Non-residential units . . . . .	46
APPENDIX . . . . .	47
1. Non-interview report . . . . .	48
2. Change of assignment form . . . . .	51
3. Transmittal form . . . . .	52
4. Vacancy/ No DU report . . . . .	53

## PART II

Question by Question Specifications . . . . .	55
---	----

## I. INTRODUCTION TO THE NATIONAL LONGITUDINAL STUDIES OF LABOR FORCE BEHAVIOR

### A. National Longitudinal Surveys

The National Longitudinal Survey of Labor Force Behavior (NLS) is part of a series of National Longitudinal Surveys that have been conducted over the past ten years by the Center for Human Resource Research at Ohio State University. During the earlier phases of the NLS, field staff from the Bureau of the Census conducted periodic interviews with several groups of people to obtain information on such topics as education, training, how people go about looking for jobs, the kinds of jobs they hope to find, and the kinds they actually do find. Data collected in these interviews have proven of great value to researchers and policy makers concerned with the nation's labor force. They have been used to study the factors that influence a person's decision to enter the labor force, to leave it, or to re-enter it after a period away from work; the effectiveness of various job training programs; the ways in which education, social attitudes, and family income affect individuals' opportunities for employment and advancement; and many other aspects of persons' experiences in the labor market.

To continue such research, the U.S. Department of Labor has made funds available to collect similar data from new groups of respondents, and NORC has the task of conducting the interviews for this new phase of the NLS. Like the earlier surveys, this phase of the NLS will also be longitudinal, which means that we will interview the same respondents several times during the course of the study. Present plans call for interviews to be conducted yearly, at approximately the same time of year, for five years.

### B. Administration

The National Longitudinal Survey of Labor Force Behavior has two levels of administration:

Center for Human Resource Research: The Center for Human Resource Research (CHRR) is a research organization affiliated with Ohio State University in Columbus, Ohio. Working under contract to the U.S. Department of Labor, CHRR has overall responsibility for the design and implementation of the entire survey.

National Opinion Research Center-Chicago: NORC is a private, non-profit survey research organization. The Center for Human Resource Research has contracted with NORC to implement the field work necessary to collect the data.

#### C. Description of the Survey

Since this survey will study people's work experiences by interviewing a large sample of respondents, it was necessary for NORC to select one hundred new Primary Sampling Units (PSUs) to be used in addition to the 102 PSUs in NORC's existing national sample. The additional PSUs were selected by the Sampling Department in New York during January and February, 1978.

Now that listing is completed, NORC interviewers will screen a selection of households in the listed Dwelling Units (DUs) to obtain basic demographic information (number and ages of people in each household, race and ethnic background, income, etc.). From this screening information approximately twelve thousand respondents will be randomly selected for annual interviews. The first round of interviewing and a related survey of schools attended by respondents will be conducted in 1979 and 1980.

#### D. Screening for the NLS

This is the part of the survey in which you will participate. The screening task for the National Longitudinal Survey of Labor Force Behavior is the largest NORC has ever undertaken. We plan to screen approximately ninety thousand households beginning on September 5, 1978. The screener is a relatively short instrument. Although the length of the screener may vary with the composition of the household, the average screener should take about fifteen minutes. Since the respondents for the longer annual interviews will be selected from the screening information, it is very important that you obtain the most accurate and thorough information possible during the screening. From the information you collect NORC's Sampling Department will select respondents to represent various groups in the national population. If the information you collect is incomplete or inaccurate, some groups may be incorrectly represented in the final sample. Once the sample is selected, however, it will be too late to make changes. Thus, although the screening task for each household is relatively short and straightforward, thorough and accurate screening will be critical to the success of the entire survey.

## II. GENERAL ADMINISTRATIVE PROCEDURES FOR THE NLS SCREENING

- A. The NORC survey number for the NLS is 4270. This number will be printed on all materials prepared for the survey. It's the number you will use to identify the survey when filling out your Time and Expense Reports. The activity codes you will use to identify the specific tasks you perform for the survey are in section III-C-4, page 29.
- B. Each interviewer will be assigned to a supervisor who will be responsible for the work of the interviewers in her area of the country. You will have a regular weekly contact with your supervisor, usually by phone, to discuss your progress in the field, any cases you are having problems with, and any questions you may have regarding pay or travel arrangements. The Area Supervisors will in turn report regularly to an Assistant Survey Director in the Chicago office. Further information on reporting procedures are in section III-C-3.
- C. Assignments and Work Expectations: On the average, we expect that it will take about ten minutes to administer a screener. At the beginning of the field period, each interviewer will receive an assignment of approximately 200 cases. You will be expected to work approximately 25-30 hours per week and, during the first few weeks of the field period, to complete at least 30 screeners per week. In later weeks we expect the number of completed cases to taper off gradually as the "easy" cases are completed and it becomes necessary to spend more time per case on the difficult-to-locate respondents.
- D. The Field Period: We are fielding two samples: the cross-section sample and the supplementary sample. Cross-section screening begins September 5, 1978; we expect to have most of this sample screened by November 1.

The supplementary sample will be fielded in 2 waves. We have only 6 weeks to complete the screening of the Wave I supplementary sample. Field dates for Wave I are September 5 - October 15. The field period for Wave II of the supplementary sample should begin November 1 and end December 15.

### III. FIELD PROCEDURES

The following pages provide instructions on how to complete the tasks associated with screening. Although these instructions may seem quite complicated at first glance, they are all geared to helping you perform a few basic tasks:

- . preparing for the field
- . locating assigned addresses
- . contacting eligible respondents
- . administering the short screening questionnaires
- . completing the Sampling Report for each case
- . reviewing completed cases and preparing them for mailing

The section below will give you a quick idea of what is involved in each of these tasks and the forms you will be using to perform them. At this point you should read the section to get the general feel for how things fit together; after you have worked your way through the manual you may find it useful to re-read this section as a final summary or review of how the pieces you have studied in detail relate to each other.

#### Preparing for the field

- Review your initial assignment using the computer printout listing all of the cases assigned to you
- Before setting out each day, plan your work in the field;
  - select a target area or a group of cases to concentrate on
  - review your Appointment Calendar for any appointments scheduled
  - look over your maps to familiarize yourself with the area you plan to visit and to decide on a systematic way of handling the day's work
  - check to make sure you have all the necessary materials for your field work

#### Locating assigned addresses

- Start with the address on the label of the first Screener you will attempt
- To help locate that address, use your maps, printout of assigned cases, printout of all addresses listed in the segment

#### Contacting eligible respondents

- When you have located an assigned address, ring the doorbell and begin with the introduction and the first few questions for selecting the proper respondent



Administering the short screening questionnaires

- To administer the Screener itself, you use:
  - the Screener pre-assigned to the address (the label in the Assignment Box shows the address)
  - the questionnaire card which contains Qs. 1-9
  - the showcards
- If you find a household with more than 12 members, an extra family unit within a household, or missed DUs, you conduct additional screeners using the blank extra Screeners provided in your bulk supplies
- To explain the purpose of the survey, give background information about NORC, etc. Use:
  - "About NORC" brochures
  - the NLS brochure containing the confidentiality statements
  - copy of the letter sent to community officials
  - copy of letter of authorization from the Department of Labor
  - "Thank-you" cards

Completing the sampling report

- For each Screener you complete, you will fill out a Sampling Report (printed as the last page of the Screener form); in completing this report, you use
  - the Sampling Report form
  - the Sampling Message printed on the case label in the Assignment Box of the Screener
  - the segment printout of listed addresses
- While in the field, you also use the following items to record relevant information:
  - the Non-Interview Report Form
  - the Record of Calls (printed on the Screener form)

Reviewing completed cases; mailing; administration and reporting

- At the end of each day in the field, take some time to review your work
  - edit all completed cases
  - line out completed cases on your current printout of case assignments
  - enter pending status codes on the printout for cases tried but not yet completed
  - update your Appointment Calendar
  - record the day's time and expenses on the Weekly Cost and Assignment Form
  - prepare a Screener Transmittal Form and mail completed cases to Chicago at least twice a week using a large envelope marked "4270-DP."

--At the end of each week:

- total the entries on the Weekly Cost and Assignment Report
- fill out a Time and Expense Report for the week and mail it to Chicago
- Prepare for your weekly telephone consultation with your supervisor
  - reconcile your latest printout of case assignments with cases actually on hand
- prepare to report the totals from the Cost and Assignment Report
- prepare to discuss any problem cases and overall progress
- prepare to discuss cases that may require a Non-Interview Report. After the conference, prepare NIRs for all cases approved by the supervisor and mail the cases and NIRs to the Chicago office separate from other completed Screeners. Use an envelope marked "4270-NIR" to return NIRs to Chicago.

A. Preparing for the Field

1. Receipt of Assignments

Prior to the beginning of the field period you will receive an assignment of about 200 cases. Along with each group of assignments, you will also receive a transmittal listing the case numbers of all cases assigned to you. You should check your cases off against the transmittal listing to be sure you've received all the correct cases. If you find any discrepancies, contact your supervisor; she will have a copy of the transmittal and will help you resolve any problems with your assignment.

2. Planning Your Work Schedule

In planning your schedule, there are four points which you should consider:

- a. Contact Methods: Your attempts to contact a respondent will normally be made in person. If you have established personal contact with a respondent but not completed the screener, use a telephone contact only when requested to do so by the respondent, i.e., "I should be home by 7 p.m., but may be late so please phone before you come." If, after a few attempts you have been unable to contact the respondents, but have obtained the respondent's phone number, you may call to try to arrange an appointment. Do not administer the screener by phone.
- b. Geographical Location of the Assignments: Your supervisor will make every effort to assign cases to you which are clustered in one area; however, some of your assignments may be scattered. In order to use your time efficiently, always plan a route before you go into the field. For example, you might start with the address closest to your home and work from that point outward. Then, if necessary, you can stop again on your way home at those addresses where no one was home on your first call. The office checks your Time and Expense Reports to make sure your travel mileage and time are reasonable. If you are not scheduling well, you will receive help from your supervisor.

- c. Time of Day and Day of Week: In making your initial visit, you should take into account the time of day respondents would most likely be available for an interview. The kind of neighborhood in which your assignment falls can suggest times when respondents may be at home. For example, persons in lower income areas may work nights or unusual shifts; people in higher income areas are often home after 5:00 p.m. but may frequently be away on weekends. In general, the best times for finding respondents home are late afternoon and early evening.

Your first four attempts to contact a respondent should be arranged to cover the following possibilities:

- weekday afternoons (3 - 6:00 P.M.)
- weekday evenings (after 6:00 P.M.)
- Saturdays and Sundays
- weekday mornings (try weekday mornings only after trying the other possibilities)

If you are interviewing in rural areas where you must drive long distances, it is permissible to begin screening early in the day so that the maximum amount of time can be spent in the field. However, you must have permission from your supervisor before beginning screening early in the day.

If, during your first calls, you obtain information on when a respondent is likely to be home, you should, of course, plan your next attempt for that time.

If, after four calls at different times and on different days, you have not been able to contact a respondent or obtain information on when he is likely to be home, contact your supervisor before making any additional calls for the case.

(If you happen to be in the neighborhood for a call on another case, you may check at the problem address--this does not count toward the four calls). The supervisor will discuss the case with you and offer suggestions on how to proceed.

- d. Scheduled Appointments: Before going into the field, review your appointment record for any appointments scheduled that day and plan your work to keep those appointments. With careful planning you can avoid long detours or extra trips

to keep an appointment. Whenever possible, plan to screen other households in the vicinity of the address where you have the appointment. Do not, however, make a call to one respondent if you have only a few minutes before an appointment with another respondent. You wouldn't want to find the first respondent at home and ready to be interviewed and end up being late for the scheduled appointment.

It is very important for you to keep costs in mind as you plan your field work. The screening task has been tightly budgeted and costs will be closely monitored. In a screening effort involving as many interviewers as the NLS, the one or two "extra" trips that each interviewer can avoid by careful planning and efficient use of time in the field will go a long way toward helping us complete the screening within the limits of the budget.

### 3. What to Take to the Field

Since a number of different documents may be needed to complete a day's screening, it is very important that you check over your supplies very carefully before leaving home. In addition, you should develop the habit of carefully checking through each screening document before you go into the field to look for missing or blank pages.

When you prepare to leave home, check your weekly calendar and take with you in your car:

- (1) Screener Card - If appropriate, Spanish Guide to the Screener
- (2) The Screener documents for the cases you plan to work on that day
- (3) Maps and segment listing for the day's cases
- (4) Extra blank screeners:

Make sure that you have enough extra blank screeners for possible additional family units and missed DUs.

- (5) Several "About NORC" brochures -English and Spanish versions
- (6) Letters of Authorization
- (7) Statement of Confidentiality
- (8) Two sets of flash cards
- (9) Several copies of the Non-interview Report
- (10) Interviewer's Manual
- (11) Pad of paper
- (12) Pencils
- (13) Appointment Calendar

You will need to keep additional supplies and materials in your car. When a case is completed, you should lock it in your car, out of sight until you return home. Because it is necessary to record exact beginning and ending times in the instrument, always carry a watch.

## B. Field Activities

### 1. Contacting and Locating

- a. General procedures. Before you begin screening in a new area, take a few minutes to familiarize yourself with the neighborhood. Check your maps, check the street names and look for the main landmarks in the area. Note one-way streets and places where parking is available--it may save you time if you have to make additional trips to the area. Learn where your assigned addresses are in relation to one another.

Always make your first attempt to contact the residents at an assigned address in person.

- No one at home -- If you call at an assigned address and find no one at home, attempt to discover whether the dwelling unit is vacant (no one living there now) or whether the occupants are simply away at the time of your call. If possible, check with neighbors to verify your observations and to find out when the residents are likely to be at home and, if you can, to get their names. When you do so, always clearly identify yourself and your purpose and record the information you get on the Record of Calls.
- No eligible respondent at home -- If you call at an assigned address and find no one eligible to complete the screener at home (a child or babysitter is home, but the householder is not), explain your visit to the person who answers the door, leave a copy of the NORC brochure, and find out what you can about when the respondent will be home. Record the information on the Record of Calls.

- b. Appointments. In most cases the screener will take only about 15 minutes to administer. Unless a potential respondent is particularly busy or particularly insistent that you come back at some later time, try to complete the screener when you first make contact. If, after you have explained that the screener will take only a short time, the respondent repeats that he or she cannot take time now, attempt to arrange an appointment for a return visit. We would prefer to complete the screening on the spot, but, of course, we also want the completed screener, and you should be as flexible as possible in arranging to return at a time convenient to the respondent. If you contact someone at an assigned address who is not an eligible screener respondent (e.g., a small child), you will have to make a return trip. Find out what you can about when an eligible respondent will be home and plan to return then.

Whenever you arrange an appointment with a respondent, note it both on the Record of Calls for the case (see d. below) and on your appointment calendar. When you make an appointment, be sure to keep it.

- c. Finding the hard-to-locate. If you have made several unsuccessful attempts to contact a respondent at an assigned address, take a few minutes to think about the case. Review the record of calls to see if your earlier attempts were well spaced. Have you tried different times of day? Weekdays or weekends? Did you notice any patterns in the times when other respondents in the neighborhood were at home? Each time you visit the address and find no one home, look around for someone who might be able to give you some help (e.g., janitor, mailman, neighbors). Has the lawn been mowed? The mail picked up? Are the shades always down? Describe the efforts you have made during your regular conferences with your supervisor--she may be able to spot something you have missed.

As you continue with your efforts to reach a hard-to-contact respondent, keep in mind the kinds of information asked for on the Non-Interview Report. If on your second or third try at

an address you have not been able to contact the residents, when you talk to neighbors about when the residents might be home, also try to find out a little about the residents. Though your first priority is, of course, to contact the residents at the assigned address, you should begin to collect information for the possible NIR as you go along. Let the informant know what your purpose is and avoid giving the impression that you are "prying"--you don't want the informant to tell the respondent that "someone was around here asking a lot of questions about you" and end up with a refusal when you finally contact the respondent.

- d. The Record of Calls. For each case assigned to you, you will receive a Household Screener form. The upper part of the front page of the Screener will contain the assignment box, showing the address or description of the assigned household, the introduction and the address verification. The bottom half is the Record of Calls, to be used as a diary of all attempts you make to complete a case. For each attempt, fill out one line of the Record of Calls, entering:
- the code for the day of the week you made the attempt
  - the two-digit number of the month (e.g., 01 = January; 10 = October)
  - the two-digit number for the date or day of the month
  - the code to show the time of day of your call
  - the code to indicate whether your call was personal (1) or by phone (2)
  - "outcome code" showing the outcome of every attempt, including the final one
  - comments on any aspect of the case that might help you complete it on a later visit: e.g., appointment details, information from neighbors, reasons for initial refusals, etc.
  - your initials

On the following page is a sample of a completed Record of Calls; explanations of the result codes are below the example.

The Record of Calls printed on the Screener has space for recording 6 calls. If more than 6 calls are required for a case, use a Record of calls--Continuation Form. Be sure to enter the case number on the Continuation Form and to enclose the Continuation Form inside the Screener when you mail the completed case to the Chicago office.



If you find that you must complete more than one screener at an assigned address (e.g., if you find more than one family unit), note on the Record of Calls for each screener the attempts you have made to contact a respondent for that screener.

Record of Calls

TRY #	DAY		MONTH	DATE	TIME	TYPE	OUT-COME	COMMENTS	INTV INTL
	Mo ... 1 Tu ... 2 We ... 3 Th ... 4	F ... 5 Sa ... 6 Su ... 7			Pre 3 ... 1 3-6 ... 2 Post 6 ... 3	Per. 1 Tel. 2			
01	2		06	17	3	1	71		KK
02	5		06	20	2	1	72	R name is 'Eison' usually home Mon. eve.	KK
03	1		06	22	3	1	51	Completed Screener	KK
04									
05									
06									

Final Status Cases That Do Not Require an NIR

- Code 51 Completed Screener - A screener has been completed. Use this Code even if a few individual questions have been refused.
- Code 52 Vacant DU - If the assigned dwelling unit or individual quarter (I.Q.) is vacant, enter this code. Whenever possible, verify with neighbors that the unit is vacant. Then fill out a Vacant DU/No DU form explaining how you determined that the DU or IQ was vacant.
- Code 53 Address not a DU - If the assigned address does not qualify as a dwelling unit or an individual quarter, enter this code. Examples of this are: under construction, demolished buildings, places of business, vacation cabins. Then fill out a Vacant DU/No DU form explaining why this address is not a DU. See Pages 57 to 58 for definitions of Dwelling Units and Individual Quarters.
- Code 54 Completed Screener (Converted Refusal) - A screener has been completed, but only after an earlier call that resulted in a refusal or breakoff.

Final Status Codes That Do Require an NIR

Final Status, NIR - Required codes (61-64) should only be used after you have discussed the case with your supervisor. Be sure to note details in "comments" column, and complete an NIR for each case.

- Code 61 Final refusal/Breakoff - Use this code if the respondent began the interview, but then stopped and refused to answer any more questions (breakoff); or if the respondent refused to be interviewed at all (refusal). Note whether it is a refusal or a breakoff in "comments" section.
- Code 62 Unable to contact R; no information obtained - Use this code if you are unable to locate the respondent and have been unable to obtain any information about the household.
- Code 63 Unable to contact R; proxy information obtained - If you have been unable to contact a respondent, but have been able to obtain information about the household from neighbors or some other source, use this code.
- Code 64 Other (Illness, language, etc.) - If you have been unable to conduct an interview because of illness, senility, language problems, or for some other reason that does not fit the available codes, enter this code.

Pending Status Codes

- Code 71 No one home - Enter this code if you find no one home at all, but the unit does not appear to be vacant.
- Code 72 Respondent not home - Use this code when you find someone home, but no one who is eligible to serve as respondent. Note any information you've obtained about when the respondent will be home in the "comments" column.
- Code 73 Temporary refusal - Use this code for all refusals/breakoffs you encounter, prior to authorization from your supervisor for entering the final refusal code (61).
- Code 74 Appointment - Use this code when you have contacted someone in the household and have arranged an appointment or callback to do the screener with an eligible respondent. Record information in "comments" column. Though you should note any information you get about when a respondent will be available, to use the "appointment" code you should have fairly specific information. "He's usually home in the evenings" is helpful information, but not an appointment. "Come back tomorrow after 7:00" should be treated as an appointment.
- Code 75 Other - Use this code for cases in which you have been unable to complete the screener for some reason not covered by codes 71-74 but have not yet been instructed by your supervisor to assign a final status result code.

2. First Contact--Getting Off on the Right Foot

- a. The introduction at the door. How you present yourself at the door will usually determine success or failure in obtaining an interview. Remember that you are a stranger and must make a favorable impression at this first meeting. There isn't time for the respondent to "get to know you."

A brief introductory statement is printed on the first page of the questionnaire. Use it whenever you first contact a respondent. Always show your ID card when giving the introduction. Have copies of the confidentiality statement, which must be presented to all respondents, and the "About NORC" brochure ready to give to the respondent.

- b. Using the survey materials. To make your first impression on the respondent a favorable one, you must be prepared to answer questions in a responsive and reassuring way, and also to manage the various survey materials efficiently. Have your materials arranged so that you have access to what you need with a minimum of shuffling.

- NORC brochure
- NLS brochure
- Community contacts letter
- Letter from the Department of Labor

- c. Answering respondents' questions. Although the brief introductory remarks printed in the questionnaire will be sufficient in most cases, there will be occasions when a respondent will want more information about you or about the survey. The respondent has every right to ask such questions, and you should be prepared to answer them easily and naturally. You must give the respondent all the information he or she needs to be an informed participant in the survey. Your answers should be brief, but complete and responsive to the respondent's questions.

Some typical questions that respondents may ask, and suggested answers, are on the following page. It is most important that you be thoroughly familiar with the overall purpose of the study

as well as with these specific items, so that you can answer questions honestly and accurately. In general, do not volunteer information beyond what is necessary to answer a question. Extra information may lead to more questions, to more answers, and often to a confused respondent who wants "to think it over for a while" or "talk to someone about it." If a respondent has legitimate concerns about the sponsorship or authenticity of the study, you should certainly allow him the opportunity to resolve his concerns. Show the list of community contacts and, if necessary, allow the respondent time to consult those contacts. But do not volunteer extraneous information that will create unnecessary concerns or questions in the respondent's mind.

If the person who answers the door asks questions about the study, you may find it helpful to suggest: "I'll be happy to tell you more about the study. Is there some place where we could sit down while I tell you about it?" Once seated inside, you can answer the respondent's questions in a setting where it will be easier to make the transition to the actual screening questionnaire.

#### QUESTIONS AND ANSWERS ABOUT THE NLS

##### HOW DID YOU GET MY NAME? HOW DID YOU SELECT ME?

You were not selected because of your name, but because you happen to live at this address. Several months ago members of our staff visited this area and made a list of addresses of the homes here. From that list, a computer randomly selected certain addresses for this short interview. Your address happened to be one of those chosen.

##### HOW LONG WILL THIS TAKE?

It will take only about 15 minutes. Once we get started, it will go pretty quickly.

##### WHAT IS THE NATIONAL OPINION RESEARCH CENTER?

The National Opinion Research Center is a non-profit research organization located at the University of Chicago. We do many different kinds of surveys in places all over the country. This brochure will tell you more about us. (HAND THE RESPONDENT THE NORC BROCHURE.)

WHO WILL KNOW WHAT I HAVE ANSWERED? WHAT HAPPENS TO THE INFORMATION I GIVE YOU?

Any information you give us will be kept strictly confidential. In handling the information, the names of those who participate in the survey are separated from the answers they give, and the results of the study are made public only in summary form--as statistics.

WHAT IS THIS STUDY ABOUT?

For this short interview, we want simply to get an accurate listing of the people who live here and a few pieces of information about them. Later on, there is a chance that persons in some households might be asked to take part in a longer interview about the kinds of work people do--the jobs people have had, the kinds of jobs they would like to have and the problems people have in finding jobs. For now, though, I just need to find out a few things about the people who live here.

I DON'T WORK ANY MORE: I'VE NEVER HAD A JOB: I NEVER PLAN TO WORK.

For the study, it is important that we talk to all kinds of people--including some who (no longer work/have never worked/don't plan to work). In the country as a whole, there are many people who (no longer work/have never worked/have never worked/don't plan to work). It's important for us to include them, because we want to get an accurate picture of the entire population of the country. For now, though, I don't need to find out any details about work.

WHAT WILL I GET OUT OF THIS?

We hope that the information we collect for the study will be of long-range benefit to us all--that it will help people in government understand the labor market and the kinds of problems that people have in finding and keeping good jobs and what can be done to help overcome those problems. And in the short run, although we're not able to pay anything for this short first interview, for those who are selected for the longer interview later on, there will be some payment.

- d. Refusals. You will no doubt meet with a few respondents who do not want to be screened. Your success in securing the cooperation of as many of these respondents as possible will determine the overall success of the screening operation. In dealing with potential refusers, it is most important that you be thoroughly familiar with the purpose of the study and with the materials and procedures for conducting it.

Some people refuse because they do not understand who you are and what you want; many are simply reluctant to have anything to do with strangers. To overcome such resistance, you must be prepared to explain--in as few words as possible--who you are and why you are there. If a respondent seems fearful of your presence, do not belittle that fear: be as understanding and reassuring as you can; use the survey materials available to convince the respondent of the legitimacy of your visit. A respondent who is unwilling to admit you to his residence may nevertheless be willing to conduct the screener at the front door. If it appears that the alternative is a refusal, you may conduct the screener there.

People may also refuse for a variety of other reasons. To deal with them, you must find out what they are: Ask the respondent the reasons why he or she does not want to participate and do your best to meet those reasons. Explain the importance of the study and the importance of your completing the screener at every assigned address.

If your best efforts fail, leave graciously, thanking the respondent for his or her time. However gruff or rude a respondent may be, maintain a courteous and businesslike manner. The impression you leave behind could be an important factor in the success of later attempts to arrange an interview.

When you are no longer in the respondent's presence, complete the NIR, noting as much as you can of the respondent's reasons for refusing.

Your supervisor will determine whether further attempts will be made to "convert" initial refusals, but she, and later the office staff, will have only the information you provide in the NIR as a basis for deciding how to proceed with the case.

- e. Language problems. If, on contacting a household, you find that the respondent cannot speak English well enough to complete the screener (and you cannot speak the respondent's language):
  - i) If the respondent speaks Spanish, hand the respondent the Spanish language versions of the NORC brochure, and explain, if you can, that another interviewer will call to conduct the screener in Spanish. On your next contact with your supervisor, arrange to have the case transferred to a Spanish-speaking interviewer.

- ii) If the respondent speaks some other language, find someone who can serve as a translator for you. If no one is available, thank the respondent and leave as gracefully as you can.

If you begin an interview with someone whom you think speaks English well enough to complete the screener, but discover during the interview that he does not, proceed as above, but also note in the Screener--at the point where you decide not to continue--the reason for your decision to terminate the interview.

- f. Other problems. Deafness, illness, senility, etc. If you discover a problem of this nature that would prevent a respondent from beginning an interview, or if, after having begun an interview, you realize that such a problem is sufficiently severe that you cannot get the information needed to complete a screener, tactfully discontinue the screening, and treat the case as an "other" on the Record of Calls and NIR. Code it initially as a "pending other"; code it a "final other" only after having discussed the case with your supervisor.

You will encounter these problems in varying degrees and it will be up to you to judge whether the problem is sufficiently severe to break off the interview. If you do discontinue an interview, be sure to thank the respondent for his time and help, and note the reason for the termination at the breakoff point in the Screener, on the Record of Calls, and on the NIR.

NOTE: Remember that many households will have more than one member who fit the criteria for a respondent. If you find that one possible respondent is a problem because of language difficulties, illness, etc., always check to see if there is some other household member who could complete the screener (the spouse of the Householder; if no Householder, another knowledgeable adult).

### 3. Conducting the Interview

- a. Assignment label. You are to conduct a screener interview at the first address on the assignment label (the address in the center of the label). Below is an example of the assignment label:

1 — SURVEY 4270 — S# 0 CASE # 000020 — 3  
4 — PSU 101 BOSTON MASS — 5  
6.7 — SEG 001 PT 1 LINE 0009 BLOCK 201 — 9  
8 — LOCALITY CAMBRIDGE — 8  
10 — 30 SECOND ST  
11 — TOP BELL  
12 — MESSAGE 4  
CHECK FOR MISSED DUS/IQS AT THIS APARTMENT  
NUMBER. CHECK FOR MISSED DUS/IQS BETWEEN  
THIS ADDRESS AND STREET ADDRESS BELOW.  
31 OTIS ST  
GROUND FL  
RECORD # 26 0

- 1--Survey number of the study.
- 2--Sample number: This number indicates which sample the screener is in.  
"0" = cross section sample; "1" = supplementary sample.
- 3--Case number: This number is assigned for each selected address for identification and for office logging records.
- 4--PSU number: This 3-digit code identifies your area, and should appear on all forms and communications with the office.
- 5--PSU name: This is the name of the place in which the PSU is located.
- 6--Segment number: This 3-digit code identifies the segment within the PSU.
- 7--Part number: This 1-digit code identifies a specific part of a segment.
- 8--Line number: This 4-digit code, along with the part and segment numbers, identifies a specific DU/IQ in a particular segment.
- 9--Block number: This is the block number in which the assigned address is located.
- 10--Locality: This is the name of the city, township, ward, or precinct in which the sample address is located.
- 11--First address: This is the assigned address or description of the DU/IQ at which the screening interview should be conducted.
- 12--Message: One of the four messages which gives instructions for using the Missed DU/IQ Procedure.
- 13--Second address: When applicable, the second address appears here for use in the Missed DU/IQ Procedure.
- 14--Record number: This is an additional identifying number assigned to all cases selected for screening; it is used in the office for record keeping purposes.



- b. Multiple screeners. There are two situations in which you may have to administer more than one screener at an address: (1) when checking for missed DUs/IQs for the sampling report, you discover dwelling units or individual quarters not listed on your sampling list, or (2) if a single household includes more than one family unit.

- (i) Screeners for Missed DUs/IQs. For missed DUs/IQs you must administer complete new screeners. Take a blank Screener form of the same version as that of the unit at the assigned address. Enter the full address information in the Assignment Box, assign a new case ID number, adding "1" to the case ID of the assigned address (e.g., if the assigned DU/IQ is Case ID# 000270, the first missed DU/IQ would be assigned case ID# 000271), contact an eligible respondent at the missed DU/IQ and administer the Screener in the normal way.

Below is an example of the correct way to fill out a new screener label for a missed DU or IQ.

SAMPLE:	<div>0</div>	CASE ID:	<div>0</div> <div>0</div> <div>0</div> <div>2</div> <div>7</div> <div>1</div>
PSU:	<div>1</div> <div>0</div> <div>7</div>	PSU NAME:	COOK CO., IL.
SEG:	<div>0</div> <div>1</div> <div>5</div>		
LOCALITY:	CHICAGO, IL.		
ADDRESS:	141 SENTRY LANE		
	GR FL RT		

- ii) Screeners for extra family units. If, when administering the screener, you find that a single household is composed of more than one family unit, you will prepare a screener for each additional family unit, transferring some information from the original screener, and asking a respondent in each additional unit for the information needed to complete the screener for that unit. The detailed instructions for completing these additional screeners are in the Q-by-Q Specifications. Note, though, that for each additional family unit, you must fill in the complete address information in the Assignment

Box. The case number for the additional family units will remain the same as that for the original unit; the additional units are distinguished by Family Unit number. On the cover of the Screener, to the right of the Assignment Box, enter the family unit number for each unit in the household: with the unit containing the only or first person identified as Householder shown as Unit #1, the additional units as #2, #3, etc.

If you discover missed DUs or extra FUs, be sure to keep the extra screeners which you prepare with the original screener. Do not send in any of the screeners until you've completed all cases for an assigned address (the original screener plus screeners for missed DUs or extra FUs).

- c. Breakoffs. In a small number of cases, the respondent will agree to begin an interview, but will then stop and refuse to complete it. This may occur because the respondent has other commitments, because he has "changed his mind," or for other reasons. As with refusals, you should try to find out what those reasons are and deal with them. If it is a question of time, let the respondent know, as accurately as you can, just how much longer it will take to complete the screener. If the respondent cannot take that long, attempt to arrange a time to continue. (Note that if the respondent does agree to continue at some future time, you would code the case on the Record of Calls not as a "Breakoff," but as an "Appointment," entering the date and time of the next meeting in the Comments section.)

However, if your best efforts to persuade the respondent to continue fail, code the case as a pending Breakoff on the Record of Calls. After leaving, complete the NIR and include as much detail as you can on the reasons for the breakoff, your attempts to deal with those reasons, and your appraisal of whether another interviewer might be able to complete the interview. This information will be used by the office to determine further action on the case. Discuss the case with your supervisor during your next call.

- d. Item refusal. During an interview, a respondent may refuse to answer a particular question or series of questions. If this occurs, record the respondent's comments verbatim in the instrument and reassure him that all the information you collect will remain confidential. Try to deal with any reasons offered by the respondent for the refusal, but do not pressure the respondent to answer.

Note the refusal on the Screener (with an "R" at the space for the answer) and go on to the next question. Refusal to answer one or two items does not constitute a breakoff and does not require a NIR.

In some cases, after the interview is completed, you may be able to ask the respondent if s/he would like to answer the questions initially refused. However, you must be extremely tactful and always use discretion when deciding whether or not to re-ask refused items.

- e . Leaving the household. When you have completed administering the screener for all families in the household, take a minute or two to briefly review the completed instruments. Check to make sure that you have asked and recorded answers for all required questions. A quick scan of the household enumeration grid and of the appropriate income questions will show your omissions. If you have inadvertently omitted any items, ask them.

After reviewing your work, thank the respondent for his time and help. In your closing statement, you should mention the possibility of a later interview. One suggestion for the closing statement is the following:

These are all the questions that I have, Ms. Brown. Thank you very much for your time and cooperation. It's possible that someone in the household may be asked to participate in another interview several months from now. Those interviews will be about people's work experience--the kinds of jobs they've had, the kinds they would like to have, and other related topics. That interview will be longer than this one, but we'll be able to offer a small payment to those who participate. Right now, I have no idea who might be selected, but if someone in this household is chosen, I hope you'll be willing to help us again. Thanks again for your time.

However you word your closing statement, be careful not to overstate the probability of a later interview. We want respondents to be aware of the possibility, but we do not want to create any false expectations. Only a fraction of the households screened will contain a person selected for a later interview.

- f. The sampling report. Your final task before leaving the assigned address is to complete the sampling report on the back page of the Screener. Detailed instructions for completing the report are in the Sampling Instructions booklet. Before leaving the household, you may need to ask the respondent about possible missed DUs within the respondent's DU. In any event, since you must look for additional DUs, you should give the respondent a brief explanation of what you will be doing--to avoid mistaken impressions. You might say: "By the way, one of my instructions is to check for errors in our list of addresses to make sure we haven't missed anyone living between your address and (address in Sampling Message in Assignment Box). I have to check for that on my way out." If the respondent knows what you are doing, he won't get suspicious of your nosing around, and he may be able to help you.

4. Post-Interview Procedures

- a. When you have left a residence after completing a screener, check over the instrument once again to make sure that your entries are complete and legible. If you discover an omission or an error, it is still not too late to return to the household. Make sure you have properly identified any missed DUs/IQs at which you administered screeners and properly numbered the families at multiple-family households. Make appropriate entries on the Record of Calls for all Screeners at the address. If you have not yet completed the sampling report, do so now. Walk around the building to check for additional DUs/IQs, and, if necessary, to complete additional screeners.
- b. The NIR report. If your attempt has resulted in a temporary failure to complete a screener, note in the Comments section of the Record of Calls any information that will help you locate the respondent on a future attempt. Look around for a neighbor or other person who might be able to give you some ideas. And even though the case has not yet been assigned a final status result code requiring an NIR, you should begin filling out the Non-Interview Report, noting in particular, any information about the members of the assigned household you may have been able to obtain. See example in Appendix. Use the NIR to guide your observations while still on the spot, as well as to jog your memory later on.

- c. Change of Assignment. In some instances, after discussion with your supervisor, you will be instructed to send one or more cases to another interviewer. Or you may receive cases from another interviewer. In either case it is imperative that these transactions be reported to your supervisor and to the Chicago office. The person sending the case is responsible for filling out the Change of Assignment Form (see example in Appendix). Send one copy to Chicago, one copy to the interviewer receiving the case and one copy to your supervisor. If you're sending the case, be sure to cross the case off your assignment list. If you're receiving the case, be sure to add it to your assignment list.

C. Back At Home

1. Editing Completed Cases

One of your major responsibilities is to edit each completed Screener and its related materials before mailing them to the office. Editing is an item-by-item proofreading of each document. Your edit has five main purposes:

- (1) To code any interviewer instructions not coded during the actual screening interview. An especially important interview instruction is on the front page of the screener, to the lower right of the label.

# Lines in HH: Count the number of legitimate lines you've recorded in the grid. Do not count those lines which you've crossed out. Enter this number in the boxes on the front page labeled " LINES IN HH".

Line # of R: In these boxes you are to record the line number which you've circled on the grid. Remember that although the Householder is usually the respondent, there will be occasions when this won't be the case.

# Entries in Address Box: Here you are to record the number of addresses which you've entered in the address box on page 2 of the screener.

All entries for the above instructions must be right-justified and zero-filled.

INTV. ID #:

1	1	1	1	1	1
---	---	---	---	---	---

SUPV. ID #:

2	2	2	2	2
---	---	---	---	---

LABEL ADDRESS:

SAME ..... ①

CHANGED (CORRECT LABEL) ..... 2

INTERVIEW CONDUCTED IN:

ENGLISH ..... ①

SPANISH ..... 2

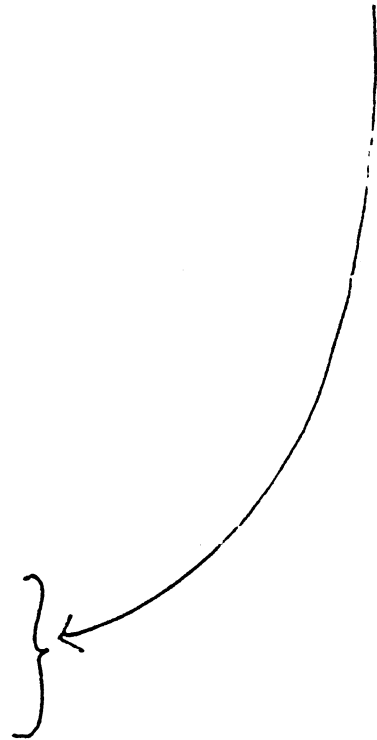
OTHER (SPECIFY) ..... 3

---

# LINES IN HH      LINE # OF R

0	9	0	1
---	---	---	---

0 # ENTRIES IN ADDRESS BOX



- (2) To catch and explain any errors you made recording information during the interview.
- (3) To clarify handwriting and to write out abbreviations used in recording.
- (4) To add notes to the office to help explain a response, or describe a problem encountered during the interview.
- (5) To learn from the mistakes detected during the edit in order to avoid repeating them in subsequent interviews.

During the edit, you must make sure that you have administered and completed all documents correctly. All responses should be recorded accurately and clearly so that they can be understood by someone who wasn't present at the interview. Prior experience tells us that as many as 50 percent of the errors detected during office edits of completed questionnaires could have been corrected during a careful edit by the interviewer. Your work on a case is not complete until you have carefully edited that case.

You should edit your work while the interview is still fresh in your mind, but after enough time has elapsed to allow you to look at the questionnaire objectively. Editing on the Screener should

take less than 5 minutes per Screener. Always use a #2 pencil for interviewing. Make all edit corrections and notations in blue or black ink. Never use red, green or purple ink for editing; these colors are reserved for office procedures.

General Rules for Editing:

- a) Never erase information recorded during the interview. If you see that you coded something in error--that the respondent really said something other than what you recorded--write a note of explanation in the margin, but do not change what you recorded during the interview.
- b) Check to be sure that you followed all skip instructions, and that items that are not coded were properly skipped. If you find that you omitted a question in error, write a note in the margin to explain what happened, and what you think the answer should be, but do not fill in the information in its normal place on the Screener. If you have the respondent's phone number and think he or she would be willing to answer a question you skipped in error, you may use the phone to retrieve a missing item. If the respondent has no phone, but you expect to be back in the area within the next day or two, you may try to obtain the missing information in person at that time. In any event, do not fill in any missed item based solely on your recollection of the interview, or on your judgment of how the respondent would have answered if you had asked the question.
- c) Check verbatim entries for legibility. Write out any abbreviations you may have used.
- d) Be sure all codes are clearly circled.
- e) Check all dollar income entries for correct zero-filling. Each box must contain a number or a zero.
- f) Be sure that all extra papers you may have used to record responses are clearly labeled with the case number and the complete question number for the item. In the questionnaire, note that the response is continued on additional paper.
- g) During your editing you may remember some things about the interview which will explain an unusual situation or clarify some codes or responses. Write the explanation in blue pen at the appropriate place and enclose in parentheses.
- h) Following is an Edit Check List which you should use when editing your completed screeners.



EDIT CHECK LIST - 4270 Screener

Front Page

Have you:

- filled in Family Unit #, Interviewer #, and Supervisor #?
- coded the label address instruction (corrected the address if a correction was required) and coded the language the interview was conducted in?
- filled in the # lines in HH, Line # of R, and # entries in address box?
- completed a line in the Record of Calls for each attempt on that screener?

If the screener is for a missed DU, have you filled out the address label correctly and completely? Have you assigned a case # ending in 1,2, or 3? If the screener is for an extra FU, have you filled out the address label correctly and completely? Have you entered a 2,3,4 etc. for the family unit number?

Page 1

Have you:

- filled out "Time began" boxes and circled "AM or PM"?
- circled the line number of the respondent?

Columns 1-9: Are all names (last, first, middle) recorded legibly?

Are all persons (if any) who don't belong in this family unit crossed out? Are members of additional FU's transferred to their own screener?

Columns 7,8: If appropriate, have you entered codes in the "student" and "armed forces" columns? If you've entered code "8" in column 7 or codes "8" or "3" in column 8, have you entered an address for each in the address box?

Columns 10-12: Have you entered information for all household members?

Column 13: Have you recorded date of birth only for youth aged 10-25?

Column 14: A. Have you recorded marital status for all household members?

B. If appropriate, have you entered spouse's line #?

- Column 15: Have you assigned a family unit number to all HH members?
- Columns 17- Have you coded race and origin for all household  
18: members?
- Column 19: Have you coded language for householder and spouse only?
- Column 20: Have you asked both A and B and recorded a check (✓) as appropriate, for each person age 14 or older?

- Items 15,16: If there is more than one family unit, have you completed extra screener(s) as necessary?
- Q. 21: Have you coded an answer and taken the proper skip?
- 21A: If you've coded "1" at Q. 21, have you asked Q.21A and coded "Yes" or "No" for each item 1-3?
- Q. 22: Have you coded each item in this question?
- Q. 23: Have you legibly recorded the income amount here, right-justified and zero-filled?
- Q. 24: If the assigned address is in a rural area, have you asked and coded Qs. 24A and B?
- Q. 25: Have you recorded the phone number and the location?
- Have you entered "Time ended" and coded "AM" or "PM"?

REMINDERS' FOR SAMPLING REPORT:

- If there are no missed DUs/IQs to report, always check the box in the upper left-hand corner.
- Always fill out the top line (PSU #, etc.), sign your name, and enter your ID #.
- Always check the segment maps and printout to make sure you know where the DU/IQ is located before filling out the report.
- Enter only one correction, addition, or deletion on each line of the report.
- The description of each DU/IQ must be unique in order for it to qualify as a separate DU/IQ.
- If a deletion is reported, the reason for the deletion must be clear, explaining why the DU/IQ no longer exists or what you found. Just saying "not a DU/IQ" or "Non-Existent" is incomplete.
- If you find one to three missed DUs/IQs, fill out the Missed DU/IQ Report and attempt interviews at each one. If there are four or more, call the Sampling Department in New York at (212) 677-4740 for instructions.

ASSIGNING CASE NUMBERS TO MISSED DU'S/IQ'S

You must assign case numbers to each missed DU/IQ you report. If the case number of your assigned line is 10010, the first missed DU/IQ you would report would become 10011; the second, 10012; and the third, 10013.

## 2. Mailing Materials

### a. Where to Send Screeners

All mailings will be to the Chicago office. For these mailings, use the postage paid envelopes provided with your bulk supplies. Final Status cases that do not require NIRs (result Codes 51 and 54) should be mailed in envelopes marked: 4270-DP.

Final status cases that do require NIRs (result Codes 61, 62, 63, 64) should be mailed in envelopes marked 4270-NIR. Also include in the "NIR" envelopes those cases for which you've completed a vacancy/No DU Report. Since these two groups of cases will be processed separately in the Chicago office, it is important that they be mailed separately and that the envelopes be clearly marked on the back for DP or NIR.

### b. When to Send Screeners

Once the field period is under way, you should mail complete cases to the Chicago office at least twice a week. You can enclose as many as 10 to 15 Screeners in an envelope, but do not delay mailing if you do not have that many completed Screeners. Send whatever you have completed. The final status cases which require an NIR or a Vacancy/No DU report should be mailed separately, once a week.

### c. What to Send

Each mailing to the Chicago office should include the following:

---one copy of the Screener Transmittal Form (see example in Appendix)

AND

---the completed Screeners (Result Codes 51 and 54)

OR

---Screeners which are final NIRs plus an NIR form attached to each such Screener ( Result Codes 61, 62, 63, or 64)

---Screeners with Result Codes 52 and 53 plus a Vacancy/No DU form for each Screener

BEFORE SEALING AN ENVELOPE FOR MAILING, CHECK TO BE SURE THAT ALL REQUIRED MATERIALS ARE ENCLOSED AND THAT THE ENVELOPE IS PROPERLY MARKED FOR "DP" OR "NIR."

d. Mailing T&Es

T&Es are always sent to the Chicago office. Use the smaller business envelopes and mail the T&Es promptly each week.

e. Final Mailing to Chicago

At the end of the field period, your final mailing to the Chicago office should include:

- Final T&E
- Screeners, with NIRs completed for all cases neither completed nor previously given a final status
- Any completed Screeners not yet mailed
- Maps
- Segment printouts and update memo to Sampling Dept.

3. Reporting

Each week during the field period you will have two main reporting tasks:

- (1) You will complete and mail to the Chicago office a Time and Expense Report (T&E), which will be used in computing your pay.
- (2) You will also prepare an Interviewer Weekly Cost and Assignment Report, which you will use when reporting to your Area Supervisor by phone each week.

These two reports are described in more detail in the following sections.

A. Time and Expense Report

You must fill out a separate Time and Expense Report Form (T&E) for each week that you work. For purposes of the T&E (and computing your pay), a week is defined as the seven-day period from Sunday through Saturday. After completing your week's work, you should prepare the T&E over the weekend; tear off the yellow copy and keep it for your records; then mail the other copies to the Chicago office on Monday.

If, at any time, you have a question concerning your T&Es or your paycheck, feel free to ask your supervisor for an explanation. If a problem occurs, provide the supervisor with the T&E number and the dates involved. Detailed instructions for completing the T&E are provided below.

NATIONAL OPINION RESEARCH CENTER INTERVIEWER

TIME AND EXPENSE REPORT FOR WEEK ENDING (SATURDAY) 09/23/78

COMPANY CODE 788  
INTERVIEWER'S NO. 0717318  
MO DA YR

PRINT NAME E. Emily Jones  
SIGNATURE E. Emily Jones  
CITY, STATE g. Chicago, IL

CHECK IF YOU ARE A NEW HIRE INTERVIEWER AND THIS IS THE FIRST T & E YOU HAVE SUBMITTED

PROJECT NO. 4270  
BLACK PRINT TO BE COMPLETED BY INTERVIEWERS  
RED PRINT FOR NRC OFFICE USE ONLY  
Stamp below if T & E belong to previous payroll week

ENTER MONTH & DATE	HOURS WORKED							TOTAL HOURS	O.T. HOURS	ADJ. AMOUNT	EXPENSES (DO NOT IDENTIFY WITH ACTIVITY)	RATE	PROJECT NUMBER	ACTIVITY NUMBER	T & F NO	TOTAL NO. OF COMP. LISTINGS / SCREENS / CASES	
	SUN	MON	TUE	WED	THUR	FRI	SAT										
GENERAL TRAINING																	
BRIEFING STUDY																	
TRAVEL ①																	
CONTACTING LISTING																	
LISTING ②																	
SCREENING ③																	
INTERVIEWING ④																	
EDITING																	
VALIDATION																	
REPORTING, CONFERENCE, OTHER																	
O.T. HOURS																	
TOTAL HOURS	4:00	4:30	3:50	3:50	4:20	3:15	4:55										
① MILEAGE (No. of miles)	20	25	35	35	10	15											
② NO. OF COMP. LISTINGS	5	6	3	3	7	6	6										
③ NO. OF COMP. SCREENS																	
④ NO. OF COMP. CASES																	
CASE NUMBERS OF COMPLETED LISTINGS / SCREENS / CASES																	

EXPLANATION OF ANY UNUSUAL CIRCUMSTANCE  
Sat. 9/23 - took Public Transportation

APPROVED BY T & E NO. 203126

ORIGINAL COPY - STAT TAB

Total hours and minutes

FILL OUT ONLY THE ITEMS PRINTED IN BLACK; THOSE PRINTED IN RED ARE FOR NORC OFFICE USE ONLY. RECORD THE INDICATED INFORMATION IN THE APPROPRIATE SPACES. These spaces are identified by corresponding letters on the sample T&E.

- a. Area number. Example: 

1	1
---	---
- b. Interviewer number. Example: 

0	7	7	3	8
---	---	---	---	---
- c. Payroll week ending (Saturday). Record the month, day, and year of the last day of the payroll period (which will always be a Saturday); fill in zeros (0) in any blank spaces.  
  
Example: 

0	9	2	3	7	8
---	---	---	---	---	---
- d. Project number. A four-digit number; for this project the number is 4270.
- e. Print name.
- f. Signature.
- g. City, State. Your home city, not necessarily the city and state you are working in.
- h. If you worked on more than one project during the payroll week: (i) remember to fill out a T&E for each project; and (ii) enter the project numbers of the other projects you worked on during that period.
- i. If you are a new NORC interviewer (or have been recently reinstated and have been assigned a new interviewer I.D. number), and this is the first T&E you have submitted, place a check in the box on the left. This alerts the payroll department that additional information may be needed from their files before they can process the T&E.
- j. Enter month and date above each day you worked during the payroll period. Dates entered must be consecutive; beginning with Sunday and continuing through Saturday.
- k. Activity. Enter the number of hours and minutes (rounded to the nearest five minutes) under the appropriate column for each day you engaged in one of the specific activities on the project.

General Training: Non-survey specific training which all new NORC interviewers receive. This training includes such things as learning to probe, recording respondent comments verbatim, and coding different types of questions. Time spent studying General Training materials should be included here.

Briefing, Study: Survey specific training and study time. This includes training on specific questionnaires and procedures.

Travel: Time spent traveling from your starting point (usually your home) to the first assigned address and time spent returning to your home from the last assigned address where you worked. Always keep track of your total mileage for each day and enter it in the section directly below "Total Hours" for that day. Note that next to the activity "Travel," the "1" is to remind you to make an entry for mileage; if for some reason you have travel time but no mileage to report (for instance, if you walked or used public transportation), you should write a short note explaining this in the box in the lower right-hand corner of the T&E, labeled "Explanation of Any Unusual Circumstances."

Contacting, Locating: Time spent contacting and locating respondents in person and when necessary by telephone. This includes travel time between assigned addresses once you have made the first stop of the day.

Screening: Enter here the time spent conducting the screener. At the bottom of your T&E, enter only the number of screeners you have completed that week. Do not enter the individual case numbers.

Editing: Time spent proofreading your completed work for completeness, correctness, and legibility.

Validation: Do not record time here unless you are instructed to do so.

Reporting, Conference, Other: Time spent in conference with your Supervisor, time spent reporting, including completing the Time and Expense Report and your Weekly Cost Report. Any time that doesn't seem to fit in any other category should be entered here. If the time is other than Reporting or Conference, a note explaining it should be entered in the section labeled "Explanation of Any Unusual Circumstances."

Listing, Interviewing: These categories are not applicable to this survey.

Add up the hours and minutes worked each day and enter in the spaces for Total Hours at the bottom of each column.

1. Expenses. Do not identify these with an activity; simply enter the total expenses for parking, etc. incurred in your work on the survey during the entire week. Attach receipts for all items over \$1.00. (Note: If you travel more than 20 miles a day or 80 miles a week, report your mileage on an expense report. Indicate that you have done so on your T&E, e.g. "see expense report for mileage.")



Activity number. (Right side of form) Each activity on this project has been assigned specific four-digit numbers. Below is a list of activities and numbers used for the NLS Screening:

General Training	2221
Briefing, Study	2222
Travel	2223
Contacting, Locating	2224
Screening	2226
Editing	2228
Validation	2229
Reporting, Conference, Other	2230

As you can see, the last two digits of each activity number are preprinted on the form. For each activity for which you have charged time during the week, fill in the two-digit number used to complete the code for that activity.

If you work on more than one project during the payroll week, remember to fill out a separate T&E for each project.

Note: Errors on your T&E can cause delays in your receiving payment for your time and expenses, so please follow the above instructions carefully.

B. Interviewer Weekly Cost and Assignment Report

This form is basically a worksheet for you to use in preparing for your weekly phone contact with your Area Supervisor. The first part, the Cost Report, is a summary of the information reported on the T&E for the previous week:

SCREENING HOURS	= Total hours recorded on T&E for <u>all</u> screening activities during the week.
EXPENSES FROM T&E	= Total expenses reported for the week on the T&E (note that on the T&E you <u>do not</u> add up this total; note, too, that for the Weekly Cost Report, you first list expenses for <u>each day</u> ).
TOTAL MILEAGE COSTS	= Number of miles shown on the T&E multiplied by 17¢ per mile.
EXPENSES FROM EXPENSE REPORT	= If you traveled or had extensive mileage during the week, for which you were required to fill out an Expense Report, the total from that report should be entered in this column.

NORC  
4270

INTERVIEWER WEEKLY COST AND ASSIGNMENT REPORT

INTERVIEWER NAME: \_\_\_\_\_ PSU: \_\_\_\_\_  
SUPERVISOR NAME: \_\_\_\_\_ Segment: \_\_\_\_\_ Reporting Date: \_\_\_\_\_

A. <u>COST REPORT:</u> ENTER TIME AND EXPENSES FROM YOUR 4270 T&E SUBMITTED THIS WEEK							
DAY	DATE	SCREENING HOURS	EXPENSES FROM T&E	+ TOTAL MILEAGE COSTS (# miles X 17c per mile)	+ EXPENSES FROM EXPENSE REPORT (IF APPLICABLE)	= TOTAL EXPENSES	# SCREENER COMPLETED (CODE 51, 52)
SUN							
MON							
TUE							
WED							
THU							
FRI							
SAT							
TOTALS:							

B. ASSIGNMENT REPORT: FROM PRINTOUT OF ASSIGNED CASES STILL OUTSTANDING, ENTER NUMBER OF CASES WORKED THIS WEEK IN EACH RESULT STATUS (if you assigned more than one status code to a case this week, count the case only once and report it under the most recent result code assigned)

RESULT CODES ASSIGNED THIS WEEK	# CASES	SUBTOTALS	WORKLOAD TOTALS	
51 -- Completed Screener		(51, 54)	CASES OUTSTANDING FROM LAST WEEK	_____
54 -- Completed Screener (converted refusal)			NEW CASES THIS WEEK	+ _____
52 -- Vacant DU		(52, 53)	CASES REASSIGNED THIS WEEK	- _____
53 -- Address Not a DU			ADDED CASES THIS WEEK: --MISSED DU'S	+ _____
61 -- Final refusal/brkff		(61)	--EXTRA FAMILY UNITS	+ _____
62 -- Unable to contact R; no information		(62, 63, 64)	NET ASSIGNMENT FOR THIS WEEK	= _____
63 -- Unable to contact R; proxy information			CASES COMPLETED THIS WEEK (ALL FINAL RESULT CODES)	- _____
64 -- Other			TOTAL CASES REMAINING TO BE COMPLETED	= _____
71 -- No one home		(71-75)		
72 -- Resp. not home				
73 -- Temp Ref/brkff				
74 -- Appointment				
75 -- Other				

TOTAL CASES WORKED  
THIS WEEK \_\_\_\_\_

TOTAL EXPENSES	= Sum of expenses from T&E Expenses, Mileage Expenses, and Expense Report Expenses.
# SCREENERS COMPLETED	= Number of <u>successfully</u> completed screeners for the week -- Result Codes 51 and 54 <u>only</u> .
TOTALS	= After entering the items for each day of the T&E week, add up the figures in each column and enter the totals here. During your phone call to the supervisor, she will ask you for these figures. Be prepared to report them.

This report must be prepared before you place your weekly call to your supervisor. Since it also contains much of the same information you must put on your T&E, you may find it helpful to use this form as a worksheet throughout the week, recording the entries for each day as you return from the field. This will make it easier to complete the T&E and will also make for more accurate reporting--since you will be entering the information while it is freshest in your mind.

The "Assignment" part of the Weekly Cost and Assignment Report provides a summary of your progress in the field during the week. In the column headed "# CASES," you enter the number of cases to which you assigned the various Result Codes during the week. Since it is possible for you to assign more than one code to a case during the week (e.g., you visited the household on Monday and no one was home; then you visited again on Thursday and completed the Screener), to avoid counting a case more than once you should count only the most recent code you have assigned to the case (in the example, you would count this case as a 51--completed screener, but would not count it a second time as a 71--No one home).

The "SUBTOTALS" column of the form is to be used to show combined totals for certain of the result codes. To fill in the entries in this column, simply add up the individual entries in the # CASES column to the left. You will report the numbers in the SUBTOTALS column to your supervisor during your regular weekly phone call.

The remaining series of entries on the form are for your use in keeping track of your total assignment. The items in the series are as follows:

- |   |   |
|---|---|
| CASES OUTSTANDING   | - For the first week of the field period, this will equal the total number of cases assigned to you; each following week, it will be the last item, TOTAL CASES TO BE WORKED, from your report of the previous week.  |
| NEW CASES THIS WEEK (+)<br>CASES REASSIGNED (-)               | - These items represent adjustments to your case assignments; the first is any cases newly assigned to you during the week--which you <u>add</u> to your basic assignment; the other is for cases previously assigned to you which were transferred to another interviewer during the week--which you <u>subtract</u> from your basic assignment. |
| ADDED CASES THIS WEEK:<br>--MISSED DUs (+)<br>--EXTRA FUs (+) | - These two lines represent the additional family units and missed dwelling units you may discover in the field.  |
| NET ASSIGNMENT FOR<br>THIS WEEK                               | - This is the number of cases you had to work on during the week; the cases outstanding from the week before, plus new cases added, minus cases transferred to another interviewer.   |
| CASES COMPLETED THIS<br>WEEK (ALL FINAL<br>RESULT CODES)      | - This is the total number of cases to which you assigned a final status result code during the week (and mailed to the Chicago office).  |
| TOTAL CASES TO BE<br>WORKED                                   | - This is the number of cases you have left to complete. To get this figure, you subtract the cases you completed during the week from your net assignment for the week.  |

When preparing the Weekly Cost and Assignment Report, remember that this report is to reflect the same reporting week as the T&E: Sunday morning through Saturday night.

To help you keep track of your cases, periodically during the

field period you will be sent a computer printout listing all of the cases assigned to you that are still outstanding, that is, that have not yet been received and processed by the data processing department in Chicago. A copy of this form appears on the next page. The printout will list each of your outstanding cases and will provide work space for you to enter dates and result codes ("st" = "status") for up to four tries on a case. Each week when you receive this form you should check it against the cases you have in your possession. Cases that you recently mailed to Chicago may still appear as outstanding because they have not yet been received or processed. If you do not have a case that is shown on the printout, check your Screener Transmittal Forms to be sure that you did mail it. If cases that you mailed to Chicago continue to appear on the weekly printout (allowing a reasonable time for delays in the mail), notify your supervisor.

Once you have reconciled the printout with the cases you have on hand, the printout can be used as a worksheet for your week's activities. When you complete a case, enter the date and the result code and draw a line through the case number; when you assign one of the pending dispositions, enter the date and the result code. Then, at the end of the week, when you begin to prepare your Cost and Assignment Report, you can complete the Assignment portion by simply running down the columns and counting the number of cases with each result code.

When you get your new printout, it will be a good idea to keep the old one. It may come in handy if you have to go back at some point to check on a particular case.

AREA: 04 NAME: EMILY BROWN

ID: 10000 05/12/78

INT-NAME: SUSAN GREEN

ID: 00001

DISPOSITION CODES

51-COMPLETED-EASE 52-ADDRESS NO DU 53-ADDRESS NO DU  
 54-CONVERTED REFUSAL 61-FINAL REFUSEA 62-NO CONTACT NO INF.  
 63-PROXY INFORM. 64-OTHER REFUSAL 71-NO ONE HOME  
 72-RESP NOT HOME 73-TEMPORARY REFUSAL 74-APPOINTMENT MADE  
 75-OTHER TEMPORARY REFUSAL

PSU	SEG	CASE #	DATE	ST	DATE	ST	DATE	ST	DATE	ST	COMMENTS
501	09	61500									
501	09	61510									
501	09	61520									
501	09	61530									
501	09	61540									
501	09	61550									
501	21	61560									
501	21	61570									
501	21	61580									
501	21	61590									
501	21	61600									
501	33	61610									
501	33	61620									
501	33	61630									
501	33	61640									
501	33	61650									
501	33	61660									

TOTAL CASES FOR INTERVIEWER: 0017

C. Reporting to your Supervisor

In addition to submitting your weekly T&Es, each week you will make a telephone report to your Area Supervisor. Your supervisor will schedule a time for you to call on Monday or Tuesday. If, for any reason, you will not be able to call at the appointed time, contact your Supervisor as far in advance as possible to reschedule your reporting time.

This weekly call will serve two main purposes:

- (1) During the first part of the call you will report certain items of information from your Weekly Cost and Assignment Report, including:

- the TOTALS from the Cost Report
- the SUBTOTALS from the Assignment Report
- the CASES COMPLETED THIS WEEK (ALL FINAL RESULT CODES) from the Assignment Report

Be sure that you have these items ready to report before you place the call to your supervisor. Limited time is available for these telephone reports, and if you can relay these pieces of information quickly and accurately, you will be able to spend most of the conversation discussing problems and difficult cases.

- (2) The second purpose of your call to the Supervisor--the part that should take up most of the time on the phone--is to discuss any cases with which you are having difficulty. During the call, you should have any troublesome cases handy so that you can refer to their Record of Calls in describing for the Supervisor how you have tried to complete the case, the problems you have run into, and other relevant aspects of the case. Use this time to ask any questions you have about the survey, to discuss cases that you feel should be given one of the Result Codes requiring an NIR (remember that you need the Supervisor's permission to assign these), to talk over ways of finding hard-to-locate respondents, or to get suggestions on ways of overcoming refusals or improving other aspects of your interviewing techniques.

NOTE ON TELEPHONE CHARGES

Enclosed with your bulk supplies are copies of a pink-colored Long Distance Call Record form. Use it to keep track of each long distance call you make during the screening.

To keep telephone charges for the study to a minimum, we ask that you use direct dialing from your home phone whenever possible. NORC will then reimburse you for the survey-related calls charged on your regular monthly phone bill. To receive reimbursement for telephone charges, fill out an Expense Report, listing the telephone charges as an "Other" expense and clearly identifying the nature of the expenses in the "Explanation" column; attach a copy of your phone bill with a check mark beside each call charged to the study (your Long Distance Call Record will provide an easy way of identifying these calls), and submit them along with your regular T&E.

Calls that do not appear on your home phone bill (e.g., calls made from public phones) should be listed separately on the Expense Report with an indication of the reason why they do not appear on the bill (e.g., "call from public phone").

If you are in the field and find it necessary to make a collect long distance call -- to the Sampling Department or to your supervisor -- you may do so, but as far as possible we ask that you use direct dialing from your home phone to help us keep down the costs of the survey.

If these billing arrangements will cause difficulty for you, that is, if it will cause a financial strain for you to pay the entire phone bill and then later be reimbursed by NORC, notify your supervisor. She will work out other procedures for your calls or arrange for an advance payment from the Chicago office.



D. Sampling

Included in your materials is a booklet called "Sampling Instructions - Area Probability Sample." The booklet contains instructions for using your sampling materials; that is, the maps and sampling report. It also contains an extensive explanation of the missed DU/IQ procedure, which must be completed for every assigned address.

For this survey, we are interviewing at Dwelling Units (DUs) and at Individual Quarters within Group Quarters (IQs). In your assignment you may find cases which are IQs. We have provided a supplementary section to the Sampling Instructions booklet which explains in detail, everything you need to know about Individual Quarters. The name of the supplemental booklet is "Supplement to Area Probability Sampling Instructions: Group and Individual Quarters."

The next three pages contain examples of Dwelling Units, Group Quarters structures (in which individual quarters are found), and examples of non-residential units.

Examples of Dwelling Units

1. Single house occupied by only one family.
2. House containing multiple DUs. (See DU definition and list each DU on separate line.)
3. Apartment in structure which includes other apartments.
4. Basement or attic apartments.
5. Vacant houses or apartments which could be occupied.
6. Hotel or motel rooms which qualify as a DU and are:
  - a. occupied by "permanent" guests;
  - b. occupied by employees who have no other "permanent" place of residence elsewhere.
7. Residential units under construction. (Indicate that unit is under construction.)
8. Rooms within group quarters or an institution which qualify as a DU and serve as permanent residence of a staff member under that definition.
9. Rooms in a non-residential structure which qualify as a DU and serve as "permanent" residence. (Caretaker quarters in a warehouse, and he has no other residence.)
10. Mobile home or trailer used as permanent residence--not just as a vacation residence.
11. Mobile home or trailer location in a trailer lot or mobile home park in which numbered or otherwise specified spaces are rented. In a trailer park, list each separate space as a DU even though no trailer currently occupies the space. An empty trailer space in a regular trailer park should be treated like a vacant apartment.
12. Work camps occupied by seasonal workers. List these units even if vacant, for they may become permanent residences later.
13. Seasonal dwellings. List summer homes, resort cottages, or other part-time homes which could serve as permanent residences, unless they fit the definition of vacation cabins.
14. Rooms occupied by lodgers, if they qualify under the DU definition. Thus, if you find a rooming house in which all the residents live and eat separately and their rooms open off a common corridor, you have found a number of DUs, each of which should be listed on a separate line of the DULS.,
15. Boarders are members of one DU if there are four or fewer boarders who actually live and eat together with the person in charge (and are unrelated to him).
16. Quarters occupied by a person in charge of a boarding house (janitor, manager, etc.), if separate from boarders' quarters.

## Examples of Group Quarter Structures

### Boarding Houses and Rooming Houses

A boarding house is defined as a structure in which living space is rented to residents (boarders) who are served regular meals on the premises. Meals are furnished as part of the rental fee paid by boarders.

A rooming house is defined as a structure in which living space is rented to residents (roomers) who may receive maid or linen service. Meals may or may not be provided.

### Communes ("Families," "Communities," etc)

A commune is a group of six or more unrelated adults living together, who pool their resources and usually have no designated person in charge. Such groups may call themselves a family, a commune, an establishment, a community, a farm, etc. If such groups are encountered, it is most likely that they will have to be listed as individuals.

### Convents and Monasteries

Convents and monasteries located within sample area segments must be visited to determine if they are to be listed as group quarters. Such a structure with four or fewer living units (in addition to the person in charge) should be listed as DU. If there are five or more living units (in addition to the person in charge) in the convent or monastery, list each living unit as an IQ.

### Flophouses or Missions

Structures of this type may contain quarters for individuals who, although somewhat transient, have no other "permanent" place of residence. Check these structures for group quarters.

### Hospital Staff Quarters

All staff quarters in hospitals (i.e., for nurses, interns, etc.) located within sample area segments must be checked for group quarters. Any residential quarters that are "permanent" dwelling units for caretakers, administrators, or other personnel, should be listed as DUs. Any other staff quarters serving as "permanent" residences are to be considered as part of group quarters. Student dormitories (including housing for student nurses) associated with hospitals are to be treated as dormitories rather than staff quarters. No screeners will be conducted in dormitories.

### Non-Military Barracks and Bunkhouses

Non-military barracks and bunkhouses are structures that provide living space for a number of people, either in large general areas or in small sleeping areas or rooms.

Examples of Non-Residential Units

- 1) Hospitals
- 2) Transient hotels or motels
- 3) Penal institutions
- 4) Other institutions that provide care for residents or inmates.
- 5) Buildings which are being demolished.
- 6) Places of business, such as stores, factories, etc. -- (but be sure to check for "hidden" or hard-to-find living quarters behind, above, or inside such places)
- 7) Vacation cabins, summer homes, resort cabins, and other part-time houses which could not serve as permanent residences and could never be used for more than a short period each year (such as units without heat, where heat would be required).
- 8) College dormitories, sorority or fraternity houses
- 9) Military barracks

NATIONAL LONGITUDINAL SURVEY

OF LABOR FORCE BEHAVIOR

QUESTION BY QUESTION SPECIFICATIONS

### INTRODUCTION

This screening questionnaire is designed to obtain a listing of all persons residing in households at selected addresses and to collect some basic demographic information about those household members. The introduction below describes the general organization of the screener.

There are two basic documents; a screener and a separate card. The front page of the screener contains an address label, an introduction and address verification and a Record of Calls.

Questions 1 - 9, which are the household enumeration questions, are printed on a card separate from the screener document. However, you will record respondents' answers to all questions on the screener document. The remaining questions (Qs. 10 - 25), to be asked of respondents are printed on the screener document itself. Please note that questions 15 and 16, which are interviewer instructions and some specifications for question 18, are printed on the back of the card.

The overall design of the card and screener is as follows:

- |               |   |
|---------------|---|
| Introduction: | Explanation of screener and selection of respondent (screener)  |
| Qs. 1 - 9:    | enumeration and listing of household members (card)   |
| Qs. 10-14:    | collection of demographic information for all household members, relationships, sex, age, birthdate, marital status (screener)      |
| Q 15:         | instructions for sorting household members into family units (back of card)   |
| Q 16:         | instructions for transferring members of family units 2, 3, etc., to separate screeners (back of card)                              |
| Qs. 17-19:    | collection of information on race and ethnic origin (screener)  |
| Qs. 20-23:    | collection of information on jobs, sources of income and total family unit income (screener)  |
| Q 24:         | collection of information to determine whether the family unit falls within the census definition of the farm population (screener) |
| Q 25:         | obtains respondent's phone number (screener)  |

The last page of the screener document is a Sampling Report. The Sampling Report is described in the Area Probability Sample booklet. In addition to the English version of the cards, there is also a Spanish guide to the screener. The Spanish language version will make it possible for Spanish-speaking respondents to participate in the survey.

# ILNORC

NATIONAL OPINION RESEARCH CENTER • 6030 SOUTH ELLIS • CHICAGO, IL 60637 • 312/753-1300  
NATIONAL LONGITUDINAL SURVEY OF LABOR FORCE BEHAVIOR  
HOUSEHOLD SCREENER

UNIVERSITY OF CHICAGO

NATIONAL OPINION RESEARCH CENTER • 6030 SOUTH ELLIS • CHICAGO, IL 60637 • 312/753-1300

NATIONAL LONGITUDINAL SURVEY OF LABOR FORCE BEHAVIOR

NORC-4270

8/78

OMB #: 44S-78014 / Exp.: March, 1979

FAMILY UNIT #:

1

From Q.15  
of screener

INTV. ID #:

111111

SUPV. ID #:

122222

LABEL ADDRESS:

SAME ..... ①

CHANGED (CORRECT LABEL) ..... 2

INTERVIEW CONDUCTED IN:

ENGLISH ..... ①

SPANISH ..... 2

OTHER (SPECIFY) ..... 3

From  
first column  
of grid

# LINES IN HH

10

LINE # OF R

01

from  
H<sub>1</sub>  
grid

# ENTRIES IN ADDRESS BOX

0

from  
address  
box

Address  
label

SURVEY 4270 S# 0 CASE # 000020  
PSU 101 BOSTON MASS  
SEG 001 PT 1 LINE 0009 BLOCK 201  
LOCALITY CAMBRIDGE

30 SECOND ST  
TOP BELL

MESSAGE 4  
CHECK FOR MISSED DUS/IQS AT THIS APARTMENT  
NUMBER. CHECK FOR MISSED DUS/IQS BETWEEN  
THIS ADDRESS AND STREET ADDRESS BELOW.

31 OTIS ST  
GROUND FL

RECORD # 26 0

Intro  
duction

Address  
verification

Hello, my name is \_\_\_\_\_ and I'm conducting a survey for the U.S. Department of Labor. I'm from the National Opinion Research Center at the University of Chicago. I'd like to speak with the person who rents or owns this home, or with that person's husband or wife.  
IF NO LEASEHOLDER, ASK: May I speak to an adult who lives here and who knows the most about the members of this household?

First, I need to make sure that I have your address described correctly. READ STREET NUMBER AND NAME, APT. NUMBER, OR OTHER DESCRIPTION FROM ASSIGNMENT BOX. IF EXACTLY THE SAME, CONTINUE WITH SCREENER. IF DIFFERENT IN ANY WAY, REVIEW SEGMENT LISTING AND RECONCILE.

Explain Difference \_\_\_\_\_

Record  
of CALLS

Record of Calls									
TRY #	DAY			MONTH	DATE	TIME			OUT-COME
	Mo	Tu	We			Mo	Per	Tel	
	1	2	3			1	2	3	
01	1	0	8	21	2	1	51		Completed screener KK
02									
03									
04									
05									
06									

Outcome

FINAL STATUS, NO NIR

Completed screener ..... 51  
Recant CU ..... 52  
Address not a DU ..... 53  
Completed screener ..... 54  
Unconverted refusal

FINAL STATUS, NIR REQUIRED

Final refusal/decline ..... 61  
Unable to contact R: no information obtained ..... 62  
Unable to contact R: proxy information obtained ..... 63  
Other (illness, language, etc.) ..... 64

PENDING STATUS

No one home ..... 71  
Respondent not home ..... 72  
Temporary refusal/decline ..... 73  
Appointment (NOTE DETAILS IN COMMENTS) ..... 74  
Other (SPECIFY IN COMMENTS) ..... 75

Instructions for use of the Spanish guide and how to proceed when a non-Spanish-speaking interviewer encounters a Spanish-speaking household are in the Procedural Specifications.

FRONT PAGE:

The upper left side of the front page contains the sampling address label. This label contains locating information to guide you to the address at which you are to conduct a screening interview. A detailed description of the label appears in the Procedural Spex.

To the right of the address box are boxes in which you will enter Family Unit number, your identification number and your supervisor's identification number. Beneath these boxes are interviewer instructions. The boxes and interviewer instructions should be coded during your edit of the completed screener. Instructions for coding these questions appear in the Editing section of the Procedural Spex.

Beneath the address label is the introduction you should use when a respondent answers the door. Following that is the address verification.

The bottom part of the front page contains the Record of Calls which also is explained in detail in the Procedural Spex.



INTRODUCTION AT THE DOOR-- The general instructions for contacting and locating assigned households and approaching potential respondents are in the Procedural Specifications, Part I of this Manual.

The first page of the Screener contains the introductory statement is to be to use when you reach an assigned household. The statement to be read to any knowledgeable person who answers the door . It introduces you and the study to the resident and is followed by the address verification. (If the person who answers the door happens to be a young child, use your judgment in determining how much of this to read. "May I speak with your mother or father?" may be all that is needed.)

SELECTING THE RESPONDENT FOR THE SCREENER

The proper respondent for the screener is the Householder or the Householder's spouse. The basic definition of Householder is contained in the questionnaire: ". . . the person who rents or owns this home," "the person whose name is on the lease or deed for the home. If the lease is in the name of more than one person, any of the persons named on the lease is an acceptable respondent. The spouse of any person named on the lease is also an acceptable respondent. The one qualification is that the householder or spouse must be someone currently living at the selected address.

If no one fitting the definition of Householder or Householder's spouse lives at the selected address, then the most knowledgeable adult who does live at the address is the proper respondent. Situations in which there would be no Householder to serve as respondent include: persons occupying a dwelling unit rent free; persons occupying a dwelling unit for which someone who lives elsewhere pays the rent--e.g., a college student living in an apartment for which a parent signed the lease and pays the rent.

Where there is no Householder, the "knowledgeable adult" should be the person age 18 or over who knows the most about the persons living in the household. A person under age 18 can be accepted as respondent for the screener only if there is no one living in the household who is age 18 or older.

ADDRESS VERIFICATION:

After completing the introduction, but before beginning the household enumeration, read the following statement on the questionnaire: "First, I need to make sure that I have your address described correctly." Then read the complete address and /or description of the assigned dwelling unit from the sampling label.

If there is a discrepancy between the address of the dwelling unit you have reached and the address on the sampling label, one of two things will have happened: (1) you have gone to the wrong address, or (2) there is an error in the sampling label. In most cases the nature of the discrepancy should be clear. If you have gone to the wrong address, the respondent will tell you that you have the wrong street, or the wrong apartment number. If that happens, explain to the respondent that you have made a mistake, thank him for his time, and go on to the correct address.

Remember to take advantage of the respondent's knowledge of the area. If you're having trouble and the respondent seems willing, ask his help in locating the assigned address. If, however, you suspect that there is an error on the sampling label in the assignment box, (e.g., you cannot find a dwelling unit that exactly matches the address or description on the sampling label and there is no evidence that a building has recently been demolished), follow the steps outlined in the procedural spex section on contacting and locating. Do not assume that the sampling label is in error; check with your supervisor before continuing with the case.

If you have verified that the address on the sampling label is the address of the dwelling unit you have reached, code the cover of the Screener to show "Label Address Same." If you discover some minor discrepancy in the address on the sampling label (e.g., a street name misspelled), line out the incorrect item and write in the correct address item on the sampling label; then code "Label Address Changed" on the cover of the Screener.

For this study you should treat as a "minor" discrepancy only those that you can clearly resolve by examining the listing sheet provided with your assignment. If, for example, the DUs listed on either side of what you think is your assigned DU match the DUs that you actually find in the field, you should be able to tell that you are at the correct address.

But, if you discover a significant discrepancy between the dwelling unit you find in the field and the address or description on the sampling label, -- that is, a discrepancy that you cannot account for after reviewing your listing sheet--call your supervisor before proceeding. If you are in doubt as to whether a discrepancy is a minor or significant one, call your supervisor before continuing.

If, after discussion with your supervisor, you are instructed to conduct a screener at the dwelling unit, proceed as above to correct the address on the sampling label and to code "Label Address Changed." In the margin of the Screener or on a separate sheet of paper, provide as much information as you can to explain the discrepancy and the correction you have made.

After reaching an eligible R, and verifying the address, read the statement on voluntary participation and confidentiality. This statement is at the top of the card and must be read to all respondents. At this time you may hand the R the NLS brochure or the letter from the U.S. Department of Labor.

THE SCREENING QUESTIONS: SECTION 1-Qs. 1-9

The first part of the screening is a series of questions about persons who live or usually stay at the assigned household. With these questions we hope to obtain a complete listing of household members. It is from this listing that we will later select respondents for the detailed interviews on their labor force experiences.

NOTE

INDICATING THE RESPONDENT FOR THE SCREENER--

As you begin asking Qs. 1-9 and entering the names of the household members in the enumeration grid of the screener, note that you are to circle the line number of the respondent and record it on

Page one in the boxes labeled: "LINE # of R."

LABEL ADDRESS:  
SAME ..... 1  
CHANGED (CORRECT  
LABEL) ..... 2  
INTERVIEW CONDUCTED IN:  
ENGLISH ..... 1  
SPANISH ..... 2  
OTHER (SPECIFY) ..... 3

# LINES IN HH      LINE # OF R  
      

☐ # ENTRIES IN  
ADDRESS BOX

Department of Labor. I'm from the  
the person who rents or owns this

most about the members of this

NUMBER AND NAME, APT. NUMBER,  
USE WITH SCREENER. IF DIFFER-

READ TO RESPONDENT: Your participation in this survey is completely voluntary, but we would appreciate it if you would take a few minutes to answer some questions about the members of this household. All information you give will be protected under the Privacy Act of 1974. Your answers will be kept confidential, and the results of the study will be made public only in summary form, so that individuals who participate cannot be identified.

1. Now, may I please have (your full name/the full name of the person who rents or owns this home)? (Are you/Is PERSON) currently living or staying here?

ENTER FULL NAME OF HOUSEHOLDER ON LINE 1 BELOW. ADD OTHER PERSONS ON NEXT AVAILABLE LINES AS THEY ARE NAMED BY THE RESPONDENT.

ENTER  
EXACT  
TIME

TIME BEGAN:

09

17

AM

PM

CODE  
ONE

ADDRESS BOX

DO NOT ROUND  
OFF MINUTES

Line #	Street Address	City	State	Zip

DON'T  
FORGET TO  
CIRCLE R'S  
LINE #

(Circle R's Line #)	Q. 7	Q. 8	Qs. 1-9		
	STU- DENT	ARMED FRCS	Name		
			Last,	First	Middle
01			Parker,	Peter Paul	
02			—	Jane Marie	
03					
04					
05					
06					
07					
08					
09					
10					
11					
12					

ETHNIC CODES

01 Mexican American, Chicano, Mexican, Mexicano  
02 Cuban, Cubano  
03 Puerto Rican, Puertorriqueno, Boricua

04 Latino, Other Latin American, Hispano,  
or Spanish descent  
05 Black, Negro, Afro-American

Q. 1: With this question you begin the enumeration of the members of the household at the selected address. At Q. 1 you obtain and record on the first line of the household enumeration grid on the Screener the full name of the Householder or other reference person for the household. From the introduction, you will know whether your respondent is (1) the Householder; (2) the spouse of the Householder; or (3) the non-Householder adult who is most knowledgeable about the members of the household.

- (1) if the respondent is the Householder, you simply ask "May I please have your full name?" Since you already determined in the introduction that the Householder lives at the selected address, it is not necessary to ask again whether he lives at the address.
- (2) if the respondent is the Householder's spouse, you ask for the full name of the Householder, repeating the definition: "May I please have the full name of the person who rents or owns this home?" Since, in the introduction, you determined only that the spouse lives in the household, here it is necessary to ask the followup question: "Is HOUSEHOLDER currently living or staying here?" If the Householder does not live at the selected address, enter the full name of the spouse on line # 1 of the enumeration grid. If the Householder does live at the address, the Householder's full name goes on line #1.
- (3) if the respondent is a non-Householder adult, you ask for the respondent's full name: "May I please have your full name?" Again, since you determined in the introduction that the respondent lives in the household, it is not necessary to ask the followup question.

In summary, at Q. 1, you ask for and record the full name of a person who lives at the selected address and who is:

- the Householder
- or -- the spouse of a Householder who does not live at the address
- or -- the most knowledgeable adult in a household that contains no Householder

The Householder serves as a basic reference person for the Screener. At Q. 11 the relation of all members of the household to this 'reference person' will be recorded.

(For convenience, the word 'Householder' will be used to refer to any reference person whose name is listed on line # 1 of the grid -- whether that person fulfills the definition of the term or not).

Note the order in which you are to enter persons' names: Last name first, then first name, then middle or maiden name. If persons on sequential lines have the same last name, you may indicate the last name by a long dash rather than writing it out for each person. See example on page 5.

2. Next, I would like the names of all the other persons who live here, or who usually stay here. Let's start with the persons who are related to HOUSEHOLDER.

--first, (do you/does HOUSEHOLDER) have a (husband/wife) living in this household? IF YES: May I have (his/her) full name?

--next, (you/his/her) children who live here. IF CHILDREN: May I have their full names?

--now, any other persons living here who are related to HOUSEHOLDER. IF OTHERS: May I have their full names?

CIRCLE LINE NUMBER OF RESPONDENT.

TIME BEGAN:

09 : 17 AM  
PM

ADDRESS BOX

Line #	Street Address	City	State	Zip

(Circle R's Line #)	Q. 7 STUDENT	Q. 8 ARMED FORCES	Qs. 1-4 Name		
			Last	First	Middle
01			Householder (full name)		
02			HH er's spouse		
03			HH er's relatives		
04			Persons unrelated to HH er		
05					
06					
07					
08					
09					
10					
11					
12					

ETHNIC CODES

01 Mexican American, Chicano, Mexican, Mexicano  
02 Cuban, Cubano  
03 Puerto Rican, PuertoRriqueño, Boricua

04 Latino, Other Latin American, Hispano, or Spanish descent  
05 Black, Negro, Afro-American

IN GENERAL,  
THE ORDER  
TO FOLLOW IN  
LISTING HH  
MEMBERS

Q. 2: Here you ask for and list the full names of other persons living in the household who are related to the householder or other reference person listed on line # 1 of the enumeration grid.

Note the order in which you are to ask for persons in this question. First you ask for the spouse of the Householder, then for children of the Householder and/or spouse, and then for other relatives. If a child of the Householder is married and the child's spouse lives in the household, enter the spouse's name on the line following the child; if this couple has children, enter the children's names on the next following lines, that is, before listing other relatives.

Except for the rule that the Householder must always be listed on the first line of the grid, it is not necessary to adjust or correct the listing if you happen to list persons in some order other than that suggested. The suggested order is primarily for convenience -- to simplify the later task of sorting household members into family units. The order will be helpful in many cases, but in households with persons away in the military or at college, it will not always be possible to list all persons related to the Householder before listing persons not related to him/her.

NOTE: Enter the names of the household members on consecutive lines; do not skip lines between names.



Q. 2 (continued): Definition of "usually" in "live here or usually stay here"

"Usually" means 4 days out of the week or more than half of the time. The main criterion for determining where a person lives or usually stays is the place where the person normally sleeps. Although some questions in the screening questionnaire ask respondents about persons who might not be thought of as "usually" staying in the respondents' households, (e.g., persons away at school, away serving in the military or away in certain institutions), for this and other questions we are primarily interested in enumerating persons who do live or usually stay at the selected household. The following examples will help to clarify the criterion of where a person normally sleeps:

- 1) A family owns a vacation cabin where it spends two months every summer and occasional weekends during the remainder of the year. If you were assigned to conduct a screener at the address of the cabin and found the family there when you called, you should not complete the screener at the cabin. As soon as you learn that the family does not usually stay at the cabin you should break off the screening, explain to the respondent that your instructions are to complete the interview only at the place where the respondent usually stays or lives, thank him for his cooperation, and leave. Generally speaking, sampling procedures require that a respondent have only one chance to fall into the sample, and that chance is linked to the place where the person usually lives. If you were to conduct the screener at the vacation cabin, you would be giving the respondent a second chance to be selected-- a chance at his cabin and a chance at his normal residence. There is, however, one exception to the above rule. If, during the period when it occupies the cabin, the family rents out its other residence to other persons, then that other residence is not presently available to the family and cannot be considered its normal residence. In this case you would complete the screener at the cabin, since at the time of your call, that is the only residence presently available to the family.
- 2) A man works in the city, keeps a small apartment there where he spends the night during the week; on weekends he joins his family who live in a nearby suburb. Since the man sleeps most of the time at his city apartment, that apartment is the place where he "lives or usually stays" and that is the place where he would be enumerated. Thus, if you

were screening at the apartment, you would complete the screener there. If you were screening at the family's home in the suburbs, you would enumerate the other family members, but not the man, since the place where he usually sleeps is somewhere else.

Definition of "here"

"live here or usually stay here" -- In most cases the meaning of "here" will be clear; it means the dwelling unit occupied by the members of the household you are screening, that is, the dwelling unit whose address or description is in the assignment box on the Screener. The meaning may be somewhat unclear, however, if you are screening individual quarters (IQs) within general quarters (GQs). In such cases, "here" means the unit described in the assignment box: that may be a particular room or group of rooms, or even a single bed within a large room. When conducting the screener in IQs, refer to the assignment box and explain to the respondent what is included in the question about persons who live "here".

PROBE FOR  
PERSONS  
NOT RELATED  
TO HOUSEHOLDER

3. Are there any other persons who usually stay here who are not related to HOUSEHOLDER?  
IF YES: May I please have their full names?
4. Have I missed anyone, such as new babies or small children, roomers or boarders, or other relatives staying here?  
IF YES: May I please have their full names?
5. (We are also interested in finding out about other persons who are away from the household for other reasons.
  - A. Are there any other persons who usually stay here but who are away now, on vacation, on a business trip, or in the hospital?  
IF YES: May I please have their full names?
  - B. Is there anyone else from this household who is away now—for example, serving as a VISTA volunteer or in the Peace Corps, or in an institution such as a juvenile detention center or a jail?  
IF YES: May I please have that person's full name? Who else?

PROBE FOR  
PERSONS WHO  
MAY OR MAY NOT  
BE RELATED TO  
HOUSEHOLDER

TIME BEGAN:

09 : 17 AM PM

ADDRESS BOX

Line #	Street Address	City	State	Zip

(Circle R's Line #)	Q. 7	Q. 8	Qs. 1-9		
	STUDENT	ARMED FORCES	Name		
			Last	First	Middle
01			NELSON	WILLIAM	R
02			LESSE	JOHN	PAUL
03					
04					
05					
06					
07					
08					
09					
10					
11					
12					

ETHNIC CODES

01 Mexican American, Chicano, Mexican, Mexicano  
02 Cuban, Cubano  
03 Puerto Rican, Puertorriqueno, Boricua

04 Latino, Other Latin American, Hispano, or Spanish descent  
05 Black, Negro, Afro-American

Q. 3: In this question you enumerate other persons who live or usually stay in the selected household, but who are not related to the Householder. Examples include roomers or boarders; college students or other unrelated persons who are sharing an apartment; a hired hand or other employee whose quarters are part of the assigned dwelling unit and who sleeps more than half of the time at that unit.

Q.4: This question is simply a probe for other household members whom the respondent may have forgotten previously. Be sure to read all of the possibilities listed in the question.

Q.5: Questions 5A and 5B are probes for other categories of persons who are currently away from the household but who are expected to return to the household at some future time. If the respondent indicates that someone is away from the household, ask for that person's full name and enter it on the next available line of the enumeration grid. Remember to read the probe: "Who else?" and to list any other persons reported as away.

These questions are quite open-ended: They ask for persons away from the household for "other reasons" (i.e., other than students and military, or persons on vacation, business trips, or in a hospital) and give only a few of many possible examples. Despite the open-endedness, however, there are some restrictions or qualifications to the persons to be enumerated here.

The question is not to enumerate persons in the following situations:

- persons who are away because they have job and living quarters somewhere else, but who are expected to return after they finish that job (e.g., construction project workers as explained in the Spex for Q. 6)
- persons who are in permanent or long-term or specialized care medical facilities (as noted in the Spex for Q. 5)
- persons in other group-quarters living arrangements connected with job training programs, such as a Job Corps Training Center.

Q. 5A: "Hospital" in this question refers to a "general hospital" -- one in which a person's stay is likely to be relatively temporary. "Hospital" does not mean long-term care facilities such as homes for the aged or disabled, mental institutions, nursing or convalescent homes, or other hospitals providing specialized long-term care, such as a tuberculosis sanitorium;

Q. 5B: The primary aim of this question's to enumerate persons who are in correctional institutions; the question will also pick up VISTA volunteers or members of the Peace Corps.

INTENTIONALLY BLANK

A PROBE  
FOR PERSONS  
LISTED WHO  
ARE NOT  
RESIDENTS  
AT THIS  
HOUSEHOLD -  
THESE NAMES SHOULD  
BE CROSSED OUT

6. I have (READ LIST OF NAMES) listed as living here. Not counting students away at school or people on active duty in the armed forces, do any of these people have a usual residence somewhere else?

IF YES: Who is that? Who else? CROSS OUT NAMES IN HOUSEHOLD ENUMERATION.

TIME BEGAN:

09 : 17 PM

ADDRESS BOX

Line #	Street Address	City	State	Zip

Example:  
Dally is staying  
in HH for 3 weeks,  
but will return  
home - somewhere  
else. He is not  
a "usual"  
member of this  
HH, so his name  
is crossed out.

(Circle R's Line #)	Q. 7	Q. 8	Qs. 1-9		
	STU- DENT	ARMED FORCES	Last,	First	Middle
01			GREEN	ANDREW	JULIEN
02			—	MOLLY	SOYCENT
03			<del>DALLY</del>	<del>SAMADORE</del>	<del>DALLY</del>
04					
05					
06					
07					
08					
09					
10					
11					
12					

ETHNIC CODES

01 Mexican American, Chicano, Mexican, Mexicano  
02 Cuban, Cubano  
03 Puerto Rican, Puerto Rican, Boricua

04 Latino, Other Latin American, Hispano,  
or Spanish descent  
05 Black, Negro, Afro-American

Q. 6: Questions 1-5 enumerate the persons who are currently living or staying at the dwelling unit being screened. At Q. 6 you review the list of names you have obtained so far, and then check to determine whether any of these persons has a usual residence somewhere else. Here, as in the previous questions, the criterion for determining a "usual residence" is where the person sleeps more than half of the time. If, at question 6, you learn that someone you have listed on the enumeration grid spends most of his/her time at some other place, i.e., that the dwelling unit of the Householder is not his/her "usual" place of residence, then you would cross out his name on the household enumeration grid on the Screener and ask no further questions about him.

NOTE the qualifications in the question: "Not counting students away at school or people on active duty in the armed services . . ." Even though students and members of the armed services may spend more than half of their time away from the dwelling unit, we do want to include such persons in the household enumeration. The following questions (Q. 7 & Q. 8) contain further information for dealing with students and armed forces personnel. At Q. 6, be careful to read the qualifying statement, and do not cross out the names of college students or military personnel.

Some other categories of persons about whom there may be a question as to their 'usual' residence include the following:

- seamen: crew members on commercial vessels. Regardless of the length of their trips away from home, and regardless of whether they are at home at the time of your call, seamen should be enumerated at the household where you are screening (unless, of course, they have another "usual" residence other than the household or their vessel). Seamen are to be considered temporarily away on business.



- railroad men, bus drivers, truckers: Such persons may spend the greater part of their time away from home, but, like seamen, their home is to be considered their "usual" place of residence (again, provided that they do not have a second residence somewhere else where they stay more than at the household where you are screening).
- construction workers: some construction workers on large projects may occupy living quarters near where they are working while also keeping quarters available in another location, for example, a permanent family residence. In such cases the general rule applies: the person should be enumerated at the place where he spends the greater part of his time.
- student nurses: although student nurses may stay most of the time at the hospital or other facility where they are in training with only occasional visits to their parents' homes or to other residences, for this study we want to treat them the same as regular college students. Thus, if a respondent mentions that a household member is away at nurses school, determine whether the student nurse is living in a dormitory-like situation or a private dwelling unit and assign the nurse to the household or cross out the name in the enumeration grid just as for college students.
- persons with no usual place of residence: Persons such as migrant workers, persons who are staying somewhere temporarily while they hunt for permanent quarters, persons who are in the process of relocating and have sold or rented their previous quarters but have not yet settled into a new permanent residence -- all such persons should be enumerated as members of the household at the place where they are currently staying.

-- citizens of foreign countries:

- . -- citizens of foreign countries who are living on the premises of an Embassy, Ministry, Legation, Chancellery, or Consulate are not to be enumerated. Should you discover that an assigned address is one of the above, you should breakoff the screening, explain that your instructions are that you should not interview in residences of this type, thank your respondent, and leave. Enter the "other" result code on the record of calls, and explain what you found on the NIR report.
- citizens of foreign countries living permanently in the United States, but not on the premises of an Embassy, etc. should be treated the same as U.S. citizens -- that is, they should be enumerated at their "usual" place of residence in the United States.
- citizens of foreign countries who are temporarily in the United States.
  - foreigners who are merely travelling in the U.S. or visiting for short periods should not be enumerated.
  - foreign students and foreigners who are working in the U.S. and not living on the premises of an Embassy, etc., should be enumerated at their "usual" place of residence in the U.S.
- persons in jail or in prisons or other correctional institutions. Such persons are to be enumerated as members of the households if the respondent expects them to return there upon their release. See additional Spex for Q. 5B.

The next few questions are about certain kinds of people who might be left out when we think about where people live. None of these kinds of people may be part of your household, but I am supposed to ask these questions in every household to be sure that we include all types of people in our survey.

7. Is anyone from this household away now at school--for example, at college or in a boarding school?

IF YES: May I please have their full names?

- A. FOR EACH STUDENT: While away at school, does (STUDENT) live in a dormitory, a fraternity or sorority house, or does (he/she) have some other kind of living arrangement?

IF DORM, FRATERNITY OR SORORITY: ENTER CODE "1" IN STUDENT COLUMN.

IF OTHER: (1) ENTER CODE "2" IN STUDENT COLUMN; (2) CROSS OUT NAME.

IF DON'T KNOW: (1) ENTER CODE "8" IN STUDENT COLUMN; (2) ASK: What is (STUDENT'S) address? ENTER PERSON'S LINE NUMBER AND ADDRESS IN ADDRESS BOX.

EX: John Paul  
(03) lives in Dorm.  
EX: Linda Lou (04)  
lives in private apt.

EX: Eric's (02) living  
arrangement is not  
known by respondent -  
You record his  
address in  
address box. →

TIME BEGAN:

09 : 17 AM PM

ADDRESS BOX

Line #	Street Address	City	State	Zip
02	1521 Hill Ave.	New Haven	Conn.	62340

(Circle R's Line #)	Q. 7 STU- DENT	Q. 8 ARMO FRCS	Qs. 1-9		
			Last,	First	Middle
01					
02	8		JONES	ERIC	RESTON
03	1		-	JOHN	PAUL
04	2		-	LINDA	LOU
05					
06					
07					
08					
09					
10					
11					
12					

ETHNIC CODES

01 Mexican American, Chicano, Mexican, Mexicano  
02 Cuban, Cubano  
03 Puerto Rican, Puertorriqueno, Boricua

04 Latino, Other Latin American, Hispano,  
or Spanish descent  
05 Black, Negro, Afro-American

Q. 7: Qs. 7-9 are probes for different categories of persons who may be currently away from their households, but whom, for sampling purposes, we wish to enumerate as household members.

Question 7 is designed to separate persons who are away from home at college or boarding schools into two categories:

- those who are staying in college dormitories, fraternity houses, sorority houses, and similar types of residences provided for students at school. Students living in such facilities are to be listed as members of their families' households; for purposes of this survey, their "usual" residence is their family home away from school.
- those who are staying in dwelling units at school. Students who rent rooms in private homes, or groups of students who rent a house or apartment are to be considered "usual" residents of the quarters they occupy at school. Their chance to be selected for interview is the chance that their school address will be selected.

The question is administered as follows:

- 1) first ask the basic question to determine whether anyone is away now at school; if anyone is away, ask for and record that person's full name on the next available line of the enumeration grid. If a respondent mentions that someone whose name you have already listed is away at school, make a note for yourself in the margin beside that person's name so that you will be sure to ask the followup questions about that person.
- 2) after entering the names of all students, ask the followup question or questions for each one in turn. Ask "A" to find out about the student's living arrangement at school. Then,
  - a) if the student lives in a dormitory, etc., simply enter code "1" in Column 7 on the Screener (the "STUDENT" column) to the left of the person's name, and go on to ask about the next student or to ask the next question.

- b) if the student has some "other" living arrangement -- that is, if he lives in a dwelling unit, enter code "2" in the STUDENT column on the Screener and CROSS OUT the person's name in the enumeration grid. Then go on to the next student or to the next question. In the remainder of the screener, you ask no more questions about this student. When crossing out the student's name, you might want to explain to the respondent that for purposes of this survey, we will not consider this student to be a member of the household.
- c) if the respondent does not know about the student's living arrangement at school, follow the four steps listed on the card:
- (1) enter code "8" in the STUDENT column
  - (2) enter the student's line number from the enumeration grid on the first available line of the address box.
  - (3) ask the respondent for the student's address at school, and
  - (4) record that address in the address box.

Note that you do not cross out this student's name. The address information will be used by the office to determine whether the student should be enumerated as a member of the household or as a resident at the school address.

SPECIAL CASES: In some cases the household to which a college student living in a dormitory should be linked may not be clear, as, for example when the student's parents are divorced or separated and living in separate dwelling units. In such cases the student should be enumerated as a member of the household of the parent who contributes the greater share of the student's financial support. If the parents contribute equally, the student should be assigned to the household of the first applicable person on the following list:

- student's living natural or adoptive mother
- student's living natural or adoptive father.
- student's living female guardian
- student's living male guardian

INTENTIONALLY BLANK

8. Is anyone from this household away now serving on active duty in the armed forces for a period of 30 days or more?

IF YES: May I please have their full names?

FOR EACH PERSON AWAY IN ARMED FORCES: Is (PERSON) currently stationed in the United States, including Alaska and Hawaii, or is (he/she) stationed in some other country?

- A. FOR EACH PERSON STATIONED IN U.S.: Does (PERSON) live in a military barracks or on a ship, or does (he/she) have some other kind of living arrangement?

IF BARRACKS OR SHIP: ENTER CODE "1" IN MILITARY COLUMN.

IF OTHER ARRANGEMENT: (1) ENTER CODE "2" IN MILITARY COLUMN; (2) CROSS OUT PERSON'S NAME.

IF DON'T KNOW: (1) ENTER CODE "8" IN MILITARY COLUMN; (2) ASK: What is (PERSON'S) military address? ENTER PERSON'S LINE NUMBER AND ADDRESS IN ADDRESS BOX.

AUDIE IS  
STATIONED  
IN GERMANY

B. IF STATIONED IN OTHER COUNTRY: (1) ENTER CODE "3" IN MILITARY COLUMN; (2) ASK: What is (PERSON'S) military address? ENTER PERSON'S LINE NUMBER AND ADDRESS IN ADDRESS BOX.

C. IF DON'T KNOW: (1) ENTER CODE "8" IN MILITARY COLUMN; (2) ASK: What is (PERSON'S) military address? ENTER PERSON'S LINE NUMBER AND ADDRESS IN ADDRESS BOX.

TIME BEGAN:

09 : 17 PM

ADDRESS BOX

Line #	Street Address	City	State	Zip

	Q. 7	Q. 8	Qs. 1-9		
(Circle R's Line #)	STU- DENT	ARMED FRCS	Name		
			Last,	First	Middle
01					
02		2	MURPHY	AUDIE	RANDALL
03		3	---	LORIE	LUCILLE
04					
05					
06					
07					

CODE "2" AND  
RECORD ADDRESS  
IN ADDRESS BOX

Q. 8: This question, for the enumeration of persons serving in the armed forces, is quite similar in design to the preceding question for students. Here persons in the military are sorted into three categories:

- those stationed overseas
- those stationed in the United States (including Alaska and Hawaii) who are living in military barracks or on naval vessels
- those stationed in the United States who are living in regular dwelling units, whether those units are located on a military installation or someplace else.

Persons in the first two categories will be enumerated as members of the households that report them as being away; persons in the third category will be enumerated at their current dwelling unit if it falls into the sample.

The question is administered as follows:

- 1) ask the basic question to determine if there is anyone from the household who is away serving on active duty for a period of 30 days or more. (If someone is away for less than 30 days, for example on reserve duty, this question does not apply to him. He should, however, be listed as a member of the household -- as someone who is away temporarily on business. Nor does this question apply to a member of the armed forces who currently lives at the household you are enumerating, since he is not "away" on active duty. The question does apply, however to a person stationed somewhere else in the military who happens to be in the household at the time of your visit -- on leave or vacation. Such a person does spend most of his time "away" from the household you are enumerating, and whether or not he should be enumerated depends on the answers to the followup questions in Q. 8.)  
If anyone is away from the household in the armed forces for 30 days or more, ask for and enter their full names on the next lines of the enumeration grid. If the respondent mentions that someone already listed is away in the military, enter a marginal note beside the person's name and be sure to ask the followup questions for that person.



- 2) for each person away in the armed services, ask the appropriate followups; ask about and code for each person in turn before starting on the next.

Then,

- a) if the person is stationed in the United States, ask "A" about his living arrangement at the place where he is stationed:
- if the person lives in a military barracks or on a naval vessel, simply enter code "1" in the ARMED FORCES column on the screener to the left of the enumeration grid; then go on to the next member of the armed forces or to the next question;
  - if the person has some other kind of living arrangement, enter code "2" in the ARMED FORCES column, CROSS OUT the name in the enumeration grid, and go on to the next member of the armed forces or to the next question;
  - if the respondent does not know the person's living arrangement, or if you cannot determine whether the arrangement is a barracks or something else, follow the four steps shown:
    - (1) enter code "8" in the ARMED FORCES column;
    - (2) enter the person's line number in the address box;
    - (3) ask for the person's military address;
    - (4) and record the person's military address in the address box.

NOTE: In some cases a person who is away in the armed services may have two "living arrangements" at the place where he is stationed. For example, a person serving on a naval vessel may have a "residence" on a ship, but may also have quarters on shore where he stays when his ship is in port. Or a Householder's son who is married and away in the Army might have a bed in a barracks where he is required to stay part of the time and an apartment for himself and his wife off base, where he stays the rest of the time. In such cases -- that is, if the member of the armed forces has a dwelling unit, which could itself fall into the sample, in addition to his barracks or ship quarters, he should not be enumerated as a member of another (his parents') household. His chance for selection is from his own dwelling unit.

- b) if the person is stationed in some country other than the United States, follow the four steps shown on the card: enter code "3" in the ARMED FORCES column on the screener and obtain the person's military address.
- c) if the respondent does not know where the person is stationed, enter an "8" for the person in the ARMED FORCES column and any address the respondent can provide in the address box.

INTENTIONALLY BLANK

9. Is there anyone else who sometimes stays here and who does not have a permanent residence anywhere else? For example, a person who uses this address when he has to get mail, or to list an address when filling out a form?

IF YES, ASK: May I please have that person's full name? Who else?

TIME BEGAN:

0	9	:	1	7	AM
					PM

ADDRESS BOX

Line #	Street Address	City	State	Zip

Enter  
names on  
next  
available  
lines

(Circle R's Line #)	Q. 7	Q. 8	Qs. 1-9		
	STU- DENT	ARMED FACS	Name		
			Last,	First	Middle
01					
02					
03					
04					
05					
06					
07					
08					
09					
10					
11					
12					

ETHNIC CODES

01 Mexican American, Chicano, Mexican, Mexicano  
02 Cuban, Cubano  
03 Puerto Rican, Puerto Rican, Boricua

04 Latino, Other Latin American, Hispano,  
or Spanish descent  
05 Black, Negro, Afro-American

Q. 9: This question is intended for persons who have no stable attachment to any single place of residence, persons who move from place to place, staying with friends or relatives, and who cannot be straightforwardly linked to any "usual" home. Such persons are, of course, "hard to find" for any survey, but since the employment patterns and histories of these persons are of particular interest to the NLS Survey of Labor Force Behavior, we are making a special effort to enumerate them for this survey. With this question we attempt to establish a link for them to a place where we may be able to locate them later.

In deciding whether to enumerate person at this question, remember that while the person may not think of this household as a permanent residence, it is important that he not have a permanent residence somewhere else. The question is to pick up persons with no permanent residence. Note, too, that a mailing address or use of the address on a form is not by itself enough to establish a link to the household. The person must also "sometimes stay" at the household. You would not, for example, enumerate someone who used his parents' address to receive mail as a matter of convenience, but who had a dwelling unit of his own somewhere else.

Enter relationships here

TIME BEGAN:

09 : 17 AM PM

ADDRESS BOX

Line #	Street Address	City	State	Zip

Q. 10	Q. 11	Q.
What is (PERSON'S) relationship to (HOUSEHOLDER)?	IF NOT OBVIOUS ASK SEX	He or she (PERSON or household) last B day

(Circle R's Line #)	Q. 7 STUDENT	Q. 8 ARMED FORCES	Qs. 1-9			RELATION TO HOUSEHOLDER	SEX M or F	AC
			Last	First	Middle			
01			Bocuse	Paul	Raier	HOUSEHOLDER		
02			—	Ann	Marie	wife		
03			—	Jacques	Yves	son		
04			—	Georges	Brie	cousin		
05			—	Chantal	Simone Louisa	servant		
06			—	Jean	Paul	servant's son		
07								
08								
09								
10								
11								
12								

ETHNIC CODES

01 Mexican American, Chicano, Mexican, Mexicano  
02 Cuban, Cubano  
03 Puerto Rican, Puertorriqueno, Boricua

04 Latino, Other Latin American, Hispano, or Spanish descent  
05 Black, Negro, Afro-American

06 Chinese, Japanese, Filipino, Korean, Vietnamese, Pacific Islander or other Asian, or Asian Indian

Q. 10 : With this question you have completed the enumeration of the household members and begin to collect information about those members. In Qs. 10-14 you collect information about all members of the household. Then, at Q. 15 you sort the household members into family units. At Q. 16 you transfer members of extra family units so that each unit is listed on a separate Screener. From Q. 17 to the end, you ask for further information about the family unit.

For this part of the questionnaire, (Qs. 10-14), work your way across the enumeration grid, asking the questions about each person in turn. When you have coded Q. 14 for one person, return to Q. 10 for the next person.

Q. 10 asks for the relationship of each person in the household to the Householder, the person listed on the first line of the enumeration grid. Since the Householder is the basic reference person, you do not ask Q. 10 about him or her. ("Householder" is pre-printed in the relationship column) For everyone else listed as household members, you do ask and record relationship to householder. (If you have already been told someone's relation to the Householder, it is not necessary to use the exact words printed in the questionnaire to ask the question; it is necessary, however, to confirm that relationship. If, for example, the respondent is the Householder's wife--she told you her relationship to him when you selected her as respondent--you can simply say something like: "You mentioned before that you are Mr. Smith's wife. Is that right?")

After asking the question (or confirming the relationship), write in the relation in column 10 on the Screener. Examples of entries of persons related to the Householder are: wife, son, daughter, step-son, step-daughter, father, mother, grandson, daughter-in-law, aunt, nephew, cousin. If a person is related to the Householder, that relationship should be entered rather than an alternative such as "lodger" or "roomer" -- even if the person is paying rent for staying in the household.

For persons who are not related to the Householder, but who are related to each other, enter both relationships.

A lodger and his family, for example, would be listed as:

- lodger
- lodger's wife
- lodger's son

Here, when recording relationships, and in Q. 14, when recording marital status, you may encounter some ambiguous situations. A couple who are legally married, for example, might consider themselves "separated" even though they still share the same household. In such cases you should accept the respondent's definition or interpretation of the situation: if a male respondent reports another household member as his wife, but adds that they are separated, probe once to be sure you understand his interpretation of the situation. If he considers them separated, record the relationship as "wife-separated" or "wife-sep". If, however he considers them still married, record her relationship as "wife". Such a situation will be a rare occurrence, but if it happens it is important that you record it accurately. If the two persons consider themselves no longer married, we will treat them as unrelated and later in the screening you will assign them to separate family units.

If two people are living together as married, you should let the R define the situation. If she/he mentions "living as married," "common law marriage" or "informal marriage," you may treat them as one family unit. The R must volunteer his/her relationship. Do not probe for this relationship. If two persons are living together who do not volunteer the term "married," you must treat them as "Householder" and "Partner," and treat them as two separate family units. This will be discussed in more detail in the spex for Qs. 15 and 16.

If two or more unrelated persons are sharing a dwelling unit, the person who had signed the lease would be designated as "Householder," the others should be listed as "Partner."

INTENTIONALLY BLANK



zero fill  
and right justify

NOTE:  
Birthdate is  
not asked  
for everyone!

\* if person is  
not present  
and sex is not  
apparent from  
relationship,  
ASK SEX

Q. 10	Q. 11	Q. 12	Q. 13		Q. 14	
What is (PERSON'S) relationship to (HOUSEHOLDER)?	IF NOT OBVIOUS ASK SEX	How old was (PERSON) on (his/her) last B* day?	IF AGE 10-25: What is (PERSON'S) date of birth?		A. What is (PERSON'S) marital status? (READ CATEGORIES) B. ENTER SPOUSE LINE NUMBER.	
RELATION TO HOUSEHOLDER	SEX	AGE	DATE OF BIRTH		MARITAL STATUS	
	M or F		Month	Year	1 = Mar 2 = Wid 3 = Div 4 = Sep 5 = NevMar	
					A	B
HOUSEHOLDER	M	49			1	02
Wife	F	47			1	01
Son	M	22	04	56	3	
Cousin*	F	13	11	65	5	
Lodger*	M	26			4	
Lodger's dau	F	7			5	

06 Chinese, Japanese, Filipino,  
Korean, Vietnamese,  
Pacific Islander or other  
Asian, or Asian Indian

07 English, Scottish, Welsh  
08 French  
09 German

10 Irl  
11 Ita  
12 Po

Q. 11: For this question, if the person's sex is obvious, you simply enter an "M" or "F" in column 11 without asking. In most cases the sex of the person should be obvious, either because the person is present or because the sex is indicated by the relationship to the Householder. Do not infer a person's sex on the basis of the person's name alone.

Q. 12: In this question you ask for and record the age of all persons in the household. If the respondent is uncertain of someone's exact age, probe for and record the respondent's best estimate of the age: record only one number; do not enter a range. For example, if the respondent says that "X is in her sixties," do not record "60-69"-- probe for a single number, e.g., "64," that represents the respondent's best or closest estimate of the person's actual age.  
For babies under 1 year old, enter '0' for age.

Q. 13: For persons identified as being between the ages of 10 and 25 in Q. 12 you ask for and record the date of birth in Q. 13. Note that you enter only the MONTH AND YEAR of the person's birth -- do not enter the day of the month. For a person born on May 15, 1958, you would enter 05 -- 58. If a respondent can tell you the year of a person's birth, but not the month, enter the year and probe for the respondent's best guess as to the month. If the respondent has no idea of the month, enter DK in the space for recording the month.

Q. 14: In this question you enter a marital status for each person in the household. Note that for persons under age 14, you simply assign code "5" -- "never married". For all other persons in the household, you must ask or confirm the person's marital status. In many cases you will already know the answer for a person, from information given when you were first selecting a respondent, from information given during the household enumeration, or from household relationships. Even in such cases, however, do not code without asking or confirming. (For example, "You mentioned earlier that you are currently divorced. Is that correct?) If the respondent has not earlier stated a person's marital status, DO NOT MAKE ASSUMPTIONS -- no matter how clear the person's marital status may seem to be.

Note that for persons whose status is "1"--"married" you are to ask a followup question to determine the person's spouse. If the spouse is a member of the household, enter the spouse's two-digit line number in column 14-B. If the spouse is not a household member, enter "00" in column 14-B.

Common law marriages, "living together" -- As noted previously in the spec for Q. 10, "married" is self-defined. If respondents who are living together consider themselves married, they should be coded as 'married' in this question.

"Married"--includes both formal and informal marriages; it does not, however, include "separated" as explained below. Code "married" only if the R mentions that s/he is "married" or "living together as married."

"Separated"--includes both a legal separation and an informal separation because of marital disagreement, even though the parties may not have begun legal proceedings to obtain a separation or divorce. Separation

does not include situations in which one spouse happens to be living separately because of a job, school, vacation, the military, etc.

It is possible for a couple to consider themselves separated even though they are still sharing the same household, e.g., for financial reasons.

In such situations, accept the respondent's definition of the marital status.

If they consider themselves married, code them as married; if they consider themselves separated, code them as separated.

Be sure that the coding for this item is consistent with that for Q. 10. If, for example, a respondent identified a household member as his wife in Q. 10, but here, in Q. 14, reports that they are separated, probe once to be sure you understand the respondent's interpretation of the situation. If he considers them no longer married, adjust the relationship entry for the wife to "wife-sep" and code both persons as "separated" in column 14. If he considers them still married, you would code both as "married" in column 14.

As noted earlier, this should be a rare case, but since it does affect

family unit sorting, it is important that you code it correctly.

never married-- includes persons whose only marriage has been annulled and persons living together who do not consider themselves married.

NOTE: THESE INSTRUCTIONS  
APPEAR ON THE BACK  
OF THE SCREENER CARD

IRENE LACEY OWNS HER HOME.  
HER CHILDREN, ANNIE &  
HANS LIVE WITH HER.

2 PEOPLE RENT ROOMS IN  
THE HOUSE.

FAMILY UNIT #1 =  
IRENE, ANNIE & HANS --  
THEY ARE RELATED

LODGERS ARE NOT RELATED  
TO IRENE OR TO EACH OTHER,  
SO EACH IS ASSIGNED HIS  
OWN FAMILY UNIT.

TIME BEGAN:

09 : 77 AM  
PM

ADDRESS BOX

Street Address

City

State

Zip

# 15. ASSIGN FAMILY UNITS:

UNIT #1: HOUSEHOLDER AND ALL PERSONS  
RELATED TO HOUSEHOLDER BY BLOOD, MAR-  
RIAGE, OR ADOPTION.

SEPARATE UNITS: PERSONS RELATED TO  
EACH OTHER, BUT NOT RELATED TO HOUSE-  
HOLDER (AT LEAST 1 PERSON IN UNIT  
MUST BE AGE 14 OR OLDER).

PERSONS AGE 14 AND OLDER NOT RELATED  
TO ANYONE IN THE HOUSEHOLD.

FOR FOSTER CHILDREN, SEE SPEX.

NO UNIT: OTHER PERSONS UNDER AGE 14  
NOT RELATED TO ANYONE ELSE IN HOUSE-  
HOLD AGE 14 OR OLDER.

Q. 10	Q. 11	Q. 12	Q. 13		Q. 14		Q. 15
What Is (PERSON'S) relation- ship to (HOUSEHOLDER)?	IF NOT OB- VIOUS ASK SEX	How old was (PER- SON) on (his/ her) last 8' day?	IF AGE 10-25: What Is (PERSON'S) date of birth?		A. What Is (PERSON'S) marital status? (READ CATE- GORIES)  B. ENTER SPOUSE LINE NUMBER.		A S S I G N  FU #
RELATION TO HOUSEHOLDER	SEX  M or F	AGE	DATE OF BIRTH		MARITAL STATUS		FU #
			Month	Year	1 = Mar 2 = Wid 3 = Div 4 = Sep 5 = NevMar A B		
LACEY IRENE KERNS	HOUSEHOLDER	F	37			2	1
ANNIE LAURIE	DAU	F	12	07	66	5	1
HANS PETER	SON	M	5			5	1
BROWN, GUS GERARD	LODGER	M	18	10	60	4	2
MIRANDA, WILLIAM MAX	LODGER	M	56			3	3

Q. 7	Q. 8	Qs. 1-9			
(Circle R's Line #)	STU- DENT	ARMO FRCS	Name		
			Last,	First	Middle
01			LACEY	IRENE	KERNS
02			ANNIE	LAURIE	
03			HANS	PETER	
04			BROWN,	GUS	GERARD
05			MIRANDA,	WILLIAM	MAX
06					
07					
08					
09					
10					
11					
12					

Q. 15: ASSIGNING FAMILY UNITS. With this question you assign the members of the household to family units. The criterion for assigning persons to family units is relationship: persons related to each other by blood, marriage, or adoption are assigned to the same family unit.

- 1) First assign the members of Unit #1-- the unit that includes the Householder. Assign the Householder to Unit #1. Then work down column, beginning with the person on line 02; if that person is related to the Householder assign him to Unit #1 by entering a "1" for that person in column 15 (FU #); if that person is not related to the Householder, make no entry for him. Go right on to the person on line 03 and check that person's relationship to the Householder, assigning him to Unit #1 if related, making no entry if not related. Continue down the list of household members until all members of Unit #1 have been assigned. (In most cases, all household members will be assigned to the first family unit.)
- 2) Assigning members to additional units. After completing the assignments of members of the first family unit, begin assigning the units of any persons not yet assigned. Work down the enumeration grid to the first person with no entry in column 15; assign that person to Unit #2. Then continue down the grid to the next person not yet assigned. If that person is related to the person you have just assigned to Unit #2, also assign him to Unit #2. Continue down the grid until you have all the persons for Unit #2 assigned. If there are any persons not yet assigned to a unit, work down the grid again, assigning the first unassigned person to Unit #3, and continuing down the grid to assign anyone related to this person to Unit #3. Repeat this procedure until all persons in the household have been assigned to a family unit.

Most family unit assignments will be simple and straightforward. Just keep in mind that the basic criterion is relationship to other unit members. There are, however, 2 sorts of special cases: foster children and persons under age 14 who are not related to anyone else in the household. Handle these cases as follows:

- a) foster child -- a foster child is one who has not been legally adopted by the person caring for him and who is not, for purposes of this survey, 'related' to his foster parent. In most cases the state contributes all or a part of the cost of supporting the foster child. For our purposes, we will consider a foster child to be a member of the foster parent's family unit only if the foster parent contributes more than half of the costs of the foster child's support. Thus, if you find a household in which there is a foster child (who is not also related by blood, marriage, or adoption to someone else in the household) -- you ask whether the foster child is dependent on anyone in the household for more than half of his support. If yes, you assign the foster child to the family unit of the person who provides that support. If no, the foster child is assigned to his own unit, just like any other unrelated member of the household. The one qualification to this is described in b) below.
- b) Besides the special procedures for foster children described above, the one qualification to the general rule of assigning family units on the basis of relationships is the requirement that each family unit must have at least one member who is age 14 or older. A person who is under age 14 and is not related to anyone else in the household cannot be assigned to a unit of his own. Such a person should be assigned to "NO UNIT" (in column 15, enter "NU"). As an extension of this rule, a foster child who is under age 14, is not related to anyone else in the household, and is not dependent on anyone in the household for more than half of his support, is also assigned to "NO UNIT."

NOTE: If you've recorded anyone at Q. 10 as "Partner," you must at this point assign that person to a separate family unit.

INTENTIONALLY BLANK

[illegible]



Q. 16: Transfer of members of family units # 2, 3, etc. to separate screeners. When you have finished assigning household members to family units, you must transfer the members of any additional units to separate screeners before continuing with the screening interview. This is necessary because in the remaining part of the interview the questions about income are asked for family units -- not entire households. To prepare the extra screeners, proceed as follows:

- on the cover of the screener in which you have entered all the household members, enter the number "1" in the box for Family Unit Number. (Perform this step even if you have only 1 family unit in the Household.)
  - on the cover of a second (blank) screener, enter a "2" for Family Unit Number 2. At some point you must also enter all of the other identifying information for the household from the assignment box of the original screener in the assignment box of the screener for the new unit, but this may be done later, as part of your edit. Then, from the original screener, copy into the enumeration grid of the screener for Family Unit #2:
    - the full names of the members of Unit #2
    - the sex of each member
    - the age
    - the birthdate
    - the marital status (if "married", in column 14-B show the line number of the spouse in the new screener's enumeration grid.
- On the first line of the grid of the new screener, enter the name of the most knowledgeable adult who is a member of that unit. This person may be a Householder (if he signed the lease for the household), but must be someone who knows about and can provide information about the members of that family unit. This person will serve as respondent later on, when you complete the screener for this unit.

Note that you do not transfer entries in the RELATION TO HOUSEHOLDER column. When you later complete this screener, you must ask for and record the relationships of family members to the person assigned as Householder for this family unit.

When you have entered the required information for the members of Unit #2 on the new screener, cross out the names and other information for the persons you have transferred on the original screener.

If there is a third family unit in the household, repeat the process, first preparing the cover of the new screener (especially the Family Unit Number), then transferring information on the members of the unit, then crossing out the names on the original screener.

When you have finished transferring the members of the additional family units, return to the original screener to complete screening for Family Unit #1.

-103-

INTENTIONALLY BLANK

[illegible]

Q. 17: In this question enter a code to show each person's race.

Use the following codes:

1 = White (record persons of Latin-American descent as white unless they are definitely black/Negro or of some other non-white race.

2 = Black

3 = Other (includes Japanese, Chinese, Vietnamese, American Indian, Asian Indian, Korean, Eskimo, Filipino, Pacific Islander, or other nonwhite, nonblack races)

Except as specified below, code race by observation, assigning all family members the same code as the Householder.

-- if you observe that family members are of different races, code according to your observation for married couples; for children whose parents are of different races, assign the father's race to the children.

-- if you cannot determine a respondent's race by observation, if, for example, the respondent appears to be of mixed racial background, ask. If the respondent is of mixed racial background, assign the race of his/her father.

-- for adopted children whose race is different from the adopting parents, report the race of the child, determining it by observation. If you cannot determine by observation, that is, if the adopted child is not present to be observed, assign the race of the Householder.

NOTE: THE RULES FOR ORIGIN AND DESCENT FOR CHILDREN UNDER 14 APPEAR ON THE BACK OF THE SCREENER CARD

ETHNIC CODES

06 Chinese, Japanese, Filipino,  
Korean, Vietnamese,  
Pacific Islander or other  
Asian, or Asian Indian

13 Portuguese  
14 Russian  
15 Another group, not listed

Q. 18: Ethnic origin: This question is asked about all persons in the household who are age 14 or older. To administer the question, hand the showcard to the respondent and ask: "What is (your/PERSON'S) origin or descent?" When the respondent answers, enter the appropriate origin code in column 18 on the screener.

Note that while this question is asked only for persons who are age 14 or older, an entry should be made in column 18 for each member of the family, including persons under age 14.

For children under 14, you always assign a code without asking, determining the code according to the spex below.

Multiple origins: if a person is of more than one origin, code according to the following rules:

- if the person is one part Spanish (any of codes 01-04) and one or more parts non-Spanish, code the Spanish origin mentioned: "Irish-Mexican" should be coded 01--"Mexican."
- if the person mentions two or more of the Spanish origins, (e.g., Cuban and Puerto Rican), enter the code 04 for "Other Latin American, Hispano or Spanish Descent."
- if the person's origin is mixed, but no part is Spanish, enter the code 15 for "Another group not listed."

Children age 14 or older: for children age 14 or older, both of whose parents are listed in the screener as family unit members, you may assign an ethnic origin code without asking the question. Assign the codes using guidelines a), b), & c) below for children under age 14. If either parent is not a family unit member, or if both parents are of different Hispanic origins, however, you must ask the question for children over age 14.

Children under age 14: for children under age 14, you assign origin on the basis of their parents' origins.

- a) if both parents are the same origin, assign same to the child.
- b) if parents are of different origins, and one is Hispanic, assign the child to the Hispanic parent's category.
- c) if parents are of different origins, and neither is of Hispanic origin, assign the child to 15--Another group not listed.

NOTE: d), e), & f) apply  
ONLY to children  
under age 14; for  
persons age 14 or  
older with only  
1 parent or no  
parents present,  
you must ask Q. 18.

- d) if the parents are of different origins, but both are Hispanic, assign the child to 04--Other Latin American, Hispano, or Spanish descent
- e) if only one parent is present in the family unit, assign the child to the same group as that parent
- f) if neither of the child's parents is present in the family unit, assign the child to the same group as the Householder.



- 109 -

INTENTIONALLY BLANK

"When your husband was  
a child"

" When your wife was  
a child "

ASK ONLY FOR  
HOUSEHOLDER  
AND SPOUSE -

MAKE NO  
ENTRIES FOR  
OTHERS  
(e.g. son)

- Enter code "1" if R mentions Spanish

- Enter code "2" if R mentions no other language or a language other than Spanish.

[illegible]

08 Chinese, Japanese, Filipino,  
Korean, Vietnamese,  
Pacific Islander or other  
Asian, or Asian Indian

07 English, Scottish, Welsh  
08 French  
09 German

10 Irish  
11 Italian  
12 Polish

13 Portuguese  
14 Russian  
15 Another group, not listed

Q. 19: This question is asked only of the Householder and spouse. It will be used to identify families that contain a Householder or spouse who spoke Spanish in his/her home as a child.

Note that the question asks about language spoken when the person was a child. It does not ask about languages currently spoken in the home.

In coding this question, enter a '1' if the respondent mentions Spanish; enter '2' if the respondent answers "No other language" or mentions any language other than Spanish. After coding the item for the Householder and spouse, go on to Q. 20; no coding is necessary for the remaining members of the family.

If person is under age 14,  
DO NOT ASK Q.20

[illegible]

Q. 20: This question begins a series designed primarily to obtain information about family unit income. The first questions in the series ask about various sources from which family unit members may have received income during the past 12 months. The purpose of these questions is to help respondents think about their income sources, to remind them of possible sources, so that when they answer the later question about the amount of the family's income, they will not inadvertently omit any major portions of their income.

Since the largest and most common source of income for most families is income from employment, the first question in the series (Q. 20A) asks, for each person in the family unit age 14 or older, whether that person did any work during the past 12 months for which he or she received pay. For this question it is not necessary to identify the type of work or business from which the person received the income, but it is important that the respondent think about and report all work done by family members. We want to find out about not only the work done by the main wage earner in the family, but also about part-time or occasional jobs held by the wage earner's spouse and any other family members age 14 or older.

Question 20B asks whether anyone (age 14 or older) had a professional practice during the past 12 months.

For each person, first ask Q. 20A and then ask Q. 20B. If the R answers 'yes' to A and/or B, enter a (✓) in the appropriate column(s).

READ THIS IF  
THERE IS ONLY  
1 PERSON - THE  
RESPONDENT - IN  
THE FAMILY WHO  
IS 16 OR OVER;  
OTHERWISE, READ  
THE OTHER VERSION,  
REVIEWING THE  
NAMES OF ALL  
FAMILY MEMBERS  
AGE 16 OR OVER.

Q. 21 During the past 12 months, were you were any of the persons I have listed,  
that is, READ NAMES OF ALL PERSONS IN FAMILY UNIT AGE 16 OR OLD-  
ER) enrolled in a college or university?

Yes .. (ASK A) ..... 1  
No .. (SKIP TO Q. 22) ..... 2

A. IF YES: Not counting scholarships, grants, or loans, did (you/this person/  
these persons) receive money from anyone outside this household, such  
as friends or relatives, to help pay the costs for:

	<u>YES</u>	<u>NO</u>
1) tuition or fees? .....	1	2
2) rent? .....	1	2
3) food or other living expenses? .....	1	2

Q. 21: This question asks whether any member of the family unit, age 16 or older, was enrolled in a college or university during the past 12 months. "Enrolled" includes full or part-time enrollment in any regular degree-granting program.

Note that this question differs from Q. 7 in several important ways: in Q. 7 you were enumerating members of the household; here you are dealing with a family unit-- the two will not be the same if there are several family units in the household. Note, too, that a college student reported at Q. 7 to be living in a private dwelling unit will be crossed out in the enumeration grid and is therefore not included in the family unit asked about in Q. 21. A further difference between Q. 7 and Q. 21 is that the former asks only about students who are away from the household; Q. 21 asks about those who are away (living in dorms, sorority or fraternity houses) and about those who are living in the household while attending school.

To administer this question you first ask whether there are any college students and code "yes" or "no" at Q. 21 on the Screener. If "no" you go right on to Q. 22. If "yes" you ask the follow-up (21-A) about sources of income from outside the household to help pay the costs of the person's schooling. You ask and record a "yes" or "no" for each of the three kinds of expenses listed. Here, as in Q. 20, the aim is to help respondents recall possible sources of income.

"outside this household" -- in this question we are not interested in financial assistance given by one member of the family unit to another, such as when parents pay tuition for their children who are family unit members. But if you are interviewing a household that includes a college student who is living away from home in his own dwelling unit, in that case you would be interested in contributions from parents: because the parents live elsewhere they would not be members of "this household"-- the household of the student where you are interviewing. In fact, this question is intended

particularly for students living away from home in their own dwelling units. Such students often forget to report as "income" the contributions they receive from the folks back home.

"money"

The question is intended to pick up only cash -- money contributions given to the student or paid on his behalf. For instance, if a parent or relative paid a student's tuition or fees -- that money would count as a cash contribution to the student if he lives in his own household, that is, apart from the parent or relative. It does not include loans, tuition waivers, scholarships or fellowships. Nor does it include such things as teaching assistantships: these are considered a form of employment -- a job or work that would be recorded in Q. 21.



INTENTIONALLY BLANK

- Q. 22 These next questions are about sources from which members of your family may have received income during the past 12 months.

HAND CARD 2

As I read each item on this card, please tell me whether or not (you/any member of this family) received income from that source during the past 12 months. (For this question, please remember to include READ NAMES OF ALL PERSONS IN FAMILY UNIT as the members of your family)

	<u>Yes</u>	<u>No</u>
a. net income for your own business or farm.....	1	2
b. tips, commissions, bonuses.....	1	2
c. Social Security, RR Retirement.....	1	2
d. Supplemental Security Income.....	1	2
e. public assistance or welfare.....	1	2
f. veterans benefits.....	1	2
g. unemployment compensation.....	1	2
h. interest or dividends .....	1	2
i. government or private pension or annuities .....	1	2
j. net rental income .....	1	2
k. alimony or child support .....	1	2
l. other contributions of money from friends or relatives living outside the household.....	1	2

you must code '1' or '2'  
for each category, a-l.

Q. 22

This question consists of a series of probes for other sources of family unit income.

To administer the question, you first read the introduction; then hand the respondent the appropriate showcard; then read the stem of the question. The second sentence, the one in parenthesis beginning "For this question, please remember . . ." is to be read if the family unit includes two or more persons--it emphasizes that the question asks about income received by any member of the family unit. For a single person family unit, however, the sentence should be omitted.

After reading the stem of the question, read each of the items listed on the Screener and showcard, coding the respondent's "yes" or "no" answer to each item on the Screener.

Q. 22

INCOME SOURCES

The following is a brief description of the items included in the list of income probes. In most cases a respondent will know if he received income from a source on the list; if the respondent does not understand one of the items, the chances are that he does not receive income from that source, and you are not to volunteer the following information. However, if the respondent asks about one of the sources, or asks whether a certain type of income he did receive fits one of the sources, you should be prepared to respond.

Net income from your own business or farm -- includes only business and/or farm profits made by members of this family unit. Note that the item asks for net income, not total or gross income. See Spex for Q. 23.

tips, commissions, bonuses -- largely self-explanatory: these sources are usually associated with a job for which the person receives a base wage or salary plus additional amounts that vary with job performance. This item does not include such things as allowances, or other payment made from one household member to another for chores done around the home.

Social Security, Railroad Retirement -- The Social Security program, administered by the Federal government, makes payments to workers or members of workers families if the worker has been employed for a minimum period in a "covered" position. Social Security benefits include:

"Medicare" reimbursements  
are not included as  
Social Security payments.

- Social Security disability payments
- Social Security retirement payments
- Social Security Survivor's benefits

Social Security payments are made with green-colored U.S. Treasury checks.

Railroad Retirement is similar to, and closely coordinated with, the Social Security Program. It provides benefits based on a worker's long-term employment in the railroad industry. Railroad Retirement checks are also printed on green-colored U.S. Treasury checks.

Supplemental Security Income -- Supplemental Security (SSI) is a federally administered program to assist persons with low income who are also permanently and totally disabled, blind, or aged (over 65). (It is not the same as Social Security; some persons may receive both.) Federal SSI payments are made on a gold or tan Treasury check. Some states operate their own SSI programs, usually as a supplement to the Federal program; state payments may be included in the check from the Federal program or may be by separate check (colors vary from state to state).

public assistance or welfare -- principally Aid to Families with Dependent Children (AFDC or ADC); other programs include General Assistance (with local titles such as Outdoor Relief, Direct Relief, County Poor Relief), Emergency Assistance, and other programs often designed to provide assistance to particular groups (e.g., Cuban Refugee Assistance; Indian Assistance)

Note that this probe is only for monetary payments received through these programs. Such things as Food Stamps, food, clothing, free or reduced rent public housing or other non-monetary payments are not included.

veterans benefits -- include educational benefits,-- money paid veterans to help pay the costs of education or training in approved institutions or programs,-- and various types of payments for disabled veterans, or to the survivors of deceased veterans.

unemployment compensation -- includes payments made by state or local government to help replace wages lost by workers laid off from their jobs; also includes payments from a union strike fund to union members as compensation for wages lost due to a strike

interest or dividends -- includes interest paid on money deposited in banks and other savings institutions; interest received on bonds; dividends paid to holders of stock in a corporation.

government or private pensions or annuities -- includes payments received from pensions of all sorts, including but not limited to the following:

- military retirement pension
- federal employee pension (civilian employees of the federal government)
- state or local government pensions
- private employee pension (received from former employer or labor union, either directly or through an insurance company)
- self-employed pensions (persons who, while self-employed, paid into a retirement fund from which they receive payment after retirement)

also include pension benefits paid to the survivors of the primary recipient of a pension, e.g., to the widow and children of a deceased who was entitled to pension benefits.

disability pensions would be counted here only if different from sources already reported, such as Social Security, Veterans payments, or workers compensation.

net rental income

-- net rental income is the total income received by the owner of property rented to others, minus all expenses associated with maintaining the property. It includes rents paid by roomers or lodgers.

alimony or child support --

self-explanatory . .

other contributions of money from friends or relatives living outside the household

-- this probe is to find out about other regular or periodic sources of income from persons outside the household -- not simply, as in Q. 21, contributions to help pay the costs of schooling. This may be an important source of income for young persons who have recently left home, but who are not currently enrolled in a college or university. Another type of income that might be reported here is a military family allotment

Exclusions from family income -- the following types of income should not be counted toward the total family unit income. Although you do not probe for these types of income, you should be prepared to explain to a respondent who asks about them that they are not to be included.

-- money received from the sale of property, such as stocks, bonds, a house, or a car (unless the person was involved in the business of selling such items, in which case you would be asking for net income from such sales)

-- withdrawals of bank deposits

-- money borrowed

-- tax refunds

-- gifts (i.e., one-time or occasional contributions, as opposed to regular or periodic contributions from parents, relatives, or other persons outside the household)

-- lump sum inheritances or insurance payments

-- the value of goods or services received in kind

Other inclusions in total income The probes printed in the Screener cover the most frequent and most substantial sources of income for the majority of families. Generally, those probes are designed to find out about regular or periodic sources of money income. Some possibilities, however, are not covered. Net gambling winnings are one example. If a respondent asks about a source of income that is not covered in the probes or specifically excluded above, note it on the screener (in the space just below the boxes for entering income): identify the source and, if possible, the amount **received** from that source. Do not include that income in the total figure reported in the income boxes.

This is to remind the R  
of the sources he has  
already told you about.

Q.23. Counting the income from all of the sources you have mentioned, that is,  
income from

—the work done by (READ NAMES OF ALL PERSONS CHECKED IN COL-  
UMN 21 EXCEPT PERSONS CODED IN COLUMN 8 — ARMED FORCES)

—and from (READ ALL ITEMS CODED "YES" IN Qs.21 and 22)

what was (your total income/the total income for this family) in the past  
12 months? — Before taxes or other deductions.

(IF PERSON OPERATED HIS/HER OWN FARM, OR NON-FARM BUSINESS,  
PARTNERSHIP, OR PROFESSIONAL PRACTICE, INCLUDE ONLY NET IN-  
COME, THAT IS, GROSS INCOME MINUS EXPENSES).

\$ 

0	0	9
---	---	---

 , 

4	5	6
---	---	---

 .00

↑  
Remember to right-justify  
and zero fill



Q. 23: With this question you ask the respondent for the total income for the family unit during the previous 12 month period. The first part of the question is a review of the income sources the respondent has reported in the preceding questions. You first indicate the frame of reference: "Counting the income . . ." and then specify what is included in that frame of reference by reading the names of the persons checked in column 20 (those who had income from a job or their own business) and then by reading all of the items in Qs. 21 and 22 coded "yes." When you have completed the review, you come to the actual question: "what was your total income . . .?" Be sure to include the qualification at the end: "Before taxes or other deductions." It is important that the respondent know that we want the figure for his income before any deductions were taken out.

When you come to the parentheses in the question, you read "your total income" if you are interviewing a single member family unit; you read the alternative, "the total income for this family" if the family unit includes two or more persons.

Also note the procedure for reporting income of respondents who operated a farm, non-farm business, partnership, or professional practice. For these respondents you report only net income -- total receipts less operating expenses (e.g., rent, utilities, wages and salaries, business taxes but not personal income taxes, depreciation charges, the cost of goods purchased and, for farms, the cost of feed, seed, fertilizer, and other farming supplies).

Enter the total income figure in the boxes at Q. 23 on the Screener. Remember to right justify and zero fill.

It is possible for a respondent to report that the family unit had no income during the previous year. This might occur in the following circumstances:

- a respondent operating his own farm or non-farm business had a net loss or broke even
- a person recently left home where he had been totally dependent on parents; he is not yet employed and is living on savings
- the sole breadwinner in the family recently died or left the household; those remaining in the household themselves had no income during the previous year
- a woman has just divorced the husband who was her sole source of support during the last year

In such cases, even though the persons have some financial assets on which they can currently draw, their incomes for the past 12 months would be \$000,000 -- remember to zero fill all the boxes at Q. 23.

Some respondents may have difficulty arriving at an exact dollar figure for the family unit. If a respondent volunteers to check tax or other financial records and has them readily available, allow him to do so; but do not ask respondents to check records. You may, however, assist a respondent in adding up the income from the various sources he has mentioned .

For respondents who "don't know" or "can't say" what their total income was, probe for as accurate a figure as you can get, asking, if necessary, for their "best estimate."

INTENTIONALLY BLANK

## CODE BY OBSERVATION

Q.24 INTERVIEWER: IS THIS PLACE LOCATED IN A RURAL AREA?

YES ... (ASK A&B) ..... 1  
NO ... (SKIP TO Q.24) ..... 2

IF RURAL:

A. Does this place you own or rent have 10 acres or more?

Yes ..... 1  
No ..... 2

B. During the past 12 months, how much did sales of crops, livestock, and other farm products from this place amount to?

HAND CARD 3

\$1,000 or more ..... 4  
\$ 250 - 999 ..... 3  
\$ 50 - 249 ..... 2  
under \$50 ..... 1

→ If you code 1 at Q.24,  
be sure to ask  
Qs. 24A and 24B

Q. 24: Code this question by observation. The definition of an urban area is a place (city, village, town, etc.) of 2500 or more inhabitants. A rural area is any area not considered to be urban by the above definition.

In some cases city, village or town limits may include some rural areas. If land used for farming or livestock is visible, consider the area rural.

If in doubt, consider an area rural and ask Qs. A and B.

Q.24A: "This place you own or rent" includes any tracts of land which the respondent considers to be on the same property, farm, ranch, or estate. These tracts may be adjoining or they may be separated by a road, creek, or other pieces of land. In most cases the "place" where the respondent lives will be clear. In a built-up area it is likely to consist of one house and lot. In open country, it may consist of a large tract of land or two or three pieces of land.

Cash renters -- For a respondent who rents land for cash, the "place" referred to in A includes only that land for which the respondent pays rent. It does not include any other land owned by the person from whom the respondent rents. This distinction should be explained to any respondent who mentions that he rents land. The distinction applies, too, to a land owner who rents out part of his land: the owner's place includes only the land that is not rented out.

More than one unit on the same land -- If more than one family unit resides on the same land, the answers to both A and B should be the same for all units. For example, if an owner lives on a large tract of land and his hired hand lives in another unit on the same land (but is not a cash renter), for purposes of the study both are considered to live on the same land.

Complicated arrangements: Some respondents may report combinations of ownership and land rental arrangements. A person may, for example, own one piece of property and rent a near-by tract. In such a case, both pieces of land should be treated as one, so long as the person regards and uses them as a single place. Other persons may rent farmland for which they pay both cash and a portion of their crop. In these cases, the total acreage covered by the agreement should be included.

For other arrangements, simply keep in mind the basic criterion: what the respondent considers to be part of the land associated with his place of residence.

Q.24B: For respondents living in rural areas, in this question you ask how much total sales of farm products from their place amounted to during the past 12 months. Hand the R the card and code the appropriate category. For this question we are interested in the gross amount of sales -- not net income. Included in the question are receipts from sales of crops, vegetables, fruits, nuts, livestock and livestock products (milk, wool, etc.), poultry and eggs, nursery and forest products produced on the respondent's land. These products may have been sold at any time during the past 12 months. Do not include the value of products consumed on the place.

More than one unit on the same land: If more than one family unit lives on the same piece of land, the answer to "B" should be the same for all units. For example, an owner operates a farm of 100 acres with gross sales of \$7,500; his hired hand lives in a unit on the farm, paying no cash rent. If you completed a Screener with both the owner and the hired hand, both should report sales of \$1,000 or more, since both reside on the same piece of land. (A cash renter, on the other hand, should report sales only from the land that he rents; he would not report sales from any other land owned by the person from whom he rents.)

If the respondent has recently moved to the place where you are interviewing and has not himself as yet sold any farm products, explain that the question refers to any sales of farm products from the land during the past 12 months-- including sales made by previous occupants or owners.

Q.25 Finally, may I please have your phone number in case my office wants to verify this interview?

1	2	3	-	4	5	6	-	7	8	9	0
AC								NUMBER			

NO PHONE .....1  
REFUSED .....2

IF PHONE NUMBER GIVEN, CODE LOCATION OF PHONE:

IN R'S HOME .....3  
IN NEIGHBOR'S HOME .....4  
OTHER LOCATION (SPECIFY) .....5

ENTER  
EXACT

TIME

ENTER TIME ENDED: 

0	9
---	---

 : 

2	2
---	---

AM	PM
----	----

When R gives phone number,  
Record Both number and  
location of phone.



- Q. 25:               With this final question of the Screener you ask for the respondent's telephone, enter it on the Screener (or code to show no phone or refusal) and code to show the location of the phone. As the explanation in the questionnaire indicates, the phone number will be used by the office to verify a portion of the completed Screeners.

When you have entered the phone number and coded the related items, Enter the EXACT TIME in the time box.

Then, if there are other family units in the household, complete the Screeners for those units, using as respondent (a) a unit member who fits the definition of Householder or (b) a knowledgeable adult who is a member of that family unit. Remember to circle the line number of the respondent for each additional unit on the screener for that unit and make an entry in the time box to show when you began the new Screener.

The first question for the new respondent is Q. 10 -- to determine the relationships of family unit members to the Householder or reference person for this unit. You then continue with the Screener, beginning with Q. 17.

(If members of this family unit have coding in column 7, 8, or 9 on the original screener, or if addresses for any member of this unit are in the address box on the original screener, that coding and the addresses must be transferred to the new screener for this family unit.)

When you have completed all additional Screeners for extra family units, thank your respondents for their time and help. Some suggestions for closing statements are in the Procedural Spex.

# SAMPLE COMPLETED SCREENER

TIME BEGAN

09 : 17 PM

ADDRESS BOX

Line # Street Address City State Zip


05. 1-9

(Circle R's Line #)	Name		
	Last	First	Middle
01	SAVORY	BASIL	THOMAS
02	—	ROSEMARY	LYNN
03	—	CLIVE	ROBERT
04	—	JUSTIN	BAY
05	PIERS	PORTIA	R.
06			
07			
08			
09			
10			
11			
12			

Q. 10	Q. 11	Q. 12	Q. 13	Q. 14	Q. 15	Q. 17	Q. 18	Q. 19	Q. 20
What is (PERSON'S) relationship to (HOUSEHOLDER)?	IF NOT OBVIOUS ASK SEX	How old was (PERSON'S) on (his/her) last birthday?	IF AGE 10-25: What is (PERSON'S) date of birth?	A. What is (PERSON'S) marital status? (READ CATEGORIES)	CODE BY	IF AGE 14 OR OVER: What is (PERSON'S) origin or descent? (CARD I)	FOR HOUSEHOLDER AND SPOUSE ONLY: When (you/we/PER-SO) was a child, what language, other than English, was spoken in (your/his/her) HH?	FOR EACH PERSON AGE 14 OR OLDER: During the past 12 months - Initials, since (MONTH), 1977 - A. Did (you/PERSON) do any work at all from which (you/he/she) received pay? B. Did (you/he/she) have a professional practice? IF YES, ENTER A CHECK (✓) FOR PERSON IN COL. 20A and/or 20B	
RELATION TO HOUSEHOLDER	SEX	AGE	DATE OF BIRTH	MARITAL STATUS	FU #	RACE	ETHNIC ORIGIN	LANG	JOB
	M or F		Month Year	1=Mar 2=Wid 3=Div 4=Sep 5=NovMar		1=Wh 2=Bl 3=Oth		1=Sp 2=Oth	(✓)
HOUSEHOLDER	M	44		1 02	1	1	15	2	✓
WIFE	F	38		1 01	1	1	11	2	✓
SON	M	15	04 6 3	5	1	1	15	2	
SON	M	22	02 5 6	5	1	1	15	2	✓
MOTHER-IN-LAW	F	63		2	1	1	11	2	

- ETHNIC CODES
- 01 Mexican American, Chicano, Mexican, Mexicano
  - 02 Cuban, Cubano
  - 03 Puerto Rican, Puertorriqueno, Boricua
  - 04 Latino, Other Latin American, Hispano, or Spanish descent
  - 05 Black, Negro, Afro-American
  - 06 Chinese, Japanese, Filipino, Korean, Vietnamese, Pacific Islander or other Asian, or Asian Indian
  - 07 English, Scottish, Welsh
  - 08 French
  - 09 German
  - 10 Irish
  - 11 Italian
  - 12 Polish
  - 13 Portuguese
  - 14 Russian
  - 15 Another group, not listed

Q. 21 During the past 12 months, (were you/were any of the persons I have listed, that is, READ NAMES OF ALL PERSONS IN FAMILY UNIT AGE 16 OR OLDER) enrolled in a college or university?

Yes... (ASK A) ..... 1  
No... (SKIP TO Q. 22) ..... 2

A. IF YES: Not counting scholarships, grants, or loans, did (you/this person/these persons) receive money from anyone outside this household, such as friends or relatives, to help pay the costs for:

	YES	NO
1) tuition or fees? .....	1	2
2) rent? .....	1	2
3) food or other living expenses? .....	1	2

Q. 22 These next questions are about sources from which members of your family may have received income during the past 12 months.

#### HAND CARD 2

As I read each item on this card, please tell me whether or not (you/any member of this family) received income from that source during the past 12 months. (For this question, please remember to include READ NAMES OF ALL PERSONS IN FAMILY UNIT as the members of your family)

	Yes	No
a. net income for your own business or farm.....	1	2
b. tips, commissions, bonuses.....	1	2
c. Social Security, RR Retirement.....	1	2
d. Supplemental Security Income.....	1	2
e. public assistance or welfare.....	1	2
f. veterans benefits.....	1	2
g. unemployment compensation.....	1	2
h. interest or dividends.....	1	2
i. government or private pension or annuities.....	1	2
j. net rental income.....	1	2
k. alimony or child support.....	1	2
l. other contributions of money from friends or relatives living outside the household.....	1	2

Q. 23

Counting the income from all of the sources you have mentioned, that is, income from:

-the work done by (READ NAMES OF ALL PERSONS CHECKED IN COLUMN 20 EXCEPT PERSONS CODED IN COLUMN 8 — ARMED FORCES) —and from (READ ALL ITEMS CODED "YES" IN Qs. 21 and 22)

what was (your total income/the total income for this family) in the past 12 months? — Before taxes or other deductions.

(IF PERSON OPERATED HIS/HER OWN FARM, OR NON-FARM BUSINESS, PARTNERSHIP, OR PROFESSIONAL PRACTICE, INCLUDE ONLY NET INCOME, THAT IS, GROSS INCOME MINUS EXPENSES).

\$ 012,575.00

Q. 24 INTERVIEWER: IS THIS PLACE LOCATED IN A RURAL AREA?

YES... (ASK A&B) ..... 1  
NO... (SKIP TO Q. 25) ..... 2

#### IF RURAL:

A. Does this place you own or rent have 10 acres or more?

Yes ..... 1  
No ..... 2

3. During the past 12 months, how much did sales of crops, livestock, or other farm products from this place amount to?

#### HAND CARD 3

\$1,000 or more ..... 4  
\$ 250 - 999 ..... 3  
\$ 50 - 249 ..... 2  
under \$50 ..... 1

Q. 25 Finally, may I please have your phone number in case my office wants to verify this interview?

212-497-1234  
AC NUMBER

NO PHONE ..... 1  
REFUSED ..... 2

IF PHONE NUMBER GIVEN, CODE LOCATION OF PHONE:

IN R'S HOME ..... 3  
IN NEIGHBOR'S HOME ..... 4  
OTHER LOCATION (SPECIFY) ..... 5

ENTER TIME ENDED:

09:31 AM PM

- 136 -

INTENTIONALLY BLANK

SCREENER

TO RESPONDENT: Your participation in this survey is completely voluntary, we would appreciate it if you would take a few minutes to answer some questions about the members of this household. All information you give will be protected under the Privacy Act of 1974. Your answers will be kept confidential, the results of the study will be made public only in summary form, so that individuals who participate cannot be identified.

Now, may I please have (your full name/the full name of the person who rents or owns this home)? (Are you/Is PERSON) currently living or staying here?

ENTER FULL NAME OF HOUSEHOLDER ON LINE 1 BELOW. ADD OTHER PERSONS ON NEXT AVAILABLE LINES AS THEY ARE NAMED BY THE RESPONDENT.

Next, I would like the names of all the other persons who live here, or who usually stay here. Let's start with the persons who are related to HOUSEHOLDER.

--first, (do you/does HOUSEHOLDER) have a (husband/wife) living in this household? IF YES: May I have (his/her) full name?

--next, (your/his/her) children who live here. IF CHILDREN: May I have their full names?

--now, any other persons living here who are related to HOUSEHOLDER. IF OTHERS: May I have their full names?

#### CIRCLE LINE NUMBER OF RESPONDENT.

Are there any other persons who usually stay here who are not related to HOUSEHOLDER?

IF YES: May I please have their full names?

Have I missed anyone, such as new babies or small children, roomers or boarders or other relatives staying here?

IF YES: May I please have their full names?

We are also interested in finding out about other persons who are away from the household for some reason.

A. Are there any other persons who usually stay here but who are away now, on vacation, on a business trip, or in the hospital?  
IF YES: May I please have their full names?

B. Is there anyone else from this household who is away now--for example, serving as a VISTA volunteer or in the Peace Corps, or in an institution such as a juvenile detention center or a jail?  
IF YES: May I please have that person's full name? Who else?

C. Have (READ LIST OF NAMES) listed as living here. Not counting students away at school or people on active duty in the armed forces, do any of these people have a usual residence somewhere else?  
IF YES: Who is that? Who else? CROSS OUT NAMES IN HOUSEHOLD ENUMERATION.

The next few questions are about certain kinds of people who might be left out when we think about where people live. None of these kinds of people may be part of your household, but I am supposed to ask these questions in every household to be sure that we include all types of people in our survey.

7. Is anyone from this household away now at school--for example, at college or in a boarding school?

IF YES: May I please have their full names?

A. FOR EACH STUDENT: While away at school, does (STUDENT) live in a dormitory, a fraternity or sorority house, or does (he/she) have some other kind of living arrangement?

IF DORM, FRATERNITY OR SORORITY: ENTER CODE "1" IN STUDENT COLUMN.

IF OTHER: (1) ENTER CODE "2" IN STUDENT COLUMN; (2) CROSS OUT NAME.

IF DON'T KNOW: (1) ENTER CODE "8" IN STUDENT COLUMN; (2) ASK: What is (STUDENT'S) address? ENTER PERSON'S LINE NUMBER AND ADDRESS IN ADDRESS BOX.

8. Is anyone from this household away now serving on active duty in the armed forces for a period of 30 days or more?

IF YES: May I please have their full names?

FOR EACH PERSON AWAY IN ARMED FORCES: Is (PERSON) currently stationed in the United States, including Alaska and Hawaii, or is (he/she) stationed in some other country?

A. FOR EACH PERSON STATIONED IN U.S.: Does (PERSON) live in a military barracks or on a ship, or does (he/she) have some other kind of living arrangement?

IF BARRACKS OR SHIP: ENTER CODE "1" IN MILITARY COLUMN.

IF OTHER ARRANGEMENT: (1) ENTER CODE "2" IN MILITARY COLUMN; (2) CROSS OUT PERSON'S NAME.

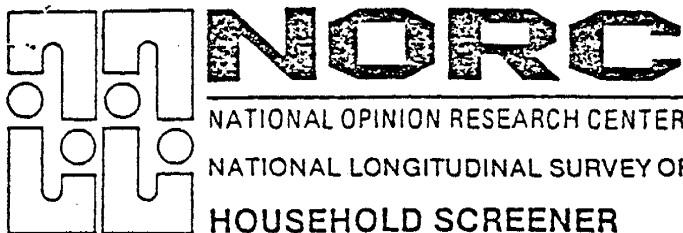
IF DON'T KNOW: (1) ENTER CODE "8" IN MILITARY COLUMN; (2) ASK: What is (PERSON'S) military address? ENTER PERSON'S LINE NUMBER AND ADDRESS IN ADDRESS BOX.

B. IF STATIONED IN OTHER COUNTRY: (1) ENTER CODE "3" IN MILITARY COLUMN; (2) ASK: What is (PERSON'S) military address? ENTER PERSON'S LINE NUMBER AND ADDRESS IN ADDRESS BOX.

C. IF DON'T KNOW: (1) ENTER CODE "8" IN MILITARY COLUMN; (2) ASK: What is (PERSON'S) military address? ENTER PERSON'S LINE NUMBER AND ADDRESS IN ADDRESS BOX.

9. Is there anyone else who sometimes stays here and who does not have a permanent residence anywhere else? For example, a person who uses this address when he has to get mail, or to list an address when filling out a form?

IF YES, ASK: May I please have that person's full name? Who else?



# NORC

NATIONAL OPINION RESEARCH CENTER • 6030 SOUTH ELLIS • CHICAGO, IL 60637 • 312/753-1300  
NATIONAL LONGITUDINAL SURVEY OF LABOR FORCE BEHAVIOR  
HOUSEHOLD SCREENER

UNIVERSITY OF CHICAGO

NORC-4270

8/78

OMB #: 44S-78014 / Exp.: March, 1979

SAMPLE:	<input type="checkbox"/>	CASE ID:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PSU:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	PSU NAME:	_____
SEG:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
LOCALITY:	_____		
ADDRESS:	_____ _____ _____		

FAMILY UNIT #:

☐

INTV. ID #:

☐☐☐☐☐

SUPV. ID #:

☐☐☐☐☐

LABEL ADDRESS:

SAME ..... 1

CHANGED (CORRECT LABEL) ..... 2

INTERVIEW CONDUCTED IN:

ENGLISH ..... 1

SPANISH ..... 2

OTHER (SPECIFY) ..... 3

# LINES IN HH

LINE # OF R

☐☐☐☐

☐ # ENTRIES IN ADDRESS BOX

Hello, my name is \_\_\_\_\_ and I'm conducting a survey for the U.S. Department of Labor. I'm from the National Opinion Research Center at the University of Chicago. I'd like to speak with the person who rents or owns this home, or with that person's husband or wife.

IF NO LEASEHOLDER, ASK: May I speak to an adult who lives here and who knows the most about the members of this household?

First, I need to make sure that I have your address described correctly. READ STREET NUMBER AND NAME, APT. NUMBER, OR OTHER DESCRIPTION FROM ASSIGNMENT BOX. IF EXACTLY THE SAME, CONTINUE WITH SCREENER. IF DIFFERENT IN ANY WAY, REVIEW SEGMENT LISTING AND RECONCILE.

Explain Difference \_\_\_\_\_

## Record of Calls

TRY #	DAY		MONTH	DATE	TIME	TYPE	OUT- COME	COMMENTS	INTV INTL
	M ...1	F ...5			Pre 3 ....1	Per. 1			
	Tu ...2	Sa ...6			3-6 .....2	Tel. 2			
	W ...3	Su ...7			Post 6 ...3				
	Th ...4								
01									
02									
03									
04									
05									
06									

## Outcome

FINAL STATUS, NO NIR  
Completed screener ..... 51  
Vacant DU ..... 52  
Address not a DU ..... 53  
Completed screener (converted refusal) ..... 54

FINAL STATUS, NIR REQUIRED  
Final refusal/breakoff ..... 61  
Unable to contact R; no information obtained ..... 62  
Unable to contact R; proxy information obtained ..... 63  
Other (illness, language, etc.) ..... 64

PENDING STATUS  
No one home ..... 71  
Respondent not home ..... 72  
Temporary refusal/breakoff ..... 73  
Appointment (NOTE DETAILS IN COMMENTS) ..... 74  
Other (SPECIFY IN COMMENTS) ..... 75





**Q. 21** During the past 12 months, (were you/were any of the persons I have listed, that is, READ NAMES OF ALL PERSONS IN FAMILY UNIT AGE 16 OR OLDER) enrolled in a college or university?

Yes.. (ASK A) ..... 1  
No..(SKIP TO Q.22) ..... 2

**A. IF YES:** Not counting scholarships, grants, or loans, did (you/this person/ these persons) receive money from anyone outside this household, such as friends or relatives, to help pay the costs for:

	YES	NO
1) tuition or fees? .....	1	2
2) rent? .....	1	2
3) food or other living expenses? .....	1	2

**Q. 22** These next questions are about sources from which members of your family may have received income during the past 12 months.

HAND CARD 2

As I read each item on this card, please tell me whether or not (you/any member of this family) received income from that source during the past 12 months. (For this question, please remember to include READ NAMES OF ALL PERSONS IN FAMILY UNIT as the members of your family)

	Yes	No
a. net income for your own business or farm.....	1	2
b. tips, commissions, bonuses.....	1	2
c. Social Security, RR Retirement.....	1	2
d. Supplemental Security Income.....	1	2
e. public assistance or welfare.....	1	2
f. veterans benefits.....	1	2
g. unemployment compensation.....	1	2
h. interest or dividends.....	1	2
i. government or private pension or annuities.....	1	2
j. net rental income.....	1	2
k. alimony or child support.....	1	2
l. other contributions of money from friends or relatives living outside the household.....	1	2

**Q.23** Counting the Income from all of the sources you have mentioned, that is, Income from

---the work done by (READ NAMES OF ALL PERSONS CHECKED IN COL-  
UMN 20 EXCEPT PERSONS CODED IN COLUMN 8 --- ARMED FORCES)  
---and from (READ ALL ITEMS CODED "YES" IN Qs. 21 and 22)

what was (your total income/the total income for this family) in the past 12 months? — Before taxes or other deductions.

(IF PERSON OPERATED HIS/HER OWN FARM, OR NON-FARM BUSINESS, PARTNERSHIP, OR PROFESSIONAL PRACTICE, INCLUDE ONLY NET INCOME, THAT IS, GROSS INCOME MINUS EXPENSES):

					\$
					.00

**Q.24 INTERVIEWER: IS THIS PLACE LOCATED IN A RURAL AREA?**

YES... (ASK A&B) ..... 1  
NO... (SKIP TO Q.25) ..... 2

IF RURAL:

**A. Does this place you own or rent have 10 acres or more?**

Yes .....	1
No .....	2

B. During the past 12 months, how much did sales of crops, livestock, or other farm products from this place amount to?

HAND CARD 3

\$1,000 or more	4
\$ 250 - 999	3
\$ 50 - 249	2
under \$50	1

**Q.25** Finally, may I please have your phone number In case my office wants to verify this Interview?

[illegible]

NO PHONE ..... 1  
REFUSED ..... 2

**IF PHONE NUMBER GIVEN, CODE LOCATION OF PHONE:**

3 IN R'S HOME ..... 3  
4 IN NEIGHBOR'S HOME ..... 4  
5 OTHER LOCATION (SPECIFY) ..... 5

ENTER TIME ENDED:

AM			
PK			

15. ASSIGN FAMILY UNITS:

UNIT #1: HOUSEHOLDER AND ALL PERSONS  
RELATED TO HOUSEHOLDER BY BLOOD, MAR-  
RIAGE, OR ADOPTION.

SEPARATE UNITS: PERSONS RELATED TO  
EACH OTHER, BUT NOT RELATED TO HOUSE-  
HOLDER (AT LEAST 1 PERSON IN UNIT  
MUST BE AGE 14 OR OLDER).

PERSONS AGE 14 AND OLDER NOT RELATED  
TO ANYONE IN THE HOUSEHOLD.

FOR FOSTER CHILDREN, SEE SPEX.

NO UNIT: OTHER PERSONS UNDER AGE 14  
NOT RELATED TO ANYONE ELSE IN HOUSE-  
HOLD AGE 14 OR OLDER.

16. TRANSFER MEMBERS OF UNIT 2, 3, ETC. TO  
SEPARATE SCREENERS

TRANSFER: FULL NAMES

SEX

AGE

DATE OF BIRTH

MARITAL STATUS

THEN, ON SCREENER FOR UNIT #1, CROSS  
OUT NAMES OF ALL PERSONS TRANSFERRED  
TO OTHER UNITS AND ALL PERSONS ASSIGNED  
TO "NO UNIT."

CONTINUE SCREENER FOR UNIT #1:

THEN COMPLETE SCREENERS FOR OTHER UNITS  
IN TURN.

18. RULES FOR ORIGIN AND DESCENT  
FOR CHILDREN UNDER AGE 14:

- a. If both parents are same origin, assign same to child.
- b. If parents are different origins and one is Hispanic, assign child the Hispanic parent's origin.
- c. If parents are different Hispanic origins, assign child to 04.
- d. If parents are different origins and neither is Hispanic, assign child to 15.

END