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Q BY Q
SPECIFICATIONS FOR
National Longitudinal Survey
of
Labor Force Behavior
MAIN QUESTIONNAIRE AND LOCATING SUPPLEMENT
Youth Cohort, 1979

National Opinion Research Center
University of Chicago

Center for Human Resource Research
Ohio State University

Section 1

Time Box:

Record the time you start the actual questionnaire. This would not include the time spent on the Household Enumeration, reading the introduction on the cover to the R, etc.

Q. 1B:

If R's correct age makes him 13 or younger or 23 or older, this respondent should not have been in our sample. If this happens, just probe R to make triple sure of his current age. If he is still too young or old, thank R and end interview. Make out a NIR for the case, explaining what happened, and send the case to the Chicago office.

Q. 2A:

You will be recording in Q. 1B, for all respondents, the name of the county in which the respondent was born.

If the respondent was born in a country other than the U.S., you need to record only the name of the country.

If the respondent was born in Puerto Rico, code 1 here for "In the United States." In Q. 1A, record "Puerto Rico" as the state R was born in.

Q. 2B:

In Q. 2B, you are to probe for the name of the town or city the respondent was born in and the name of the state.

If the respondent's place of birth in the U.S. was not in a town or city (for example, in an unincorporated area in a county), record "Not Applicable" on the line for "TOWN" or "CITY" and record the name of the county in the space provided.

If the respondent tells you that he was born in a hospital in one town but his family lived in a different town at that time, record the place that his family lived, not the place where the hospital was located.

If the respondent was born in the city/town/county where he is now living, record the information in the **places** provided the same way you would for any other respondent.

Q. 3:

If more than one other language was spoken in the home, besides English, probe for the one other foreign language spoken most frequently. Then record verbatim and code one only.

Do not code "yes" in Q. 3 for languages **occasionally** spoken in the home just because R is or was studying the language at school and tries to practice with his brothers and sisters. We are looking in Q. 3 for languages other than English habitually spoken in his home by his family.

Q. 5: If R is 14 years old, fill in the information requested in Q.5 about the place where R currently lives without asking R. See spex for Qs. 2A and 2B for how to enter this information.

If R is 15 years of age or older, ask Q. 5. Use the spex above for Q. 2A and 2B for how to enter this information.

Q. 6 - 14: If the respondent is 14 years old, the next set of questions (Qs. 6-13) pertain to his present situation rather than to a past situation. In Qs. 6-13, alternate wordings are provided so you can read the questions in the present tense for the 14 year old respondent.

Q. 6: If the respondent is age 14 you will be asking for the category that best describes where he is currently living.

Since you will be asking the 14 year old respondent about the place where he currently lives, you will know the correct answer to Q. 6. However, please code for the answer the respondent gives you. If you feel that the category the respondent gives you is wrong, or if the R. is unable to pick a category even after probing, please write us a note, circled in pen, giving us what category you feel best describes the place where R. is living.

If the R. is 15-21 years old, you will be reading "which of the categories on this card best describes where you were living when you were 14 years old?"

If R. lived at age 14 in the same place where he now lives, the same situation as above will apply. If R. is not able to pick a category after being probed, record "DK." If R. gives an inaccurate code, circle the code he gives you. However, then please write us a note, circled in pen, giving us the code that you feel best describes the place.

If a 15-21 year old R. does not presently live in the place where he lived when he was 14 years old please do not provide us with your best estimate of what the proper code would be.

Q. 7: The purpose in formatting Q. 7 in this way was to make it easier for respondents who lived in one-parent households to answer the question.

If the respondent is 14 years old, the question will be read "with whom are you living?" If the respondent is 15-21 years old, you will read the question "with whom were you living when you were 14 years old?"

As you can see, you are to code the smallest number mentioned for box #1 and the smallest number mentioned for box #2. For example, if the respondent says "my mother and my aunt" for box #1, code "01" only for "mother," then go on to probe for and circle one code for box #2. Remember to code one only in each box.

Accept answers such as "my mother, my father," etc. Use the probe provided "And which letter in box (1 or 2) best describes . . ." only when R. fails to give you an answer for box 1 or 2.

If both "05"(Box #1) and "50" (Box #2) are coded in Q. 7, go to Q. 12.

Q. 8:

If in Q. 7, code 03 is circled in box #1 for "some other adult woman relative," read the word "relative" in parenthesis. If code 04 is circled in box # 1 for "some other adult woman," do not read the word "relative" here in Q. 8.

If you have to ask the respondent Q. 8, make certain the information you receive in Q. 8 makes sense, given what was coded for Q. 7. For example, if "04" was coded in Q. 7, meaning some other adult woman, but the person R. mentions in Q. 8 is a relative, reconcile the difference with R. If necessary go back to Q. 7 and correct the response, crossing out the old answer and writing "RE" before recording the proper response. Then follow the appropriate steps.

Q. 9:

If R. is 14 years old, read the question "Does your (mother/step-mother/PERSON in Q. 8) work for pay?"

If R. is 15-21 years old, read the question "When you were 14 years old, did your (mother/step-mother/PERSON in Q. 8) work for pay?"

In Qs. 9A and 9B, if R's mother did several types of work when he was 14 years old, probe for the type of work she did the longest during the time he was 14.

Q. 9A:

Although not much space has been provided, probe for the most accurate job title you can get. For example, if R. says "secretarial work," probe: "What kind of secretarial work." R. may say "legal secretary" and what you would record is "legal secretary.

Here as in all other questions, probe at least once before accepting a "Don't know" response.

Q. 9B: The instructions for Q. 9B tell you to "PROBE FOR TWO MAIN DUTIES." This means that if R. did not give you at least two main duties when you first asked Q. 9B, you should probe R. only once for additional main duties. However, be sure to probe as much as necessary for clarity, that is, for a clear description of each of the main activities or duties given.

If, when Q. 9B is asked, R. gives you more than two main duties, LIST ALL MAIN DUTIES R. GIVES YOU. The probe instructions are not meant to limit you to only two main duties if R. volunteers more.

Q. 10: Again, read the word "relative" in Q. 10 if code "30" is circled in box #2. However, if code "40" is circled in box #2, omit reading the word "relative" here.

As in Q. 8, make sure the response you get for Q. 10, about this male adult is consistent with the information you coded in Box #2. Follow spex for Q. 8 if a discrepancy occurs.

Qs. 11, 11A: All parts of Q. 11 are identical to Q. 9, only in this case we are asking what the adult male did, as opposed to the adult female. Use the spex for Qs. 9, 9A and 9B for the corresponding parts of Q. 11.
11B

Q. 12: Q. 12 is to be asked if code 80 or 90 are circled for "some other arrangement." However, Q. 12 is also to be asked if both 05 and 50 are coded in boxes 1 and 2 for "No adult woman" and "No adult man."

If R.'s answer to Q. 12 is codable--that is, his response contains a person or people listed back in boxes 1 and 2 of Q. 7, proceed as follows: go back and cross out your old coding for boxes 1 and 2 noting "RE" for "Respondent Error." Then circle codes for the new responses in boxes 1 and 2. Then cross out the entry in Q. 12, noting "RE" for "Respondent Error." For example, R. may answer Q. 12 with "my sister and her husband." Go back to Q. 7, cross out code "90" for "on my own," noting "RE" for "Respondent Error," and code "03" and "30" for "some other adult woman relative" and "some other adult man relative." Then follow appropriate skip patterns for the new codes.

Q. 13 A-C: Since all of the preceding questions have been asked about R. alone, make certain you emphasize the "or anyone else living you" in Q. 13 A-C. R should realize we are not asking about just him. In Q. 13A and B, "getting any magazines or newspapers regularly" does not mean that someone in R's household had to subscribe to the magazines or newspapers; instead, these questions ask whether or not magazines/newspapers were brought into the home on a fairly regular basis.

Q. 14:

This question may seem redundant if R. is still living in the same city in which he was born or the same place that he was living when he was 14, but it is not. Although we might know these facts we can not assume R. has always lived there.

If the respondent presently lives in a city, read "city."
If the respondent presently lives in a town, read "town."
If the respondent lives in an unincorporated area in a county, read "county." If the respondent is living in a dorm, frat, sorority, or military barracks, we are interested here in how long he has lived in the city/town/county where those group quarters are located.

Code "yes" meaning all of his life only if the respondent volunteers that he has lived there continuously for all of his life, not counting vacations. If R. is designated on the face sheet as living in group quarters--that is, dorm, frat, sorority house, or military barracks, but you just happen to interview him at his place of permanent residence because he was home that week on vacation, the place to refer to for Q. 14 is the city/town/county where he usually lives--that is, at his group quarters residence. The same instruction applies for other questions in this questionnaire that will appear later. If R. is designated on the face sheet, then, as living in a group quarters, and he still lives there, but you just happen to interview him at the address of permanent residence, because of R's vacation, treat his residence as the place where the group quarter is located.

Q. 14B:

Choose the appropriate code carefully, based on information coded in Q. 14A.

Q. 14C-G:

In Q. 14B we sorted out moves that took place before 1978 and those which have occurred after January 1, 1978. Q. 14C-G are designed to pick up all moves which have occurred since 1/1/78. If R is a student or has been in the military and has made many moves from one place to another, since Jan. 1, 1978, you should have recorded all moves in Q. 14C-G until you recorded a place of residence with a date R moved there before Jan. 1, 1978.

Q. 14D:

If you are uncertain about how to code Q. 14D use the spex for Q. 2A and Q. 2B in this section.

Q. 14G:

The dates recorded in Q. 14G (2) refer to the time R. last moved to the place listed in Q. 14 G (1). Once you get a date in part 2 which is before 1/1/78 Q. 14G is finished. Again, we are only interested in all moves made since 1/1/78.

- Q. 15: Q. 15 purposely provides no alternative wordings. We want R. to talk about whomever he or she considers mother to be. If R. is uncertain, for instance, if we mean her mother or stepmother, say: "Tell me about the person you consider your mother." Only if R. volunteers that he or she never knew his or her mother do you ask A. Otherwise go to Q. 16.
- If R does not know and wants to check the answer with his mother, this is fine. However, do not suggest to R that he do so. If necessary, simply record "DK," your probe mark, and the final "DK."
- Q. 15A: Only code "yes" for Q. 15A if R's "stepmother" is specifically listed there.
- Q. 16: If you did the Household Enumeration Interview with one of R's parents (version A of the Household Enumeration) and R. was present during that interview, the respondent may comment that "you already know that from the (HOUSEHOLD ENUMERATION) you did with my parents earlier." Tell him that we are asking all respondents about their parents education, because we are interested in what kind of information young people have about their parents' education. For this reason, discourage Rs. from checking their answers with their parents.
- Q. 17: Only code "yes" for Q. 17 if R's mother or stepmother are specifically listed there.
- Q. 18: If R says that he does not know whether or not his mother is living, record "DK" verbatim and follow the skip instructions for "no."
- Q. 19: The key to understanding Q. 19 and the use of the alternate wordings of mother or stepmother lies primarily with Q. 17. Although R. has answered Qs. 15 and 16, with her mother's birthplace and education, we still may not know who specifically R. is considering mother to be. But it does not matter because at Q. 17 you have noted whether R's mother or stepmother is actually living in the household. Regardless of whom R. was talking about in Qs. 15 and 16, Q. 19 refers to whichever person is listed on the household enumeration, either the mother or stepmother. If, on the other hand, you find out at Q. 17 that neither the mother or stepmother is living in the household you go to Q. 18. If the answer to Q. 18 is "yes" (mother is living), the person who will be discussed in Q. 19 is "mother."

Q. 19A: Although not much space has been provided, probe for the most accurate job title you can get. For example if R. says "secretarial work," probe: what kind of secretarial work. R. may say "legal secretary" and what you would record is "legal secretary."

Q. 19B: The instructions for Q. 19B tell you to "PROBE FOR TWO MAIN DUTIES." This means that if R. did not give you at least two main duties when you first asked Q. 19B, you should probe R. only once for additional main duties. However, be sure to probe as much as necessary for clarity, that is, for a clear description of each of the main activities or duties given.

If, when Q. 19B is asked, R. gives you more than two main duties, LIST ALL MAIN DUTIES R. GIVES YOU. The probe instructions are not meant to limit you to only two main duties if R. volunteers more.

Q. 19C: Q. 19C does not just refer to the job discussed in Q. 19A and 19B, this question is not job specific. We are looking at the total picture of how many hours a week she usually worked, whether it was one full-time job or two part-time jobs that together totaled 35 hours a week or more. If R's mother had a varied schedule during those weeks she worked, probe for the hours worked during an average or "typical" week.

Q. 20: Remember, if you happen to be interviewing R. while he is home on vacation, Q. 20 refers to whether or not R. generally lives separately from his mother or stepmother.

Q. 20A: If R. is home on a vacation, get the number of miles that separates R. and his mother at where R. usually lives.

If R lives less than $\frac{1}{2}$ mile from where his mother lives, code "00,000." If $\frac{1}{2}$ mile, code "00,001."

If R is stationed in the military overseas, simply omit Q. 20A and go on to Q. 21.

Q. 21-Q.26C: This series of questions about R's father or stepfather directly parallel the questions asked about R's mother or stepmother. (Q. 15-Q. 19C). If you are uncertain about how to code any of these questions refer to the spex for the parallel question concerning mother.

Q. 22: Again, it is fine if R wants to ask other family members for the answer to this question.

Q. 28A: Read the word "living" if the respondent asks you whether or not to count siblings who are no longer living. Record the number of all living brothers and sisters, including any that live away from home. Because we are letting the respondent decide who to consider as brothers and sisters, this may include step-brothers, etc. If "none," leave the boxes empty (do not zero fill) and circle the code "00" that appears below the boxes.

If R. has a difficult time deciding on who he considers as his brothers and sisters, remember to code "1" before entering the total R. gives you in the boxes provided.

Q. 28B: By regular school we mean a school which gives an academic degree, such as an elementary school, a junior high or high school or a college or university. Not included in our definition of regular school are technical training institute or programs that give some sort of a certificate rather than a degree. Occasionally some of these technical schools can be considered a regular school if the credits you get for attending classes would be accepted by a regular high school or college.

If R. says "high school diploma" code 12th grade.

If R. says a "B.A. degree" code 4th year of college.

For any other response where the actual number of years is not easily understood, i.e., if R. says "master degree," probe for the exact number of years.

Q. 29A: Again, read the word "living" if R asks you whether or not to count a sibling who is no longer living. We want the age of the oldest living brother or sister.

Q. 30: If R does not know and R wants to check with other members of the family, this is fine. However, do not suggest to him that he should check with other family members. If necessary, simply record your DK, probe, and second DK verbatim and go on to Q. 32.

If R. mentions a country with which you are unfamiliar, code "other" and get the proper spelling. If R. is also unsure about the spelling - write it out phonetically and make a note to that effect in the margin.

"Native Alaskan" appears on the card for code "09 " along with "Indian-American, or Native American." If R says "Native Alaskan," code "09."

"Native American" is a synonym for "American Indian." If R volunteers "just American," code "29," not "09."

Q. 32: If R. gives more than one religion, but does not understand the probe provided, record verbatim, you may then probe "Which of these religions did you feel closer to?" However, please write a note to us that you used this alternate probe. Remember to code one response only.

If R says "Protestant" or "Christian," always use the probe provided. "What denomination was that, if any?" If R doesn't understand the probe, ask "What specific type of Protestant or Christian--does your religion have another name?" Only code "001" for "Protestant," "Christian," "No demonation known," or "Non-Denomination Church" if all such probes fail. As usual, be sure to **record all responses** verbatim and record your probe marks.

If you are sure how to code R's verbatim response, code "6" for "other" and copy the verbatim response rather than guessing.

Q. 33: See spex for Q. 32 above.

Q. 34: Read these categories slowly and carefully.

Marital History

Section 2

Q. 1: If R. is not formally married but is living with a member of the opposite sex, code 1 for "presently married" only if the R. volunteers that (he/she) is living "as married" or married by "common law." Probe a person who responds by saying that (he/she) is "living with" someone by repeating the question as worded.

Code 4 "separated" if the respondent gives this as the marital status. The separation need not be legally filed.

Code 5 only if R. has never been married or if his only marriage ended in annulment.

Q. 2: Read the phrase in parentheses only if R. is "presently married" or "separated."

If R. is married only once, go to Q. 4.

Q. 3: Only those persons married more than once are asked Q. 3.

Q. 4 - 9: Read the phrase "most recent" in this series of questions if R. has been married more than once. If only one marriage is recorded in Q. 2, omit this phrase in Q. 4-9.

Qs. 6,7: The introduction in Q. 6 was provided for Q. 7 for divorced or separated R's because we want in Q. 7 the highest grade completed as of the time the marriage ended.

Q. 7: If R. has been married or widowed more than once, we are only interested in the education of the person presently married to or last widowed from. The same applies to persons who have been divorced more than once. We are only interested in the person R. was last divorced from. Remember in these instances to read the phrase "most recent."

For spex on regular school see Q. 28B Section 1.

If R's current (husband/wife) lives in the household and you did the Household Enumeration with R., simply verify the information with R. as you transfer the information from Q. 13 of the Household Enumeration rather than re-asking Q. 7.

Q. 8: Q. 8 is used to provide the appropriate information directions to Q. 9.

Q. 9A: Again if R's current (husband/wife) lives in the household and you did the household enumeration with R., simply verify the information with R. as you transfer the information from Q. 16 of the Household Enumeration rather than asking Q. 9A. If "Did not work during that period," you need not record verbatim. Simply circle code 995 and go on to B.

- Q. 9A: See spex for Q. 19 A Section I.
- Q. 9B: See spex for Q. 19B Section I
- Q. 10A: If R. is uncertain about the number of weeks his or her spouse worked, probe for best estimate.
- Q. 10 B: See spex for Q. 19C section I
- Q. 13: If R. has been divorced more than once, the first divorce is coded in Q. 3 and the most recent divorce is coded in Q. 13.

Fertility

Section 3

Q. 1A: We do not want a number for any particular family--i.e., the respondent's family or a family in a particular situation. Rather, we want R's opinion of the ideal number of children for families in general.

Q. 1B: You may need to probe here. If none, enter "00."

Q. 2: The key word here is "ever," regardless if these children are presently living with R.

Q. 2A: For females read: "How many children, altogether, have you ever given birth to at any time, not counting babies who were dead at birth?"

For males read: "How many children, altogether, have you ever had at any time, not counting babies who were dead at birth?"

If R. is currently pregnant, do not count this pregnancy as a child.

Q. 3: Read the word in parenthesis "more" only if R. told you in Q. 2 that (he/she) has ever had a child.

The number of children you obtain in Q. 3 may be quite different from the number you obtained in Q. 1B for how many children R. wants to have. The respondent may want five children in Q. 1B, but expects to have only two children.

If "none" for Q. 3 leave the boxes empty. Circle code "00" and skip to Section 4.

If R. or R's wife is currently pregnant, include this child in the number for Q. 3.

Q. 4: If R. has never had a child use the alternative wording "first."

If R. or R's wife is currently pregnant, this is the first or next child to be considered in Q. 4.

Section 4 Regular Schooling

Q. 1: A regular school is one which offers an academic diploma or degree; e.g., elementary school, high school, college, graduate school, law school, or nursing program leading to an R. N. degree.

Not included as regular school are: training at a technical institute, licensed trade programs, etc., unless the credits obtained are transferrable to a regular school and could count toward an academic diploma or degree.

Q. 1 asks if R is currently attending or enrolled in regular school. If R is currently taking courses for a high school equivalency test or GED, this is not considered regular school attendance. Respondents who, on the college level, are taking a few courses but are not formally enrolled in a degree program are only considered to be attending regular school if, at some future date, they could apply the credits from these courses toward a regular college or graduate school degree.

These same criteria apply for courses a respondent takes while on active duty in the military, regardless of whether the courses are taken on- or off-base. Count such courses as "regular school" only if credits could count toward an academic diploma or degree.

Q. 1B: The calendar serves two purposes. The primary one is to serve as an interviewing aid. We know it is much easier for respondents to give accurate dates if they are looking at a calendar while they are thinking. Using the calendar for this purpose will become more important when you are interviewing R about active military service and his job history.

At this point you are to answer Q. 1 on the calendar (see the questions on the calendar at the bottom of the page below the grid). There are several steps in this section for respondents currently enrolled in school. Having this information on the calendar will serve as an aid to you.

Q. 2A: If the respondent has obtained his B.A. or B.S. and is currently enrolled in his first year of graduate school, circle code "17" regardless of whether he is working toward a Master's or Ph.D. degree.

- Q. 2A: If R is taking college courses informally at what we would consider a regular school (i.e., R is receiving college credit which could apply toward some future degree) and is unsure at what year in college (or grade level) he would be, probe for the number of semester hours or quarter hours he completed. Then code according to the chart given below.

	<u>Semester hours</u>	<u>Quarter hours</u>
1st year college	less than 30	less than 45
2nd year college	30-59	45-89
3rd year college	60-89	90-134
4th year college	90 or more	135 or more

- Q. 2B: Specify the grade R is currently attending or enrolled at Q. 1 on the calendar.
- Q. 3A: Read the categories slowly and carefully. Train R to respond according to the categories listed on Card E--do not try to "interpret" a response.
- Q. 4A: This should be the last month during which the respondent was enrolled in regular school.

Remember, R is still considered not enrolled if he or she is attending a school not included in the definition of a regular school (see spec for Q. 1). We will be asking about these other types of schools or training programs later on in the questionnaire.

If R completed GED training in the past, the date R left school should reflect the last year he was in regular school (i.e., 11th grade), since we do not consider GED training as regular school.

If R was enrolled in a college or university we would consider a regular school, the date recorded in Q. 4B should show the last year he was enrolled in that school. If, however, R took some college courses in the past at a regular school but 1) did not get college credit for those courses which could be applied toward any degree and 2) could not do so in the future, do not count that attendance. The date you would record, in this case, is R's last month and year of attendance at a regular school where R was receiving credits or could receive credits toward a degree of some kind (including high school).

- Q. 4B: Since Q. 4A is only asked of those respondents who are currently not in regular school, you should only have Q. 2 answered on your calendar if "No" is coded for Q. 1, that is, if R is not attending or enrolled in regular school.

Q. 5:

Some of the codes require clarification.

01. Received degree, completed coursework--Code "01" if R left high school or college because he had received his high school diploma or college degree. Also code "01" if R left college before receiving a degree if he says he left because he had received all or the additional education/courses he wanted/planned.
10. Expelled or suspended--this code is self-explanatory.
02. Getting married--code "02" if R cited "getting married" as the primary reason, including leaving school to prepare to get married or leaving school at the time of or after the marriage.
03. Pregnancy--Code "03" for pregnancy if R cites pregnancy or having a child as the reason for leaving school.
11. School too dangerous--This code is self-explanatory.
05. Lack of ability, poor grades--Code "05" for such reasons as
 - "was failing"
 - "I was no good in school"
04. Other reasons did not like school--This would cover reasons other than the
 - a) danger of school or
 - b) R's feeling that he lacked ability or discouragement over poor grades.It would also include such things as
 - dislike of teachers
 - classes boring
 - just tired of school
 - didn't like to study
 - just didn't like school
06. Home responsibilities--Some examples of responses to be coded "06" are
 - parents divorced and had to help with younger siblings
 - family illness
07. Offered a good job, chose to work--Code "07" if R said he left school for such reasons as
 - offered a good job
 - preferred to work
 - needed money for living expenses of himself or family
08. Financial difficulties, couldn't afford to attend--Code "08" only if R specifically mentions that he did not have enough money to attend school. That is, he could not go to school because of such school expenses as
 - books
 - transportation to and from school
 - tuition

- 09. Entered military--This code is self-explanatory.
- 12. Moved away from school--Code "12" if R left school because his family moved away from the school.
- 13. Other--Use only when none of the above categories apply. Do not simply code "13" if you are not sure what to code, instead probe for clarity.

Q. 6: If the respondent is currently enrolled in regular school, we have already asked what grade or year of school he is currently attending in Q. 2 of this section. It would make no sense to ask these respondents Q. 6, so the instructions above Q. 6 tell you to code Q. 6 without asking for such respondents. We need to have Q. 6 coded for all respondents so we can use it as a reference later for skip patterns based on the highest grade attended.

Q. 6 asks for the highest grade ever attended, which does not mean R necessarily completed that grade.

If R has completed GED training and has the equivalent of a high school diploma, you would still only code the highest grade R completed in regular school, which does not include the GED training.

Q. 7: the highest grade completed is not always one grade less than the highest grade attended. For example, a person may have skipped a grade or gone to his first year of college without completing high school. Therefore, it is necessary to ask all respondents Q. 7.

Qs. 8, 9: Q. 8 asks for the name of the last regular school attended for grades 1-12, so if you are interviewing a high school graduate who is now attending college, we are only interested in the name and address of the last high school he attended (wherever he spent grade 12).

If R is enrolled or was last enrolled in grades 10-12, you will be asking for the name of the "high school" he currently attends or last attended.

If R is enrolled in or was last enrolled in grades 1 - 9, you will be asking for the name of the regular school he attends or last attended. If the grade R attends or last attended was the 9th grade and you know what kind of school young people in your area attend for the 9th grade -- for example, high school, middle school, or junior high school, you can insert the proper term in asking the question in place of the term "regular school". By the same token, if the grade the R attends or last attended was the 6th, 7th, or 8th grade and you know whether he would have been likely to attend/have attended a "elementary" school, a "grammar" school, a "middle" school, or a "junior high" school for these grades, use the term you feel is most appropriate in place of the term "regular" school.

However, remember that we want the name of the school R attends/last attended for grades 1-12. We do not want to collect here the name of any colleges, trade or vocational schools, or the place where R might have received GED training.

Record as complete a name as possible in Q. 8. In Q. 9A, probe for and record the town or city (or county) and state. Then, in Q. 9D, if the school is located in your area, look up the exact street address and zip code during your edit. If the school is not in your area, ask the respondent to look up the address in any records he may have. If he still cannot find the address, get as complete a description of the location of the school as possible. In the later phase of the study, we will be contacting schools the respondents attended for grades 1-12 to get some information about those schools.

Q. 10: The control of the school determines whether the school is public, private, or parochial.

--Public schools are supervised and financed by a state, county, or city government.

--Parochial schools are those supervised and run by or affiliated with a church or religious organization.

--Private schools include any other types of schools that are neither government nor church controlled.

Q. 11: Record the month and year that the respondent first started going to school there. If the respondent interrupted his education at this school, record the date he first started attending school there.

Q. 13A: If R dropped out of school before graduating from high school, we know from Q. 4 when he last attended regular school. Thus, it would not make sense to ask Q. 13A. Therefore, for all those persons who have not finished grade 12 (see Q. 6), we ask you to fill in the date R left school from Q. 4.

The only respondents who will be asked Q. 13A are those no longer in school who have attended regular school beyond grade 12. For these respondents, record the month and year the respondent last stopped going to school there or graduated. If the respondent interrupted his education at this school, record the date he last stopped attending school there or graduated.

14: While Q. 14 may seem redundant, it is not. We cannot assume that all respondents who say that they graduated from high school have a high school diploma, as they may have passed a GED test instead.

2. 14B: If the date recorded in Q. 13A was when R finished high school, this question is somewhat redundant. However, always ask it anyway. It is not always redundant, as a person may have dropped out of school at the end of the 11th grade (1972), but received a GED in 1975.

We want the date the R actually earned his high school diploma or GED, not the date it actually arrived in the mail.

2. 15A: If R is not enrolled in grades 9-12 ("No" is coded in Q. 15), remember to read Q. 15A to yourself; it is not to be asked.

2. 16A or B: Probe for and record as complete a name as possible for each course the R took in his last year in grades 9 - 12. For example, if R gives you "shop" as a course name, probe for the specific area taught in that course. We would want to know whether it was a shop course in carpentry, welding, or automotive mechanics, for example. Again, if the R gives you "history" as a course name, probe for what area of history that was. We would want to know whether that was American History, World History, or European History, for example. Also, probe for the "level" of the course-- was it "Algebra 1" or "Algebra 2"?

2. 17 By program we mean a series of related courses or curriculum.

High school program categories are:

--vocational - courses relating to technical skills such as carpentry, bricklaying, welding, etc.

--commercial - courses relating to business skills, such as typing and bookkeeping

--college preparatory - courses taken to acquire skills necessary for college

--general - high school courses not taken as a program or series to acquire any of the above skills.

If R says that he or she does not know the kind of program it was, you may offer the above definitions of different programs. With these definitions, R might be able to answer this question. Remember to show that you probed R by recording an "X" in the margin and showing R's response.

- Q. 18A: You may find the wording of Q. 18A a bit awkward. If it makes you feel more comfortable, you may substitute the word "it" for "that."
- Q. 18B: You should probe for as descriptive a job title as you can. If R says she was training to be a "secretary," you should probe for the kind of secretary R was or is training to be. Was she training for general clerical work, or was she in training to do more specialized work, for example, a secretary in a law firm or accounting firm. The proper probe for Q. 18B, then, would be "What kind of secretarial job were you training for?"
- Q. 20: Read the word "left" in parenthesis if R left high school without receiving a diploma ("no" to Q. 14).
- Read the word "completed" in parenthesis if R completed high school--that is, received a high school diploma.
- Qs. 20A
(1) and B: Again, record as complete an answer as possible before attempting to code R's response.
- Q. 21: If R has attended one or more years of college, remember to place a check in the box provided in Q. 3 of the calendar. (If unsure, go back and check Q. 2 or Q. 6.)
- Q. 22: Q. 22 asks when R first attended college--which means he could have been attending some classes without being formally enrolled. However, if R informs you of such a situation, probe if R was receiving college credits for these classes which could later be applied toward a regular degree of some kind. If yes, count that school attended and record the dates. If not, probe for the date R attended a college for which he did or could receive college credit for his work there.
- Q. 23: Similarly, Q. 23 asks for the college R last attended. It must be a regular school where he was receiving college credits for the work completed.
- Q. 23D: We are only interested in what R's current field of study is or what it was at this last school attended, regardless if R has any plans to change his field of study in the near future. For example, if R left school as a history major but now wants to pursue studies as a sociology major, we could still record "history" as the field of study.
- Q. 24: The instructions are if R is "currently enrolled in college." The word enrolled here is meant to be read as either enrolled or attending. Respondents who are attending classes informally while not formally enrolled are only considered enrolled if college credit is being received which could be applied toward some future degree.

Q. 24A: The word "enrolled" here has the same meaning as described above for Q. 24.

Q. 26: Full-time tuition is the amount of payment the school requires for carrying a full program of study for the school year.

-- It does not include payment for room and board or expenditures for books and supplies.

-- If the respondent gives you the tuition rate by semester, work with him to convert it to a yearly rate by multiplying it by 2.

-- If he gives the rate per quarter, work with the respondent to convert it to a yearly rate by multiplying it by 3.

-- Record the answer in whole dollars.

Q. 27: A loan means financial assistance which must be repaid. A loan can either come from a bank or from R's parents, other relatives or friends, etc.

Q. 28: Read the word "other" in parenthesis only when you obtain a "yes" in Q. 27.

Kinds of financial aid:

--Scholarships, grants, and tuition waivers refer to types of financial aid which do not have to be repaid.

--An assistantship usually requires that the person perform some service such as teaching, research, grading papers, or other duties in order to receive the financial aid.

--A Veterans Educational Benefit if financial aid provided through the G.I. Bill.

--Aid from the "military educational assistance program" refers to aid R may have received to help him attend regular school while he/she was serving in the military.

--"Other" includes any source not mentioned above which provides financial aid for tuition, room and board, books, etc.

Do not consider work-study programs as financial aid. Do not consider contributions from R's family as financial aid.

Q. 29: This is where you would include any gifts of money, meaning financial assistance which need not be repaid. It includes money given to R by his parents to pay tuition or living expenses. If R lives at home, be sure he thinks of his "room and board" there as receiving "help in paying living expenses."

Q. 30:

Probe for the exact grade or year.

If R says "a college degree," prove for whether he would like to complete a two-year program for a junior college or associate's degree OR a four-year program for a B.A. or B.S. degree.

If the R says "a law degree," code "18" even if R does not realize that it takes more than five years of college to get a law degree. Similarly, if R says "a master's degree," code "17" even if R does not know the number of years of college it takes to obtain a master's degree.

Remember, this refers to R's ideal, whether or not R hopes to realize his goal in the near future or at some later time in his life.

Q. 31:

In this question, record the amount of education that the respondent feels it will be possible for him to obtain, considering such factors as finances, family situation, ability, etc.

If the R says "I'd like to go to graduate school, but since I don't have the money I'll probably get my bachelor's degree and get a job," code "16" for "4th year in college."

If the respondent's answer is "No more than I have now," code for his current level of education. For example, if he has graduated from high school and does not expect to get any more education, code "12" for "12th grade."

Section 5 Jobs/Pay

- Q. 1: Check the household enumeration to see if R is in the military sample. If yes, skip to Section 6.
- Q. 2: The answer to Q. 1, Section 4 is also coded on your calendar. If you are uncertain as to whether or not R is currently enrolled, it may be faster for you to check your calendar rather than flipping through the questionnaire.
- Q. 2A or 2B: If R says he is already employed and that, therefore, these questions do not pertain to him, please ask him to imagine that he does not have a job while answering these questions.
- Q. 2(h): The logic behind Q. 2 is that we want to find out the lowest pay R would accept before taking any of the jobs described. Consequently, once you have a "yes" response for any item, drawing a line through the rest of the row makes it easier for you to see what items are remaining for further questioning in the next column.

Section 6 On Knowledge of and Experiences with the World of Work

Q. 1: In this section, we explore the respondent's knowledge of various occupations, that is, how much he knows about the activities of different jobs.

These questions differ from those we usually ask, in that instead of asking for factual information, we are testing the respondent's knowledge in a certain area.

Do not define any of the occupations for the respondent. If he asks what we mean by "Machinist," for example, tell him that we are only interested in what he, himself, thinks a machinist is, or does.

In addition to your not helping the respondent answer these questions, try to keep other family members who may be present from answering or influencing the respondent. Tactfully explain that we are interested in the respondent's answer alone.

Read the statement introducing this series of questions and hand the respondent Flashcard Booklet #1 opened to Flashcard 1. Be certain that the respondent understands that he is to choose one of the job descriptions for his answer.

The proper procedure for administering these questions is to read each of the occupations to the respondent, pausing to give him time to choose the categories listed on his flashcard that he believes best describes the occupation. When he has given his answer, code his response.

If you have any reason to believe that the respondent cannot read or cannot read very well, read the categories to him in addition to handing the flashcards. You should then, always read the contents of the flashcards in any part of the questionnaire if you have any indication that the respondent is not literate.

As usual, probe all DK's at least once.

Qs. 2 and 3: Qs. 2 and 3 concern any discrimination relating to work on the basis of race, nationality, sex, or other reasons. Discrimination means any unfavorable treatment relating to work that the respondent feels was due merely to these factors rather than his abilities or other characteristics. You may provide this definition to R if he asks what "discrimination" means.

It is the R's perception with which we are concerned. Note that the perceived discrimination does not have to have occurred on his own job. It may have been reflected on his inability to find a job, etc.

You may also explain "nationality" or "race" if necessary. "Nationality" refers to the country R's ancestors originally came from.

Q. 2: Read categories slowly, allowing R enough time to consider each category fully before continuing on to the next.

Q. 2d: You can code "yes" for "Discrimination on the basis of age" if R says he was discriminated against because of laws limiting the work of youth below 18, 16, etc. years of age.

Q. 3A: When you have completed recording R's answer verbatim and, if necessary, probed for clarity, you should probe for additional things that have ever caused R problems in getting a good job. A proper probe would be: "What other things have ever caused you problems . . . ?"

Remember to code all that apply once you have finished probing and recording verbatim.

Some of the categories for coding responses to Q. 3A need some explanation:

Code 04 for "lack of ability" if R says he has had problems in getting a good job because he is mentally retarded.

Code 06 for "problems with health" if R says she has had problems in getting a good job because she was pregnant.

Code 11 for "lack of available jobs" if R says that he could not find a job for the hours during which he was available to work.

If, in response to Q. 3A, an R says that he has had problems due to the fact that he has no driver's license, probe to see if the problem was getting to the job or in performing the job-- that is, the job duties required a driver's license. If the problem was getting to the job, go back to Q. 2A and be sure that "lack of transportation" was coded "Yes." Then make a note at the verbatim for Q. 3A that you have done so.

However, if the problem was that the job duties required a driver's license, code 12 for "Other" in Q. 3A and specify "job required driver's license" in the space provided.

Q. 4A: Probe for clarity to get R to be as specific as possible. For example, if R says he wants to be trained as an engineer, probe for what kind of engineer. We need to be able to code responses to this question with a full occupation code.

Section 7

Military Q by Qs

- Q. 2: Respondents who have never attended college (the box at Q. 3 on the calendar is not checked) go directly to Q. 6 since Qs. 3-5 have to do with officer training programs offered at colleges or universities.
- Q. 4: Read the words "have you been" if R is currently participating in an officer training program (Yes to Q. 3). If R participated in such a program at some previous time (Yes to Q. 3A), read the second phrase, "were you."
- Q. 5: Read the words "did the program pay" if R participated in officer training program at some previous time. If R is currently participating, read "is the program paying."
- Q. 6: The "Armed Forces" includes:

U.S. Army
U.S. Navy
U.S. Air Force
U.S. Marine Corps
U.S. Coast Guard

Reserve component of any of the above organizations for which R has served.

National Guard in Federal Service

If, at Q. 6, you know R is a cadet in one of the U.S. military academies: ask R if he was ever also sworn into any branch of the Armed Forces, including the National Guard or the Reserves. Record the fact that R is a cadet and the response to this question in the margin. If R's response is "NO": SKIP DIRECTLY TO SECTION 8. If R's response is "Yes," continue in the questionnaire, asking about only his participation in the active forces, reserve/guard or both.

Commissioned officers of U.S. Public Health Service who are attached to any branch of the Armed Services (Army, Navy, Air Force, etc.).

- Q. 7: The "Active Forces" include:

Army
Navy
Air Force
Marines

Q. 7: Continued

Reserves include:

Army Reserves
Navy Reserves
Air Force Reserves
Marine Reserves

"Guard" includes:

Air National Guard
Army National Guard

If R mentions only one branch, probe: "Have you been sworn into any other branch?"

If R has been sworn only into the Coast Guard, circle appropriate code and skip to Section 8.

*Q. 7A:

If Q. 7 is coded 01-04, we do not know for certain if R is referring to participation in an active force branch, a reserve/guard branch or both. So it is necessary to ask Q. 7A.

Q. 7A will determine if the response given by R in Q. 7 refers to an Active Forces branch, a Reserve/Guard component of that branch or both. We suspect that reservists/guards may respond only in terms of their active forces duty, when, in fact, they have also served in the Reserves or Guard. If this is the case, we want to have both coded.

It is very important for later questions to get sorted out in Q. 7A whether R served only in the Active Forces, only in the Reserves/Guard or some combination of these.

*There is a correction for Q. 7A. The second category, "Reserves," (Code 2) should read, "Reserves or Guard."

If R answers "Reserves or Guard" to Q. 7A, return to Q. 7, cross out the code for the Active Force Branch circled, write "RE," and circle appropriate Reserve or Guard branch. If R answers "both" to Q. 7A, return to Q. 7 and make sure that the appropriate branches have been circled.

Qs. 8-10:

Qs. 10-62 are designed to collect information about R's experiences in the Armed Forces. If R has only served in one branch of the Armed Forces, whether that be the Active Forces or the Reserves or Guard, the instructions in Qs. 8 and 8A tell you to go through Qs. 11-62 once.

Qs. 8-10: Continued

Qs. 10-62 will only be asked twice if R has served in both a branch of the active forces and a branch of the Reserves or Guard. The instructions in Q. 8A tell you to go to Q. 9 in these cases. In Q. 9, you obtain the branch in which R last served. Qs. 10-62 are then asked just about that branch. Then, at Q. 63-64, you would be instructed to go back to Q. 10 and ask about the other branch in which R served.

The instructions in Q. 8, Q. 8A and Q. 64 do not cover the rare instance in which R has served in two branches of the active forces and/or two branches of the Reserves or Guard. Keep the following in mind when you arrive at Q. 64:

If R has served in two branches of the Active Froces or two branches of the Reserves or Guard, we will still only ask about R's most recent or current enlistment. If R has served in more than one branch of the Active Forces and more than one branch of the Reserves or Guard, only ask about the most recent enlistment of both.

Q. 9: Do not ask Qs. 11-62 for service in the Coast Guard or "OTHER." If R responds Coast Guard or "OTHER" to Q. 9, read: "We would like to ask you about your service in the branch prior to the (Coast Guard/OTHER)." Ask Qs. 11-62 only for this branch prior to (Coast Guard/OTHER).

Qs. 11,12,13: Read "active duty" phrase when referring to enlistment period in the "Active Forces" (see Q. 7).

* Q.15: The "DAY" box should be adjacent to 15B, not 15A. Scratch "DAY" box adjacent to 15A.

Q. 17: If R is an officer, he may not use the term "enlistment" but he may refer to the duration of his "commitment" or "obligation" to serve on active duty.

Qs. 20-42: Read "is" when referring to branch in which R is currently serving. Otherwise, read "was."

Q. 20: Enlistment bonuses are paid at the completion of training, not at the time of enlistment. If R will receive bonus upon completion of current training, read "or will receive."

Q. 21: Pay grade is a classification which describes the level of pay received by military personnel. The same pay grades are used by all branches of the U.S. military. There are three main categories:

Q. 21: Continued

E - enlisted
O - officer
W - warrant officer

Ranks within each category are numbered, with the lowest rank in each category being "1," the next highest "2," and so on. For example, an "E-2" is the second lowest rank for enlisted personnel.

Pay grades are associated with ranks. For example, in the Army, someone with a pay grade of E-4 holds the rank of corporal or specialist 4. In the Navy, an E-4 is a petty officer third class and so forth.

If a respondent answers by giving of his rank, e.g., Sergeant, Captain, etc., probe: What is the pay grade for that, For example, E-2, E-3, O-2, O-3, or what?

Q. 23: If R is not currently serving in the branch for which this question is being asked, read "When you left the (BRANCH)," substituting the name of the branch to which this question refers.

Q. 24: Please correct the response categories to read "1" for a "Yes" response and "2" for a "No" response in the first column of this question.

Q. 29: If R is not currently serving an enlistment period being referred to, read, "At the time you left the (BRANCH)," substituting the name of the branch.

Each branch of the military has a system which classifies the job or skills that its personnel do. All persons in the military are assigned to and trained in at least one specific military job. In the Army, Army Reserves, Marine Corps, Marine Reserves, and Army National Guard, military jobs are referred to as Military Occupational Specialities (MOS). In the Navy, and Navy Reserves, job classifications are called RATINGS. In the Air Force and Air National Guard, jobs are described as Air Force Speciality Codes (AFSC).

Each MOS, rating or AFSC is given a numerical and/or alphabetical code. This code should be right justified in the space provided. An AFSC may have as many as 7 characters.

Q. 29: Continued

Military people often use full words instead of just naming the letter, for example, A = Able, B = Baker, C = Charlie, etc. If R answers in this way, simply record the letter he is referring to.

Right justify.

If R responds "72 Baker" enter "72B;" if R responds "72 Charlie," enter "72C," and so on.

Air Force Personnel may have an AFSC of seven characters.

Q. 30: Probe for clarity. Be as specific as possible.

Q. 31: For some military jobs, all persons being trained for that job are sent to one place to be trained together. For example, Army recruiters are trained at Fort Benjamin Harrison, Indiana, while paratroopers are trained at Fort Campbell, Kentucky. The training programs conducted at these sites are referred to as schools and usually involve several weeks of classroom and/or field instruction. This is what we mean by "formal school training" in Q. 31.

Q. 32: On the job training, or OJT, refers to training received during the course of performing the job.

Qs. 39-52: R may have been trained for more than one speciality. These questions ask about the training received for a second (MOS/RATING/AFSC). These questions parallel those asked for R's Primary (MOS/RATING/AFSC) in Qs. 29-38.

Q. 42: Probe for clarity. Be as specific as possible.

Q. 52: If R is currently serving in an enlistment period to which Q. is referring, read "have you completed." If R no longer serves in branch to which the enlistment period refers, read "did you complete."

Q. 54: If R is currently serving in enlistment period to which Q. is referring, read "have you." If R no longer serves in branch to which the enlistment period refers, read "did you."

Q. 58: Read "V.E.A.P." as "veep." The military deducts money from the monthly pay of participants in this volunteer program and contribute twice that amount to a fund that the recruit can later draw on for his or her education.

Q. 65: ASVAB is the Armed Services Vocational Aptitude Battery, an examination taken by everyone entering the Armed Forces.

* Qs. 67 & 69: Add "Coast Guard" to the end of the list and an additional '1' for a response category if R gives you this response.

Qs. 70 & 71: If R was trying to join only one branch when he/she took the physical exam, read the name of the branch circled in Q. 69. If R was trying to join two or more branches when he/she took the physical exam, read "the service you were trying to join most recently."

Q. 71: Field code. Do not read categories. Use the margins to record verbatim, as no lines were provided.

*Q. 75: There is a very important error at Q. 75. The instructions should say,

"INTERVIEWER, IS R CURRENTLY SERVING IN THE ACTIVE FORCES OF THE MILITARY (SEE ROW A OF CALENDAR)?"

We only want to ask R Questions 19-22B of Section 8 if R is currently serving in the "ACTIVE FORCES," that is, the Regular Army, Navy, Air Force, or Marines, not the Reserves or Guard.

INTERVIEWER QUESTION-BY-QUESTION SPECIFICATIONS

SECTION 8

A. General Purpose

From the entries in Section 8, we sort the civilian non-institutional population into the following groups:

- Persons working during last week;
- Persons not working who had a job or business from which they were temporarily absent all or most of last week;
- Persons looking for work during the past four weeks and still available for work;
- All other persons.

After sorting into the above groupings, we can classify the population by labor force status. The labor force consists of the employed and the unemployed. All other persons are classed as not in the labor force. The employed group consists of persons working and persons not working but who had a job or business from which they were temporarily absent. The unemployed group consists of those who were not employed but who have looked for work in the past four weeks and are still available for work, those waiting to be called back to a job from which they had been laid off, and those waiting to start a new job within 30 days. The not in the labor force group consists of persons who are neither employed nor unemployed. They can be classified as students, housewives, retired, voluntarily idle, or unable to work.

B. Specific Purpose

From the response to Q. 1, we find out what people consider their major activity during last week--that is, working, with a job but not at work, looking for work, keeping house, going to school, or some other status.

A combination of answers to the questions gives us a full count or the number of persons in the civilian labor force, including people who are part-time or occasional workers and may not consider themselves as employed or unemployed.

Other such people as housewives who work part time or are looking for work, do not consider themselves in the labor force. For our purpose, they are in the labor force...It is important to ask the questions as instructed so that the respondents are classified correctly with respect to the labor force.

For people who worked during last week, we obtain the number of hours worked (Q. 3) and classify them into three groups (Q. 4) identifying persons working full time and part time.

Ask Q. 5 of all persons who worked under 34 hours or less last week to find out whether the person usually works 35 hours or more at his job and the reasons for working less than 35 hours--whether it was by choice or personal reasons, or because of economic factors such as material shortages, slack work, and the like.

Ask Qs 6 and 7 of all persons who worked 35-48 hours last week, to ascertain whether all time taken off during survey week or all extra hours worked were accurately reported in Q. 3.

For persons absent from a job or business during last week, we ask questions to obtain information on the reason for their absence, whether or not they were paid for the time off, and whether they usually work full time or part time at that job.

For those who did not have jobs or businesses and looked for work in the past four weeks, we obtain additional information on their current period of unemployment. There are questions covering the methods used to seek work, why a person started looking for work, and the type of work sought--whether full time or part time, and current availability for work.

Each item is important in classifying the person's employment status or providing additional information on the various components of the civilian labor force. Don't skip items UNLESS TOLD TO DO SO BY THE INSTRUCTIONS.

1. Answers to more than one question.

If you ask one question and get information that will answer several questions, verify the answers the respondent gave to you as you code to make sure you are coding properly. For example, if a respondent says in answer to Q. 1 that last week he worked as a house painter, you have the answers to Qs 1 and 15; however, you should verify the response when filling Q. 15.

2. Do not assume the answer to questions.

Be careful in assuming you have the answers to more than one question. For example, a housewife may tell you in response to Q. 1 that all she does is her housework. Since many housewives tend to overlook part-time and other incidental work, such as unpaid work in the family business or on the family farm, you must ALWAYS ask Q. 2 in such a case. If, in response to this question, the housewife states definitely that she hasn't been interested in working since she married, her husband wouldn't permit it, or she wouldn't think of ever taking a job, you have, in effect, the answers to some of the remaining questions. However, be sure to ask each of the remaining questions to verify the respondent's reply.

Q. 1 - WHAT WAS . . . DOING MOST OF LAST WEEK, WORKING OR SOMETHING ELSE?

"Last week" is the full week (from Sunday through Saturday) prior to the week of the interview. For example, if you were interviewing a respondent on Jan. 26, "last week" would refer to Jan. 14 through Jan. 20.

Code the category which fits the respondent's answer. If a person responds with more than one activity, code the first category which fits one of his responses starting with 01 and going to the last category 08. For example, a response of "On vacation and working," code 01. If "Looking for work and going to school," code 03.

01. Working.

By "working " and "job" we mean working for pay at a job, or running one's own business or profession (or farm) or working without pay in the family farm or business.

a. Jury duty.

Code "01" if the person is paid for jury duty.

b. Civilian employees of armed forces or national guard

Persons working as civilian employees of the armed forces or the National Guard are considered working.

c. Exclusions

1) Do not code "01" for the following types of unpaid work:

--Unpaid work that does not contribute to the operation of a family farm or unincorporated business.

EXAMPLE: Home housework; cutting the lawn; painting the house; working in the garden (other than on family farm).

--Unpaid work done for a related member of the household who does not operate a farm or unincorporated business, but is himself a salaried employee.

EXAMPLE: Typing for husband who is a lawyer for a corporation.

--Volunteer work without pay for organizations.

EXAMPLE: Red Cross, Community Fund, fraternal lodge, etc.

2) Time for which a person is paid while on temporary duty in the armed forces reserve or National Guard.

02. With a job but not at work.

Code "02" for a person who indicates that for all or most of last week he was temporarily absent from a job or business for such reasons as illness, vacation, bad weather, labor dispute, temporary layoff, etc.

03. Looking for work.

Code "03" if a person was looking for a job, or trying to start a business or profession. Accept the answer of the respondent if he says he was looking for work. If the respondent is in doubt about what the phrase "looking for work" means, tell him a person is LOOKING FOR WORK if he is trying to get work or trying to establish a business or profession.

Looking for work includes the following kinds of efforts to get a job or start a business:

- Registration at a public or private employment office.
- Being on call at a personnel placement office, a nurses' register, temporary office work register, or other register.
- Meeting with prospective employers.
- Placing or answering advertisements.
- Writing letters of application.
- Working without pay to get experience and training.
- Checking with a union or any other organization.
- Investigating possibilities for starting a professional practice or opening a business.
- Visiting locations where the prospective employers pick up temporary help. Cargo handling firms, construction contractors, farmers, and other employers use this method to procure temporary help on a daily or weekly basis.
- Training under Manpower Development and Training Act of 1962.

04. Keeping house.

Code "04" for persons primarily occupied with their own home housework during last week. Also code "04" for persons who indicate that keeping house would have been their chief activity except for their own temporary illness or temporary absence from home. Note that while this code applies primarily to women, there are some cases in which it applies to men as well. The code "04" applies to any person who says her chief activity was the care of her children.

05. Going to school.

Code "05" for a person who spent most of his time during last week attending any kind of public or private school, including trade or vocational schools in which students receive no compensation in money or kind. Code "05" if the person would have been going to school except that he was temporarily sick or on a short vacation, such as spring or Christmas vacation.

a. Student nurses

Code "05" for a student nurse who spent most of her time last week attending classes. If she spent most of her time last week performing ward or other nursing duties for pay or "pay in kind," she would be considered "working" and code "01."

06. Unable to work.

Code "06" for a person who, because of his own long-term physical or mental illness or disability, is unable to do any kind of work. By physical or mental illness or disability, we mean something specific, and not a combination of minor disabilities that comes with advanced age. The specific illness must be of such severity that it completely incapacitates the individual and prevents him from doing any kind of gainful work. Thus, you should not consider a mentally retarded boy who is able to help on the family farm as unable to work. If he could not do any kind of work, code him as "Unable to work." Another example would be a truck driver who says he is unable to drive a truck because of a heart condition, but who might be able to do less strenuous work. Do not code him as "06."

a. Not for temporarily ill.

Do not code "06" for a person who is only temporarily ill or disabled and who expects to be able to work within six months or the time of interview. If a person is reported as ill or disabled and no definite indication is given of the time of the illness or disability is expected to last, find out from the respondent whether the person expects to be able to return to work within six months. Do NOT base it on your own judgment or observation.

07. Other (SPECIFY).

Code "07" for all persons whose activity or status cannot be described by the codes defined above. Enter a brief explanation of the status of each such person in the space provided.

EXAMPLES of specifications for person coded "07":

--Taking it easy.

--Working without pay for a neighbor.

--Volunteer work.

--On summer vacation from school.

--Work relief program.

--National Guard duty--consider members of the National Guard or other military reserve units called to temporary duty because of civil disorders, natural disaster, etc., as civilians in NLS. If one of the major activity categories in Q. 1 is mentioned in conjunction with the National Guard duty, code the category corresponding to that major activity and follow the skip pattern. If only National Guard duty is mentioned in Q. 1, code "07", specify "temporary National Guard duty," and continue with Q. 2.

Q. 2 - DID . . . DO ANY WORK AT ALL LAST WEEK, NOT COUNTING WORK AROUND THE HOUSE?

For whom to ask.

The definition of work for this question is the same as that given under the code "01" for Q. 1. Note that volunteer work without pay is not to be included as "work."

In Q. 2, you discover the people who did some work in addition to their chief activity as reported in Q. 1. Never assume that a housewife, a student, or a retired person did not work. Some persons who reported looking for work as their chief activity or who were absent from their regular jobs (code "02" in Q. 1) may also have done some work during last week. It is important that this question be asked for all persons who have not already reported working as their chief activity or indicated that they are unable to work.

Unpaid family work.

As the special note instructs, ASK specifically about UNPAID FAMILY WORK for persons in FARM households and for persons who are related to another household member who operates a BUSINESS or has a PROFESSION.

Q. 3 - HOW MANY HOURS DID . . . WORK LAST WEEK AT ALL JOBS?

Purpose.

In Q. 3, code the actual number of hours worked during last week. Include hours spent on duty on the job but do not include lunch periods or other time off. This item aids in classifying persons who are working as either full- or part-time workers and determines the pattern of questions to ask for these persons.

1. Wage earners.

For wage earners, include hours worked without compensation in connection with their jobs.

EXAMPLE: For a teacher who spends time at home preparing lessons for the next day, include time worked at home.

2. Unpaid family work.

Include hours spent at unpaid work on a family farm or in a family business or profession.

Recording hours.

Record the actual number of hours worked during last week as accurately as possible. Use whole numbers, counting 30 minutes or more as a whole hour.

1. Two or more jobs.

If a person had TWO or MORE JOBS, add together the time spent on each and record the TOTAL.

2. Estimates.

In asking hours worked, you may get the answer, "I don't know--40, I guess." You might arrive at a more accurate entry by checking the hours worked each day with the respondent. Do not prod the respondent on every answer, but when the reply seems inaccurate or insufficient, tactfully obtain more specific information.

Q. 4 - INTERVIEWER CHECK QUESTION.

In Q. 4, code the category in which the entry in Q. 3 falls. For example, if you entered "23" for hours worked in Q. 3, code the "1-34" hours" category in Q. 4.

Q. 5 - DOES . . . USUALLY WORK 35 HOURS OR MORE A WEEK AT THIS JOB?

Q. 5 is designed to identify usual full-time workers from usual part-time workers.

1. More than one job.

For persons with more than one job, ask whether the person usually works 35 hours or more at all his jobs combined.

2. Variable hours.

For persons whose hours vary from week to week, ask whether the person usually works 35 hours or more for most weeks during the year.

3. New job during last week.

For persons who may have started a new job during last week, ask, "Does . . . expect to be working 35 hours or more at his new job?"

4. Jobs ended during last week.

For persons whose jobs ended during last week, ask "Did . . . usually work 35 hours or more a week at the job which ended last week?"

EXCEPTION: If the same person actually worked at a new job during the week, confine the question to hours at the new job.

How to code 5(A) and 5(B).

Code one category which best describes the reason given by the person.

If the person usually works 35 hours or more a week ("Yes" in Q. 5), the reason you record will usually indicate a temporary condition. If the person does not usually work

35 hours or more a week ("No" in Q. 5), the reason you record will generally indicate a more permanent type of situation.

The "Own illness" category illustrates this difference. For a person with "Yes" in Q. 5, the category "Own illness" would cover cases where the person happened to be sick part of last week, or had a doctor's appointment, or had some other temporary health condition. For a person with "No" in Q. 5, on the other hand, the code "Own illness" would cover cases where the person has a more enduring health condition or a disability which explains why he usually works part time or can only take part-time work.

A DESCRIPTION OF THE CATEGORIES IN Q. 5(A):

(01) Slack work.

Code "Slack work" if the person indicated that he worked less than 35 hours last week at his place of employment because business was slow, orders not received, etc.

(02) Material shortages.

Code "Material shortages" for persons who worked less than 35 hours last week because of a shortage of necessary materials at their place of employment, regardless of the reason for the shortage.

(03) Plant or machine repairs.

Code "Plant or machine repairs" for persons who worked less than 35 hours last week because repairs were being made either to the place of employment itself, or to machinery or other equipment. Equipment not within a fixed location (such as construction equipment) under repair may also be the cause of reduced hours of work.

(04) New job started during week.

Code "New job started during week" for persons who worked less than 35 hours because they started a new job sometime during last week. Code this category for such a person even if he also left or was discharged from another job during last week.

(05) Job terminated during week.

Code "Job terminated during week" for persons who worked less than 35 hours because they left their jobs or were discharged before the end of last week. If such persons also started working at a new job during the last week, code "New job started" instead of "Job terminated."

(06) Could find only part-time work.

This reason rarely applies to persons with "Yes" in Q. 5, since it specifically relates to conditions where the person's present job usually provides only part-time work. However, it is possible for this category to arise, e.g., if the respondent is working on an "on-call basis" and may sometimes work full time and sometimes part time.

(07) Holiday (legal or religious).

Code "holiday" for a person who worked less than 35 hours last week because he was off for any legal, public, or religious holiday.

(08) Labor dispute.

Code "Labor dispute" for persons who, for part of the last week were on strike, were locked out, or who were absent from a plant on strike because they were unwilling to pass through a picket line even though they were not members of the union on strike. Remember that this category only applies when the labor dispute is at the person's own place of employment.

(09) Bad weather.

Code "Bad weather" for persons who worked less than 35 hours last week because of bad weather.

(10) Own illness.

Code "Own illness" for persons who worked less than 35 hours last week because of their own temporary illness. Also code "Own illness" if the time was taken off to visit the dentist's or doctor's office in own behalf.

(11) Illness of other family member.

Code "Illness of other family member" for persons who worked less than 35 hours last week because of the temporary illness of another family member.

(12) On vacation.

Code "On vacation" for persons who were on vacation from their jobs for part of last week.

(13) Attends school.

This category will rarely apply to persons who usually work more than 35 hours a week, since it describes a situation in which the respondent is attending school for more than just last week.

(14) Too busy with housework, school, personal business, etc.

Code "Too busy with housework, school, personal business, etc." for the person who worked less than 35 hours last week because he was too busy with activities of a personal nature. Code this category for persons having a responsibility of a personal nature which prevented them from working 35 or more hours last week.

(15) Did not want full-time work.

This reason would not apply to persons with "Yes" in Q. 5, since it relates to conditions where the person's present job usually provides part-time work.

(16) Full-time work week under 35 hours.

This reason would not be appropriate for persons with "Yes" in Q. 5.

(17) Other reasons (SPECIFY).

Code "Other reasons" where none of the other categories are applicable. (In the space provided, briefly explain the reason given.)

A DESCRIPTION OF THE CATEGORIES IN Q. 5(B):

(01) Slack work.

Code "Slack work" if the person's hours at his present job have been reduced below 35 hours a week because business was slow. This might include cases where a person's weekly work schedule has been reduced below 35 hours permanently, or for an indefinite period of time.

(02) Material shortages.

This reason would rarely apply to persons with "No" in Q. 5, since it describes a situation which would generally last only a short time.

(03) Plant or machine repairs.

This reason would rarely apply to persons with "No" in Q. 5, since it describes a situation which would generally last only a short time.

(06) Could only find part-time work.

Code "Could only find part-time work" if the person wanted full-time work but could only obtain part-time work.

(09) Bad weather.

This reason would rarely apply to persons with "No" in Q. 5, since it describes a special circumstance during last week and does not explain why a person usually works part time.

(10) Own illness.

Code "Own illness" if the person can only work part time because of sickness or disability.

(11) Illness of other family member.

Code "Illness of other family member" if the person can only work part time because of sickness or disability of other family member.

(13) Attends school.

Code "Attends school" if the person can only work part time because he is attending school. "School" includes all types of public and private educational establishments both in and out of the regular school system, such as high school, secretarial school, or barber school.

(14) Too busy with housework, personal business, etc.

Code "Too busy with housework, personal business, etc." for persons usually confined to part-time work because of these kinds of personal responsibilities.

(15) Did not want full-time work.

Code "Did not want full-time work" if the person usually works only part time because he does not want to work longer hours. This would include persons working part time because of Social Security regulations on total income earned. However, for persons not wanting full-time work due to a personal responsibility keeping them too busy to engage in working 35 hours or more a week, code the "Too busy with housework, personal business, etc." category.

(16) Full-time work week under 35 hours.

Usually a full-time work week is considered as 35 hours or more. However, there are occasions when a person works a regularly scheduled "full-time work week under 35 hours." While this classification is most commonly used for airline pilots, stewardesses, and the like, there are persons in other occupations who might fit in this category. In recent years, some other union contracts have provided that a full-time work week for a particular industry was somewhat less than 35 hours. In these cases, the worker is paid at an overtime rate for any hours over the amount considered as full time. Thus, for Q. 5, a full-time work week refers to the number of hours worked which is considered standard for a particular occupation or for a particular employer. Be sure you do not incorrectly classify a person as "full-time work week under 35 hours" when the correct classification should be "could find only part-time work." For example, if the respondent is a cafeteria worker and worked the standard 32 hours last week but says she only took the job because she couldn't find full-time work, the correct classification would be "could only find part-time work."

(17) Other reasons (SPECIFY)

Code "Other reasons" when none of the other categories are applicable. Write the reason given in the space provided.

Important note: In our youth survey pretest, we found that many youths responded to Q. 5B with "It was just a part-time job." This is not really an answer to the question. If you get such a response, PROBE: "What was the reason then that you have a job for which you usually work less than 35 hours a week?" The R will then give a codeable response, such as "attends school," "could only find part-time work," etc.

Q. 6 - DID . . . LOSE ANY TIME OR TAKE ANY TIME OFF LAST WEEK FOR ANY REASON SUCH AS ILLNESS, HOLIDAY, OR SLACK WORK?

Purpose.

Ask Q. 6 for persons who worked 35-48 hours during last week. The purpose of Q. 6 is to assure the accuracy of the actual hours worked (Q. 3) by reminding the respondent of time lost from work, not already reported, during last week as a result of sick leave, vacation, strikes, personal business, or similar reasons. Its purpose is to obtain a corrected count of the hours worked taking this possible loss of hours into account.

If the respondent has not taken account of any time off last week in the hours recorded in Q. 3, ask Q.s 6(C) and 6(D). If 6(D) is coded 1, ask 6(E) where the categories correspond to those in Q. 5(E). For a description of these categories, see the spex for Q. 5(E) in this section.

Q. 7 - DID . . . WORK ANY OVERTIME OR AT MORE THAN ONE JOB LAST WEEK?

Purpose.

The same concepts used for filling Q. 6 apply to Q. 7 and its purpose is similar, i.e., to assure accuracy in reporting hours worked for Q. 3 by reminding the respondent of extra time worked not already reported, as contrasted with time off in Q. 6. Item 7's purpose is to obtain a corrected count of hours in such cases, adding hours gained on overtime.

One additional difference in the concepts of Q.s 6 and 7 is: If the respondent said "Yes" to Q. 7 because he has two jobs, it might happen that he volunteers that he worked no extra hours, that is, he usually works at 2 jobs. In this case, circle "00" in Q. 7A for "no extra hours" and skip to Q. 13.

Similarly, if R said "Yes" to Q. 7 because he works overtime but in his answer to Q. 7A he volunteers that he usually works that amount of overtime, circle "00" for "no extra hours."

"Extra hours," then, refers to hours R worked last week on more than one job or overtime that he does not usually work.

Q. 8B - DID . . . HAVE A JOB OR BUSINESS FROM WHICH HE WAS TEMPORARILY ABSENT OR ON LAYOFF LAST WEEK?

Purpose.

Item 8 checks to see if the respondent was absent from work last week. To complete the count of the employed, we must know how many persons have jobs or businesses even though they did not work during last week. In many cases, you will be told about such persons in Q. 1 and will not have to ask again. However, you may not discover that the person has a job or business until you reach Q. 8. For this reason, it is important to follow the instructions and ask all applicable questions.

EXAMPLE:

Maternity leave--If the respondent says that she was temporarily absent from her job on maternity leave, determine the total length of time she expects to be away from her job.

--If she has been, or expects to be, absent from work for a total of more than 90 days, mark "No" in Q. 8B and skip to Q. 29 even if she says her job is being held for her. For example, if the respondent says that she has been on maternity leave for 4 months but will return to her job in 2 weeks, you would mark "No" in item 8b since the total time away from her job exceeds 90 days.

--If she expects to be away from her job for less than 90 days (i.e., she intends to return to work within 90 days of the date her maternity leave started), mark "Yes" in 8B, and go to Q. 9. At Q. 9 you would record "Maternity leave" verbatim, code "09" for "Other" and specify "Maternity leave" on the line provided for "Other."

Q. 9 - WHY WAS . . . ABSENT FROM WORK LAST WEEK?

Purpose.

Q. 9 identifies the reason why a person who has a job was not at work during last week. Probe for clarity only unless R gives you more than one reason, at which point you would probe for the one main reason. Code one category only in Q. 9 to indicate the main reason for absence from work:

01. Own illness.

Code "Own illness" for a person who did not work during last week because he was ill.

02. Illness of other family member.

Code "Illness of other family member" for a person who did not work during the last week because another family member was ill.

03. On vacation.

Code "On vacation" for a person who was on vacation.

EXAMPLE: School teacher on summer vacation who has a contract, either written or oral, to return to teaching in the fall.

04. Bad weather.

Circle the code for "Bad weather" for a person who was prevented from working because of weather conditions.

EXAMPLE: Persons such as carpenters, bridge workers, farm workers, fishermen, who did not work during the entire week because of bad weather.

05. Labor dispute.

Circle the code for "Labor dispute" for a person who is on strike, who is locked out, or who does not wish to pass through a picket line even though he is not a member of the union on strike. This would apply only where the labor dispute is at the person's place of employment.

If a person has been laid off because of a shortage of materials or slack business resulting from a strike in another plant and is not himself on strike, consider him as on layoff. (For example, an automobile factory worker laid off due to steel shortages resulting from a steel workers' strike.)

06. New job to begin.

Code "New job to begin" for a person waiting to start a new wage or salary job, and then ask Q. 9A.

07. On layoff.

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Sec. 8

Code the "On layoff" category for a person who has been laid off. If "On layoff" is coded, the instructions tell you to ask Q. 10.

08. School interfered.

Code the "School interfered" category if the reason given is that the respondent was taking exams or papers at school or some other temporary interference caused by school.

09. Other (SPECIFY).

Code "Other" if the reason given does not fit any of the classifications listed above and explain briefly why the person did not work in the space provided directly under the category.

EXAMPLES: (1) "Other"--"contagious disease in household"; (2) "Other"--"on temporary military reserve duty"; (3) "Other"--"on sabbatical"; (4) Maternity leave.

Special situations.

Some establishments, such as automobile or boat manufacturers, go through a retooling operation before new models come out and, as a result, increase the number of persons with a job but not at work.

For persons away from their jobs for this reason, code "On layoff" in Q. 9.

In some instances, companies may combine the vacation shut-down with the model changeover period. If this is the case, code the "On vacation" category in Q. 9. Similarly, if the respondent tells you that he is taking his vacation during this period, even though the plant is closed for the changeover, consider him as "On vacation."

Do not code the above cases as "Other--model changeover" in Q. 9. Code this Q. as "On layoff" or "On vacation" depending on the respondent's reply.

After coding Q. 9, continue as usual by asking the questions as the skip instructions provide.

11 - IS . . . GETTING WAGES OR SALARY FOR ANY OF THE TIME OFF
LAST WEEK?

Purpose.

The purpose of Q. 11 is to find out how many other people, temporarily absent from their jobs (other than those with a "New job" or "On layoff"), are paid wages or salary for the time off. There is a lot of interest in finding out whether paid vacations and paid sick leave are becoming more common in different types of employment.

1. "Wages or Salary" definition.

By "wages or salary" we mean pay received from the employer and not compensation received from some other source, such as unemployment insurance, union benefits, workmen's compensation, etc.

2. Do not count "guaranteed annual wage" payments.

Do not count payments from special "guaranteed annual wage" funds set up by employers under their contracts with unions. These funds--now in existence in the automobile industry and in some other industries--provide supplementary unemployment insurance benefits to laid-off workers and are not regarded as regular wages or salary.

Q. 12 - DOES . . . USUALLY WORK 35 HOURS OR MORE A WEEK AT THIS JOB?

The purpose of Q. 12 is to find out whether persons who were absent from their jobs last week were employed full time or part time. Ask Q. 12 for all persons with entries in Q. 11.

Q. 13 - FOR WHOM DO YOU WORK?

Persons who worked last week.

For a person who worked last week, record the employer for which he worked. If a person worked for more than one employer last week, or operated a farm and also worked for someone else, record the employer for which he worked the most hours. If he worked the same number of hours for both employers, record the employer where he has worked the longest. If a person was absent from his regular job all last week but worked temporarily for another employer, record the employer for which he worked, not the employer for the job from which he was absent.

Write in the full and exact name of the company, business, government agency, or other employer. Do not abbreviate unless the companies are nationally known, such as A and P Supermarket. Give the name of the company, not the name of the supervisor, foreman, or owner. For employees whose employers do not have company names, such as dentists, lawyers, some small retail stores, construction contractors, etc., write in the name of the owner.

Person absent all last week.

If a person had a job but he did not work at all last week, enter the name for the job he held.

If a person usually works at two or more jobs, but during last week did not work at any of them, enter the employer for which he usually works the greatest number of hours. If he usually works the same number of hours on all jobs, enter the employer for which he has worked the longest.

If the person is self-employed, ask if the place of business or establishment has a name (such as Twin City Barber Shop, Capital Construction, etc.) and write it in A. If there is no business name, write "self-employed," "own business," "family farm," etc.

For government employees, report specific organization for which the person works. Be sure to state whether the organization is federal (U.S.), state, county, city, etc. For example, City Tax office, County Highway Commission, State Employment office, U.S. Navy Shipyard. It is not sufficient to report merely that the person works for the U.S. government, city government, etc.

If R questions why we must know his employer's name, explain that we will be talking about several jobs which he might have had, it becomes less confusing if we can refer to each of the different jobs by the employer name. Also, we will be looking up some basic statistics about employers in public records, such as turnover rates, number of employees, etc. We will not contact an employer; all of the information collected here is confidential. If R absolutely refuses to give his employer's name, use letters ("A," "B," "C," etc.) in place of the employer's name as a referrent.

Q. 13B - IN WHAT TOWN OR CITY AND STATE IS THIS EMPLOYER LOCATED?

The employer name collected here should also be placed in the first column of the Employer Flap, as we will be asking some additional questions about this job in Section 10. (If R had no job last week, Column 1 of the Employer Flap will be left blank.)

Q. 13C - IN WHAT TOWN OR CITY AND STATE IS THIS EMPLOYER LOCATED?

The location of the employer is needed to assist in looking up public records about the employer.

Q. 14 - WHAT KIND OF BUSINESS OR INDUSTRY IS THAT?

Get as accurate description of the business or industry as you can. Probe for clarity. Do not get the description of the business confused with a description of R's job. That will be asked in Q. 15.

Items 13 and 14 must refer to the same job or business.

Qs 15 & 16: Your answers to Qs 15 & 16 must refer to the same job and must refer to the job for the employer and industry you recorded in Qs. 13 and 14.

WORKER FUNCTIONS

1. WORKER ACTIONS
2. MACHINES, TOOLS, EQUIPMENT AND
WORK AIDS.
3. PURPOSE OF WORKER ACTIONS.
4. MATERIALS, PRODUCTS, SUBJECT MATTER,
AND/OR SERVICES.
5. INSTRUCTIONS AND JUDGMENT.

WORKER ENROLLMENT

1. WORKER ACTIONS

2. WORKER LEADERSHIP

3. WORK AID

4. PURPOSE OF WORKER ACTIONS

5. MATERIALS, EQUIPMENT, BUDGET, ETC.

6. WORKER SERVICES

7. EVALUATION AND IMPROVEMENT

Qs. 15,16

For all the occupation questions throughout the questionnaire you ask the standard questions: "What kind of work (do/did) you do at this job?" "What are your most important activities of duties?" and probe until you get a full job description. For this particular occupation question (the job respondent had last week) we want more. The reason for this is that the coders will be using a very detailed scheme to assign codes to these occupations. It is known as the Dictionary of Occupational Titles system which contains codes for approximately 20,000 jobs.

To get the level of detail we require we want you to probe along five specific lines. Some of these may be answered by the respondent when he answers the standard questions while others will need further probes from you to elicit the required information.

The five important pieces of required information are:

1. Respondent's actions at work.
2. Machines, tools, equipment and work aids the respondent uses to assist him in performing his job.
3. The purpose of the respondent's work actions.
4. Materials, products, subject matter and services the respondent is involved with.
5. The instructions the respondent follows and what judgments does he make.

Your aim is, then, to obtain a complete job description for the respondent with emphasis on those 5 aspects of work. From the respondents complete answer, you have a very clear picture of him at work.

The following are examples of each of the five kinds of occupational information we need:

1. What does the respondent do? What are his actions?

Examples:

- a) Loads injection molding machines
- b) Interviews clients
- c) Operates a bulldozer

2. What machines, tools, equipment and work aids does the respondent use to assist him in performing his job?

Examples:

- a) Electric typewriter (Machine)
- b) Air wrench (tool)
- c) Gas furnace (equipment)
- d) procedures manual (Work aid)

3. What is the purpose of the respondents work actions?

Examples:

- a) The purpose of loading an injection molding machine may be "to mold."
- b) The purpose of interviewing clients may be "to assess their background and attributes."

4. What materials, products, subject matter and services is the respondent involved with?

Examples:

- a) Granulated resin pellets (materials)
- b) Into plastic bottles (products)
- c) For vocational guidance and counseling (subject matter)
- d) And referral to employment or training openings (service)

5. What instructions does the respondent follow and what judgments does he make. Most workers work with someone else (especially in our age group), who gives them instructions or directions in oral or written form? What we are interested in is:

- a) The complexity and clarity of the instructions, and the amount and kind of judgments the respondent is allowed to make in interpreting them. That is, are they general work orders or are they precise specifications, and
- b) The type of judgments the respondent is allowed to make in correcting or adjusting the work being done. That is, can the respondent make major, or even minor, adjustments, or must the supervisor be notified?

Examples:

- a) following written diagrams and vehicle specifications
- b) according to agency procedures and knowledge of vocational guidance and counseling principles and techniques.

So now you know what we are looking for--what questions should you ask to get the information?

Well, there is not a set of standard questions which you ask for every job. Your questions necessarily depend on the occupation.

Let us look at two examples:

EXAMPLE 1

Q. What did you do at your job?

A. I was a hairdresser.

Q. What were some of your main activities and duties?

A. I applied bleach, dye or tinted customers' hair.

Q. What else?

A. I shampooed and styled hair and also manicured nails. That's about it.

So far, we have a description of:

- 1) Some of respondent's actions at work, what he does.
- 2) Machines, tools, equipment and work aids.
We know he uses bleach, dye, and shampoo. But is that all?
- 3) Purpose of respondent's actions--We know it is to dye, tint or style the customer's hair.
- 4) Materials, products, subject matter, and/or service aids--
We know he works with customer's hair and nails.
- 5) Instructions and judgment - We do not know anything about how he knows what to do with customer's hair.

To obtain a more complete picture of R at work, we might proceed as follows:

- Q. What procedures did you use to bleach, dye or tint a customer's hair? (RESPONDENT'S ACTIONS AT WORK)
- A. First, I analyzed the hair to determine the condition of it. Then, I applied a portion of the solution to the customer's skin to test for an allergic reaction. Next I applied the bleach, dye or tint, using an applicator or brush.
- Q. What did you use to shampoo and style a customer's hair? (MACHINES, TOOLS, EQUIPMENT AND WORK AIDS USED BY RESPONDENT AT WORK)
- A. I shampooed the hair with water, liquid soap, or egg, and used it with water or prepared rinses. I styled hair using clippers, scissors, and a blow-wave dryer gun.
- Q. How did you know which hairstyle to use? (INSTRUCTIONS AND JUDGMENT)
- A. I suggested a hairstyle based on the physical features of the customer, or I styled it according to the customer's instruction.
- Q. What did you do when you manicured nails? (WORKER ACTIONS)
- A. I cleaned, shaped, and polished them.

So now we have a very full and complete description of what the respondent did at work.

EXAMPLE 2

- Q. What did you do at that job?
- A. I made copies of bulletins.
- Q. What were some of your main activities or duties?
- A. I made copies of bulletins--in color or a duplicating machine--that's it.

In this example we know the purposes of the respondent's actions (to make copies of bulletins) and we know that he used a duplicating machine. What else would we like to know to fill in on our five pieces of occupational information?

- 1) Respondent's instructions and judgment. How does he know what color to use or how does he know how many copies to make?
- 2) What are his actions to make the copies? Does he just press a button or is it more complicated than that?
- 3) We know he used a duplicating machine. We could be more specific and ask: What type of duplicating machine was it?

The questions to elicit the above information are as follows:

Q. How did you know what color to use or how many copies to make? (INSTRUCTIONS AND JUDGMENT)

A. I followed oral instructions or layout and stock specifications or job orders.

Q. What procedures did you follow to make copies? (RESPONDENT'S ACTIONS AT WORK)

A. I installed a metal printing plate in the machine and locked it into place, using handtools. Then I turned the handwheel and ink fountain screws to regulate the ink flow. Next I stacked paper on the feed table and set controls to adjust feed and speed of machine. Then, I started the machine which automatically reproduced copies.

Q. What type of duplicating machine was it? (MACHINES, TOOLS, EQUIPMENT, WORK AIDS)

A. It was called an offset duplicating machine.

In the two examples above, you can see that the questions or probes you use depend on the respondent's initial response and the type of occupation he is in. There are no hard and fast rules, just remember in the complete response we want the five pieces of information.

- 1) Worker's actions.
- 2) Machines, tools, equipment and work aids.
- 3) Purpose of worker's actions.
- 4) Materials, products, subject matter, and/or services.
- 5) Instructions and judgments.

This occupational information will not only tell you the specific aspects of a respondent's job, but will also suggest additional information as:

- . The complexity of the job;
- . The general technical knowledge required by the job; and
- . The training requirements of the job.

The following are three more examples of probes you might use in certain situations:

EXAMPLE 3

Respondent gives his job duties, etc. as grew different kinds of crops, such as grain, fruit, and vegetables. Purchased supplies. Hired and directed activities of farm workers.

Possible questions:

- 1) How did you know what types of crops to grow and how much to grow? (INSTRUCTIONS AND JUDGMENT)
- 2) What kinds of supplies did you purchase? (MATERIALS, PRODUCTS, SUBJECT MATTER, SERVICES)
- 3) What activities did the farm workers perform that you directed? (RESPONDENT'S ACTIONS AT WORK)
- 4) Did you ever operate any farm machinery? What kinds? (MACHINES, TOOLS, EQUIPMENT, WORK AIDS)

EXAMPLE 4

Respondent's job duties: operated and set up a drill press to drill or tap holes in metal work pieces.

- 1) What kind of drill press was it? (MACHINES, TOOLS, EQUIPMENT, WORK AIDS)
- 2) What instructions or directions did you follow? (INSTRUCTIONS AND JUDGMENT)
- 3) How did you go about setting up and operating the drill press? (RESPONDENT'S ACTIONS AT WORK)
- 4) How did you know if a workpiece had been drilled correctly? (INSTRUCTIONS AND JUDGMENT)

EXAMPLE 5

Respondent's job duties: Operated a bulldozer.

- 1) What was the purpose of operating the bulldozer? (PURPOSE OF RESPONDENT'S WORK ACTIONS)
- 2) Was the bulldozer already set up for operation when you used it? (INSTRUCTIONS AND JUDGMENT)
- 3) What did you do to operate the bulldozer? (RESPONDENT'S ACTIONS AT WORK)
- 4) How did you know what depth to dig? (INSTRUCTIONS AND JUDGMENT)

When asking about the job which the respondent did last week, remember the five things we want to know. (You could write them in the margin before going out to interview.)

Q. 17: Be sure you read all four categories before allowing R to respond. If R responds before you finish, politely tell him that you must read the question exactly the same way to everyone, so you must finish reading all the categories before recording his answer.

Definitions of class-of-worker entries.

1. Persons who work for a PRIVATE employer work for wages, salary, commission, tips, piece-rates, or pay in kind; this applies regardless of the occupation at which the employee worked, whether general manager, file clerk, or porter. Also include persons working for pay for settlement houses, churches, unions, and other private nonprofit organizations.
2. A government employee can be one of three types, federal, state, or local. FEDERAL employees include persons working for any branch of the federal government. Also included are persons elected to paid federal offices and civilian employees of the armed forces and some members of the National Guard. Employees of international organizations, (e.g., United Nations) and employees of foreign governments, such as persons employed by the French Embassy or by the British Joint Services Mission are included. State employees, besides those working for state governments, include paid state officials, state police, and employees of state universities and colleges. People employed by cities, towns, counties, and other local areas are LOCAL GOVERNMENT employees. Included here would be employees of city-owned bus lines, electric power companies, water and sewer services, etc. Employees of public elementary and secondary schools work for local governments. Since State Boards of Education often control subject content of schools and may also contribute money to the local area for schools, some school employees think that they are State employees. But unless they work for a special school, such as for handicapped or experimental elementary school of the State University, they are in almost all cases local government employees.
3. For persons working for profit or fees in OWN business, shop, office, etc., code "3" for "self-employed." This does not apply to superintendents, foremen, managers, or other executives hired to manage a business or farm, salesmen working for commission, or officers of corporations. Mark such persons as employees of a private company (code 1).
4. Persons working WITHOUT PAY on a farm or business operated by a related member of the household are coded 4. Room and board and a cash allowance are not counted as pay for these family workers; however, if the worker receives money which is definitely considered to be wages for work performed, he/she should be marked as working for a private company.

Cautions regarding several class-of-worker entries.

(1) Corporation employees

Report employees of a corporation as employees of a private employer (except for a few cases of employees of government corporations, such as the Commodity Credit Corporation, who must be properly reported as FEDERAL government employees). Do not report corporation employees as owning their business even though they may own part or all of the stock of the incorporated business.

(2) Domestic work in other persons' homes

Report maid, laundress, cook, or cleaning woman working in another person's home as working for a private employer.

(3) Partnerships

Two or more persons who operate a business in partnership should be reported as self-employed in own business. The word "own" is not limited to one person.

(4) Public utility employees

Although public utilities (such as transportation, communication, and sewage disposal facilities) are subject to government regulations, they are owned by either government or private organizations. Distinguish between government-operated and publicly owned organizations in recording class of worker for public utility employees.

(5) Work for pay "in kind"

Pay "in kind" includes room, board, supplies, and food such as eggs or poultry on a farm. This is considered pay except for a member of the family. Report persons working for pay "in kind" as employees of a private company or individual.

(6) Work on an odd-job or casual basis

See spex for Q. 5, Section 9.

(7) Registered and practical nurses--private duty

Report registered and practical nurses who report "private duty" for kind of business as "self-employed."

(8) PX (Post exchange) employees vs. officers' club, N.C.O. club employees, etc.

Report persons working in an officers' club, N.C.O. club, or similar organization which is usually located on a government reservation as working for a private company. Such nonprofit organizations are controlled by private individuals elected by some form of membership.

(9) Foster mothers and child care--own home

Report foster mothers and others who report their occupation as "child care" and industry as "own home" as self-employed. A foster mother and other persons who consider themselves as working for profit and who provide child care facilities in their own homes are furnishing the shelter and meals for certain time periods and are to be considered as operating their own business.

(10) Boarding house keepers

Report boarding house keepers who consider themselves as working and who perform this work in their own homes as self-employed. Report those who do this work for someone else for wages or salary or pay in kind in a boarding house as working for a private company.

(11) Sales or merchandise employees

Report persons who own a sales franchise and are responsible for their own merchandise and personnel as self-employed. Report persons who do sales work for someone else as working for a private company.

(12) Post Office and TVA employees

Persons who work for the U.S. Postal Service and Tennessee Valley Authority are federal employees and should be reported as government employees.

(13) Comsat, Amtrak, and Conrail

Comsat, Amtrak, and Conrail are private companies and the employees of these companies should be reported as working for a private company.

Q. 17A: For a definition of those three types of government employees, see spec for Q. 17 (#2 under definitions of class-of-worker entries).

Q. 18: By "Employees working at any other location," we mean employees working in any place other than where R works. However, do not include as an "other" location another building(s) located on the same property as the building where R works.

Q. 18A&B: Probe for R's best estimate or guess. R may be very unsure about this, but his perception will tell us something about the size of the employer. For Q. 18A, be sure that R includes himself in his estimate of the number of employees working at the same location as he.

EXAMPLE:

R works for Ford Motor Company. His answer to Q. 18 is "yes." In Q. 18A, he says that 2,000 employees work at the same plant as he does. Since you coded "yes" to Q. 18, you ask Q. 18B regarding employees at other locations. The R says that he knows that 30,000 people work for Ford all together, so 28,000 must work at all locations other than his.

If R is a government employee, indicate in Q. 18A the number of employees working in R's department, i.e., Motor Vehicles, Water and Sanitation, etc., at the location where he works. Then enter in Q. 18B R's estimate of the total number of employees for that government department. For state employees, this would be the state-wide total. For federal employees, this would be a nation-wide total.

Q. 19: The answer categories are defined as follows:

Regular day shift--most of the hours worked are between 8 a.m. and 6 p.m.

Regular evening shift--most of the hours worked are between 6 p.m. and midnight.

Regular night shift--most of the hours worked are between midnight and 8 a.m.

Split shift--the hours worked are split with time off in between.

EXAMPLE:

A waitress in a restaurant might work from 11 a.m. to 2 p.m. be off work from 2 p.m. until 5 p.m., and then return to work from 5 p.m. until 10 p.m.

Hours vary--the respondent does not generally work the same hours every day.

EXAMPLES:

A hospital worker who works rotating shifts (e.g., day shift one week, evening shift the next week, etc.) or a model who works when called.

If the respondent's hours at work are continuous (i.e., he does not work a split shift) but half are in one shift and half are in another, classify the person as working in the second of the two shifts. For example, if the respondent works from 4 a.m. until noon, you would classify him as regularly working the day shift.

People currently in the active forces of the military are skipped from Q. 75 of the Military Section (Section 7) to Q. 19 here. Starting at Q. 19, those Rs who are currently serving in the active forces should be asked Qs. 19-28B about their current military jobs.

Q. 20: We are interested, then, in the amount of time it takes R to get to work, one way. We realize that this may be quite different from how much time it takes to get from work back home. However, do not attempt to average these times. We are asking here only about the time it takes to get to work, one way.

Enter R's answer in minutes only. For example, if R says

"One hour and 20 minutes, enter |--|--|
| 0 | 8 | 0 |
|_|_|_|

If the respondent works at home (for example, R operates a day care center in her home), enter |--|--|
| 0 | 0 | 0 |
|_|_|_|

If R travels to a different location to get to work each day, enter the average time it takes him to get to his first step of the "working day." For example, a R who works as a vending machine serviceman may travel from his home to a different location each day. In that case, probe for the average number of minutes it takes him to get from his home to his first vending machine.

Q. 22: Since Q. 22 is about fringe benefits, people working without pay in a family business or farm or self-employed in an unincorporated business must be skipped over this question (it coded "yes" in Q. 21A). Likewise, people in the military should be skipped out of Q. 22 because we already know the standard benefits given to armed forces personnel.

Q. 23: The answer categories "a minimum amount . . . etc." appear on the card rather than the subquestion categories. Be sure that R considers all 5 answer categories for each subquestion.

Be sure to use a balanced probe if the R does not answer with a specific category. For example, if R just says "pretty much," repeat all 5 of the categories or ask him to pick the one category on the card that best describes the situation.

Q. 24A: This question uses the same card as Q. 23. Do not attempt to interpret this question for the respondent. If R is unsure about the meaning, re-read the question.

Q. 24B: If R is self-employed ("yes" to Q. 24A) the instructions tell you to skip Q. 24C and Q. 25. You will ask Q. 26, which is for employed R's only.

Q. 25: Again, if R does not answer within the categories listed on Card U, re-read all four categories and ask R which one comes closest to describing how he/she feels. When you finish subcategory 10, note that you skip to Q. 27, as Q. 26 is for self-employed Rs only.

Q. 26: See spec for Q. 25 above. This question is for self-employed rs only.

- Q. 27A: If R is currently on active duty in the military, the phrase "free to go into any type of job you wanted" asks R to consider all potential jobs he would like, both in and outside of the military.
- Q. 27B: This question refers to any job, not one necessarily in the same line of work as R may presently perform.
- Q. 28C: Respondents who are not currently serving in the active forces but who had a civilian job last week are now skipped to Q. 39. However, when you are in Section 9, you will be referring to the fact that R had a job last week. Then, in Section 10, you will be asking R additional questions about his job last week, as his employer for this job was entered in Column 1 of the Employer Flap.
- Q. 29A: The purpose of Q. 29A is to obtain an accurate count of persons who are not currently working but who are actively looking for work.

SPEX FOR SECTION 8 CONTINUE ON THE NEXT PAGE WITH Q. 30

2. 30 - WHAT HAS . . . BEEN DOING IN THE LAST 4 WEEKS TO FIND WORK?

Ask Q. 30 for each person coded "1" in Q. 29A or 29B, but do not read the categories listed. Let the respondent give his answers and code each method used. After each reply, ask "anything else?" to make sure that the list of methods is complete. A brief description of each category follows:

01. Nothing.

Code "Nothing" if the respondent did nothing to find work. This category is provided to handle those rare cases where the respondent answered "Looking" to Q. 1 or "Yes" to Q. 29B but whose answer to Q. 30 indicates that he did nothing to find work.

02. Checked with state employment agency.

Code "checked with State Employment Agency" if r. checked with any branch of a State Employment Service. It would either be a state office or a small outpost of State Employment agency personnel in an other type of social service agency.

03. Checked with private employment agency.

A "private employment agency" is maintained on a profit basis. It gives potential employees leads to potential employers. For this service, the employees and/or employer are charged a fee. Classify private employment agencies which do not charge a fee as "Other."

Do not confuse a "private employment agency" with the employment offices or personnel offices maintained by large businesses. The latter are maintained purely to fill the employment requirements of a particular company or organization. A private employment agency provides employment service for more than one business.

04. Checked with employer directly.

Code "Checked with employer directly" when the person contacts the employer directly. Direct contact with the employer may be by a personal visit, telephone, or mail.

05. Checked with friends or relatives.

Sometimes friends or relatives provide leads for jobs. If the person has asked friends or relatives about potential job leads, code this category.

06. Placed or answered ads.

Code "Placed or answered ads" if the person has either placed or answered ads in the newspaper or elsewhere.

07. School employment service.

"School employment service" refers to any job placement service provided by any kind of school (high school, college, university, technical institute, business school, beautician school, etc.).

08. Other (SPECIFY).

If the respondent specifies some method of looking other than those listed, code the "Other" category and specify the method (e.g., Manpower Development and Training Act, union, professional register, nonprofit private employment agencies, etc.) in the space provided.

Q. 31 - WHY DID . . . START LOOKING FOR WORK? WAS IT BECAUSE . . . LOST OR QUIT A JOB AT THAT TIME (PAUSE) OR WAS THERE SOME OTHER REASON?

The purpose of this question is to find out why a person started looking for work. Remember to record verbatim--do not read categories--then code category which best describes the reason why the respondent started looking for work. If the respondent gives more than one reason, probe for the one most important reason. A brief description of the categories follows:

01. Lost job.

Code "Lost job" for a person whose civilian employment ended involuntarily; e.g., discharged for cause (fired), plant permanently shut down, company moved, reduction in staff, job came to an end.

02. Quit job.

Code "Quit job" if the person himself terminated his employment. It is not necessary to specify why he quit; simply code "Quit job."

RECAP: "Lost job"--for involuntary reason.

"Quit job"--for voluntary reason.

03. Left school.

Code "Left school" for a person who graduated, quit, or was expelled from school and does not expect to return.

04. Children are older.

Code "Children are older" if the respondent gives the reason that the children are older and so he/she is free to go to work.

05. Enjoy working.

Code "Enjoy working" for a person who gives the reason he likes to work.

06. Help with family expenses.

Code "Help with family expenses" if the reason given is to get money to help the family or something similar.

07. Wanted temporary work.

Code "Wanted temporary work" for a person who started looking for short-duration work, either full time or part time (e.g., a person seeking a summer job).

08. Health improved.

Code "Health improved" if the respondent gives the reason that he is well enough to work again.

09. Needed money.

Code "Needed money" if R mentions none of the above categories but instead just mentions the need for money as his motivation for seeking work.

10. To support myself.

Code "To support myself" if R mentions none of the above categories but just mentions a desire to support himself.

11. Other (SPECIFY)

Code "Other" and specify the reason for a person for whom the above categories do not apply. "Other" reasons might be "on parole," "discharged from armed forces," etc. Keep "Other" entries to a minimum by probing for clearly-defined and complete responses; they may rightfully belong in one of the provided categories.

Qs. 33A-D are asked if R answered Q. 9 with the response that he was absent from work last week because his new job had not yet begun.

Q. 33 - HOW MANY WEEKS AGO DID YOU START LOOKING FOR WORK?

1. Computing the number of weeks.

In computing the number of weeks a person has been looking for work, count the number of weeks from the time he started looking for work through the end of last week. Do not count the time a person spends looking for work while employed at another job in this item.

2. Continuously looking.

The number of weeks should represent the present continuous period of looking for work. Consider a period of 2 weeks or more during which a person was unemployed or ceased looking for work as breaking the continuity of the present period of looking for work. In such cases, enter the number of weeks of the present period of looking for work, counting from the end of the "break in continuity" through the end of last week.

Example: Arthur Hodges looks for work for four weeks, then his uncle takes him on a vacation trip for four weeks. Arthur does not look for a job again until the beginning of last week. The entry in item 19(A) is "01," representing the present continuous period of looking for work.

3. Use whole numbers.

Enter whole numbers and count 4 days or more as a whole week. If a person had looked for less than half a week, enter "00." If a person had looked for two and one-half weeks, enter "03."

Q. 33B - IS YOUR NEW JOB A FULL-TIME OR PART-TIME JOB?

If the respondent questions full time, define it as 35 hours or more a week.

Q. 33C - IS THERE ANY REASON WHY YOU COULD NOT TAKE A JOB LAST WEEK?

Q. 33C refers to personal availability. The question should be coded 2 if the reason why a person was unavailable was external to his personal situation; for example, a hurricane or a riot. If, in response to Q. 33C, a person answers "No, he could have taken a job last week," go to the end of Section 9.

If the respondent answers "Yes," code 1 and ask Q. 33D.

Q. 33D

Record verbatim--do not read the categories. If the respondent has more than one reason, probe for the one main reason why he could not take a job last week. Then code one category. A brief description of each category follows:

1. Already has a job.

Code "Already has a job" for a person who has a job from which he was on layoff or to which he was to report within 30 days and had no other reason for not being available for work. If there is another reason why he could not take a job last week, code the appropriate category--"Temporary illness," "Going to school," "Needed at home," or "Other."

2. Temporary illness.

Code "Temporary illness" for persons who say they are temporarily sick, but expect to be able to work shortly--less than 30 days from the time of interview. Although you are not expected to probe to determine the nature of the illness, if you learn that the illness will last more than 30 days from the time of the interview, do not code this category; code the "Other" category and specify in the space provided "illness expected to last more than 30 days." Examples of temporary illness are "Had the flu last week," "Laid up by auto accident," etc.

The person himself must have been ill. If he was not available for work because he had to care for somebody who was sick, code the "Needed at home" category, not the "Temporary illness" category.

If you learn that the person has health limitations that prevent him from taking many types of jobs but he was available for work within his physical or mental capabilities, change the entry in 19D to "No" and omit the reason entry.

3. Going to school.

Code "Going to school" for all persons who could not take a job because they were going to school. "School" includes all types of public and private educational establishments both in and out of the regular school system, such as high school, college, secretarial school, or barber school.

4. Needed at home.

Code "Needed at home" for a person who had to stay at home because of the illness of another family member or for some other family reason.

Go to the end of Section 11 and fill in time box before proceeding to the next section.

5. Other (SPECIFY).

Code "Other" if none of the above categories is appropriate. Specify the reason in the space provided.

Qs 34A and 34B

This question is asked of respondents who had no job last week but who have been looking for work.

In Q. 34A, compute and code the number of weeks looking for work using the same rules given in Q. 33A.

In Q. 34B, if the respondent questions full-time, define it as 35 hours or more a week.

Q. 35

This question refers to personal availability. Attaching conditions to the kind of work wanted does not make the person unavailable. For instance, people who can only work during certain hours, or who want a certain kind of work, were available for that kind of work if nothing else intervened.

Q. 35A

The categories in this question are the same as those given in the spex for Q. 33D.

Qs 36, 36A, and 36B

There are many persons, not actively looking for work, who desire work but for a variety of reasons do not, or cannot, seek it. Qs 36 and 36A identify these people so that we may measure the size of this group and obtain an insight into why they are not now looking for work. For Qs 36 and 36A we are interested in the people who want a job now, defined as this week who, for some specific reason, are kept from looking for work. Qs 36 and 36A should be consistent with one another. That is, the reason the person is not looking must also apply to this week.

Q. 36 - DOES . . . WANT A REGULAR JOB NOW, EITHER FULL- OR PART-time?

How to define-

Q. 36 contains several key words which should be explained.

A "regular" full- or part-time job is one in which there is a definite arrangement to work for pay or profit a specified number of hours per week or number of days a month.

"Full-time" is defined as 35 hours or more per week.

"Part-time" is defined as less than 35 hours per week.

"Now" is defined as this week. When asking the question, emphasize "now" to stress the time period involved.

How to code.

Code "Yes" if the person desires a regular full- or part-time job at the present time.

Code "No" if the person has no desire for a job at the present time.

Code "Maybe--it depends" when the person's desire for a job at the present time is rather weak and qualified.

Code "Don't know" if the person has no knowledge of his desire for a job.

2. 36A - WHAT ARE THE REASONS . . . IS NOT LOOKING FOR WORK?

How to code.

Q. 36A determines the reasons a person is not looking for work now, during the interview week--that is, since last Sunday. In asking this question, try to elicit specific responses.

Probe until you have elicited all the reasons the person is not looking for work. Use the phrase "Any other reason why . . . is not looking for work?" until the respondent answers negatively. Many of the categories given here are not mutually exclusive and by intensive probing you may be able to uncover the most important or main reason. We want to know the full number of different reasons given by the respondent. For example, if the respondent said, "I couldn't find a job because of my bad back," code "Couldn't find a job" and "Ill health, physical disability." Then ask, "Any other reason why you are not looking for work?"

Code all applicable categories according to the following directions.

01. Believes no work available in line of work or in area.

Code this category for persons who say that they are not looking for work at the present time because they believe there is no work available in their communities or in their occupations. Examples are:

- No work around here;
- No jobs since the mill closed;
- No other jobs for women here.

02. Couldn't find any work.

Code this category for persons who have made some effort to find work and now have become discouraged and stopped looking. In this situation, do not probe to find out if the person has specifically done something during interview week to look for work, as this category is the source of discouraged worker tabulations.

03. Lacks necessary schooling, training, skills, or experience.

Code this category for those who are not now looking for work because of illiteracy, who lack the knowledge about how to find a job, or who feel they do not have the proper training to meet job qualifications.

04. Employers think too young.

Code this category for persons who say no work is available to them because of age. This applies to a person too young to obtain a "work permit," and persons who have been informed by prospective employers that no job is available to them because of their age. For example, a person is informed, "while your qualifications are good, we feel that the position requires someone a little older and more mature."

05. Other personal handicaps in finding a job.

Some of the reasons for coding this category include racial or other discrimination, a criminal or delinquency record, or the possibility of military draft.

06. Can't arrange child care.

Code this category for persons who say they cannot arrange for child care. For example, code this category for a woman who says she would like to go to work but she cannot find a reliable baby sitter.

07. Spouse or parents against my working.

Code this category for the respondent who says his spouse/parents are against him taking work.

08. Other family responsibilities.

Code this category for persons who would look for work if they were not hampered by large families, illness in family, or similar reasons.

09. In school or other training.

Code this category for persons attending any kind of public or private school, including trade and vocational schools, who would otherwise be looking for work.

10. Pregnancy.

Code this category for the respondent who says she is not looking for work because she is pregnant.

11. Ill health, physical disability.

Code this category for persons who would look for work if they weren't personally ill or disabled.

12. Does not want to work.

Code this category if the respondent just says that he does not want to work. (This category is for item 22 (B) only.)

13. Can't arrange transportation.

Code this category if the respondent mentions this as a reason he is not looking for work.

14. Don't know where to look.

Code this category if R mentions this as a reason he is not looking for work.

15. Other (SPECIFY).

This category includes reasons which cannot be classified in the above categories. For each "Other" entry, specify the reason given in the space provided.

Keep "Other" entries to a minimum. Probing for clearly defined and complete responses will often aid you in classifying a vague answer into one of the provided categories. Classify reasons in existing categories whenever possible. For example, classify an entry of "Depends on finding someone to care for children" as "Can't arrange for child care." Code entries of "Feels she needs a refresher course in training" and "New machines and methods left her out" as "Lacks necessary schooling, training, skills, or experience." Classify a response of "Husband wouldn't let her" as "Spouse or parents against my working." Finally, classify entries such as "Wants day work only--can't find any" and "Can't find suitable hours" as "Couldn't find any work" as these people are not now looking for work because they could not find any employment that met their needs.

While the "Other" entries are to be kept to a minimum, we want to know all of the different reasons for not seeking work. If the respondent gives one answer that is classifiable in the present categories and another that is not, code the category for the reason that is classifiable and also the "Other" category and specify the nonclassifiable reason in the space provided.

Examples of acceptable entries in the "Other" category are "Vacationing," "Out of town," "Moving," "Waiting for work permit."

98. Don't know.

Code this category if the respondent has no knowledge as to why he is not looking for work (Q. 36A).

Note: You may get answers to Q. 36A which would require you to change the entry in Q. 36. For responses of "Doesn't want to work" or "Not interested" in Q. 36A, cross out any "Yes" answer in Q. 36, code for "No," and go to item 36B. The category "Doesn't want to work", then, should never be coded for Q. 36A.

Q. 36B - WHAT ARE THE REASONS YOU DO NOT WANT A REGULAR JOB NOW?

Follow the same rules given in the spec for Q. 36A. The categories in Q. 36B correspond to those given in Q. 36A.

Q. 38 - DOES . . . INTEND TO LOOK FOR WORK OF ANY KIND IN THE NEXT 12 MONTHS?

Code "Yes" if the person's intention to seek work within the next 12 months is clear and definite or if there is a reasonable probability the person will seek work within the next 12 months. This would include looking for part-time as well as full-time work.

Code "No" if the person has no intention of looking for work in the next 12 months.

Code "It depends" when the person's intention to seek work is rather weak or qualified. Specify in the space provided the condition(s) on which the person will seek work. Use the margins if you need more space.

Code "Don't know" if the respondent has no knowledge of his intention to seek work.

Q. 39A

Here you check the age of the respondent. If the respondent is 14 or 15, go to Section 9. While both Qs 37 and 39 ask you to check the respondent's age, you will notice as you follow the skip patterns that two different groups of respondents are involved. Those respondents who end up at Q. 39 skipped Qs 37 and 38.

Q. 40A

The categories in this question are the same as those in Q. 30.

Q. 41

Refer to Q. 36.

Q. 42A

Here we ask the respondent what salary he would want. If the respondent replies giving the salary in dollars per hour, code 1 and fill in the amount in the box associated with this category, e.g., if the respondent replies "\$3.50 per hour," code item 26 as follows:

---	---	---	---		---	---	
0	0	0	3	.	5	0	
---	---	---	---	.	---	---	

Dollars Cents

Per hour . . . 1

If the respondent gives salary in any other form, such as amount per week or per month, using only whole dollars, fill in the amount in the dollar box and zero-fill the cents box. If the respondent gives cents in this amount, round to the nearest dollar, i.e., 49 cents or less, round down; 50 cents or more, round up.

Again, the new job could be either full-time or part-time.

Q. 43: Probe for clarity if R's response is not easily coded with any of the categories between 01 and 07. Only code "Other" if it becomes obvious that R's response is markedly different from the categories provided.

Q. 44: For coding # of weeks, see spex for Q. 33 in this section. Again, probe for as specific a response as you can get.

Qs 45, 46, and 47

Probe for a specific occupation. For example, if R says "engineer," we need to know what kind of engineer. We need to provide a full occupation from these questions. See spex for Section 10, Qs. 11 and 12.

Q. 48: See spex for Q. 42A above. If the R says "minimum wage," do not accept this as an answer. Probe for the exact amount the wage or salary would have to be for R to be willing to take it.

Q. 49: Only use the alternative wording "would" if there is a response coded in Q. 47. This means the person is not currently looking for work but will look sometime in the next 12 months.

A Word about Government-Sponsored Jobs and Training Programs

In Sections 9 and 10, we collect information about school program jobs and government sponsored jobs as well as jobs not sponsored by **schools** or the government. In Section 13, we collect information about government sponsored training programs.

The spex on this and the next few pages give you some general background information about the CETA program, which is the government program that sponsors many jobs (to be included in Sections 9 and 10) as well as sponsoring many training programs (Section 13). In addition, the glossary which follows these spex provides information to give you some familiarity with the names of many CETA job programs (Sections 9 and 10), school job programs (Sections 9 and 10), as well as CETA or WIN training programs (Section 13).

During the 1960's, Congress, fearful of the impact of technology on the Nation's labor force, passed laws to provide for retraining those who would lose their jobs to machines. But technology proved less threatening than anticipated, and job training under the direction of the Department of Labor concentrated on those persons in the employable pool who found it most difficult to locate--and keep--jobs. Many programs were established, some administered directly by the Federal government, some run by local government units, community agencies, and businesses--often with Federal funds. In recent years, the Federal government has attempted to coordinate this diverse network of programs with a continuing focus on the goal of bringing together jobs with the people who need them.

In December, 1973, Congress passed the Comprehensive Employment Training Act (CETA), a reform of federally funded programs to serve the labor force. Title I of CETA directs that job training, placement, and

employment contracts be awarded and administered by a local government unit known as Prime Sponsor. A prime sponsor is a city, county, or consortia of counties with a minimum population of 100,000. (In Chicago, the prime sponsor is the Mayor's Office of Manpower MOM.) If a city or county cannot qualify, it may work through a state office set up to administer CETA funds. This plan recognizes the probability that local needs are best understood and served by the people who live there.

CETA directs that prime sponsors develop and administer programs to meet the needs of the economically disadvantaged in their areas. The various sections or "Titles" of CETA authorize special assistance for selected groups of people who are at a continuing economic disadvantage, even in times of full employment, and provide for the establishment of specific programs that will benefit these needy people as well as their local communities.

For example, Title III provides for programs tailored to the needs of youth, offenders, older people, people of limited English-speaking ability, and other groups. Titles II and VI authorize funds for needed public service jobs in areas subject to substantial long term or temporarily severe unemployment. Title IV provides authorization of the Job Corps, a program for disadvantaged youth that combines basic education and vocational skills training in a residential setting. And Title VIII introduces unemployed youth to conservation projects in parks, forests, and recreation areas.

During the nearly five years since CETA was signed into law, a multitude of programs have been developed utilizing the resources of agencies at all levels of government, private agencies, business and labor organizations. Programs already in force by 1973 have been

continued or amended and innovative collaborations have been devised. Typical of the kinds of services that prime sponsors may choose to make available to eligible participants (often referred to as clients) are: classroom and on-the-job training, work experience, subsidized jobs with public and private nonprofit agencies, basic education, and support services such as child care, counseling and health aid.

Participants in the various job training and work programs must receive minimum wage salaries as well as hospitalization, sick leave, vacations and other fringe benefits for which the regular employees are eligible. Participants in all other CETA activities, such as counseling, classroom training or job search assistance are usually paid an allowance to cover their basic needs until they have located and settled into a job.

Glossary

- CETA ----- Comprehensive Employment and Training Act. Signed into law December 28, 1973. An "umbrella" plan authorizing funds to establish and administer a wide variety of programs designed to provide constructive training and work opportunities for economically disadvantaged Americans. A distinctive and important aspect of CETA is the built-in flexibility that encourages responsiveness to the diverse needs of various geographic and socioeconomic areas.
- YEDPA ----- Youth Employment and Demonstration Projects Act of 1977. A major effort to employ youth and enhance their future employability through coordination of existing employment and training programs and development of new and innovative approaches. Part of CETA.
- NYACC ----- National Young Adult Conservation Corps. Authorized under YEDPA. A program for unemployed youth 16-23 years old who may work for up to one year on conservation projects in parks, national forests and recreation areas. Administered by DOL, USDA & Interior. CETA recruits eligible youth.
- YIEPP ----- Youth Incentive Entitlement Pilot Projects. Authorized under YEDPA. Designed to demonstrate or test various approaches that will guarantee jobs and/or training for economically disadvantaged youth 16-19 who are in school or willing to return to school to complete their education. Part of CETA.
- YCCIP ----- Youth Community Conservation and Improvement Projects. Authorized under YEDPA to provide highly supervised employment, work experience, and skill training for youngsters 16-19 who are in school or out of school and having difficulty in finding work. Part of CETA.
- YETP ----- Youth Employment and Training Program. Authorized under YEDPA. Programs targeted towards disadvantaged 16 to 21 year olds, designed to enhance job prospects and career opportunities through job experience and providing job information. Part of CETA.
- JOBS ----- Job Opportunities in the Business Sector. Now discontinued and replaced by OJT. (See Below).
- OJT ----- On-the-Job Training. Usually refers to a type of program rather than a specific program. Government will pay portion of employee's wages for specified length of time -- generally subsidy greater for nonprofit than for-profit companies -- Employer agrees to keep employee after training is completed. This is provided both through CETA and through WIN (See Below).

NYC ----- Neighborhood Youth Corps. Provides work experience and training for persons 16 years and over in the localities in which they live. Jobs in government agencies or nonprofit organizations such as hospitals, settlement houses, schools, libraries, courts, playgrounds. Enrollees paid wages or salary. NYC now incorporated into CETA under heading of "work experience."

Work Experience -- Subsidized employment in the public sector and in private nonprofit agencies. The work situations are temporary and are not necessarily expected to result in unsubsidized employments for the participants. The purpose of such employment may be to provide experience on a job, to develop occupational skills and good work habits, or to allow exposure to various occupational opportunities.

WIN ----- Work Incentive Program. Authorized by amendments to Title IV of the Social Security Act. Designed to help persons receiving AFDC, that is, Aid to Families with Dependent Children, find jobs and thereby achieve economic independence. The only employment and training program that serves welfare recipients exclusively. Provides numerous supportive services such as personal and vocational counseling, child care, health aids.

MDTA ----- Manpower Development and Training Act. Now generally part of CETA.

SWTP ----- School-to-Work Transition Program. Includes a number of pilot projects designed to develop new ways to prepare youth to move smoothly from educational institutions to places of work. Part of CETA.

Job Corps -- Authorized under Title IV of CETA. Combines basic education and vocational skills training in a residential setting. Recent emphasis on increasing training opportunities for women and greater union involvement in vocational training. Part of CETA, but retains its own identity through a separate administration.

PSE ----- Public Service Employment. Authorized under Titles II and VI of CETA. Provides for public service jobs in areas subject to substantial long term or temporarily severe unemployment. Provided through CETA or WIN.

College Work-Study -- A program designed to help college students finance their educations by providing part-time jobs. These jobs are generally, but not always, right on the college campus. This program is not provided through CETA or WIN funds. However, some additional programs for college students are provided by CETA and WIN.

Section 9 On Jobs

Purpose of

This Section: In this section, we are asking about any jobs R has done for pay, or without pay in a family business or farm, since January 1, 1978.

Only civilian jobs will be included, since any military experience R has had was picked up in Section 7. Also excluded will be the job R had last week since this was discussed in Section 8. (Note: If R had more than one job last week, we only obtained the employer name and job duties for the job R worked at the most hours last week. Therefore, you should collect in Section 9 information about any additional jobs R had last week.)

*Q. 1A: There is an error on your questionnaire. The instruction preceding A should read: "IF CODE 1," not "If yes."

Qs. 1 and 2: Qs. 1 and 2 divide the respondents into four main groups. Q. 1 divides by age (14 or 15 year-olds vs. 16-22 year-olds) and Q. 1A and Q. 2 divide these two groups by their employment status last week. It is important that you answer these first two questions carefully so that you begin the proper skip patterns for whomever you are interviewing.

Q. 2A: Q. 2A is asked of all respondents aged 16 to 22 who had a job last week or were on active duty in the military since Jan. 1, 1978. If R was on active duty since Jan. 1, 1978, read "(civilian)" in the parenthesis. Since we do not want R to include military experience or the job R had last week, read these phrases in the parenthesis as appropriate.

Q. 4: Read the phrase "(Not counting the job you had last week)" if "Yes" was coded in Q. 2 because R had a job last week.

Q. 5: In Q. 5 we will get the names of all the employers for whom R has worked for pay at a regular job since Jan. 1, 1978. We ask the specific name of R's employer only because it will make it easier to differentiate one job when we discuss them in Section 10. Record each employer in a separate column of the Employer Flap.

* There is a correction in the interviewer instructions which state "LIST EMPLOYER NAMES IN COLUMNS 2-6 OF Q. 1 OF THE EMPLOYER FLAP OF A JOB SUPPLEMENT, STARTING WITH THE MOST RECENT JOB." As you have probably already noticed, the Employer Flap consists of two pages printed on slightly stiff paper, separate from the main body of the questionnaire. There is no job supplement, as the questions that the supplement were to cover were included in Section 10. You are to staple onto the front and back covers of your questionnaire the Employer Flap. You will have further instructions concerning the Employer Flap in Section 10.

The instructions for Q. 5A also mention the job supplement which no longer exists. All employers are recorded on the Employer Flap which is later used to provide headings for the questions in Section 10.

SPEX FOR PARTICULAR JOBS AND EMPLOYERS:

1. If the person is self-employed, ask if the place of business or establishment has a name (such as, Twin City Barber Shop, Capital Construction, etc.) If there is no business name, write "self-employed, " " own business," "family farm," etc.
2. For government employees, report the specific organization for which the person works. Be sure to state whether the organization is federal (U.S.), state, county, city, etc. For example, City Tax Office, County Highway Commission, State Employment Office, U.S. Navy Ship Yard. It is not sufficient to report merely that a person works for the U.S. Government, city government, etc.
3. If R (is/was) a civilian employee of the Armed Forces, you will be picking up this job here. Be sure to specify the branch of the Armed Forces R worked for--that is, Air Force, Federal National Guard, etc.
4. How to report persons working for employment contractors. Consider persons who are working through an employment contractor to be working for the contractor, not the individual employer to whom they are assigned. For example, a person may work for a building contractor as a carpenter. He may report every day for several months to a location where Woolworths, for example, is building a new retail store. The carpenter would, however, be working for the contractor, not for Woolworths.
5. A person working for a temporary office help agency like Kelly Girls is to be considered in the same way. Record "Kelly Girls" as the employer rather than the individual firms where R is sent out to work.

Similarly, many migrant workers work for contractors.

FOR PERSONS WHO VOLUNTEER THAT
THEY WORK FOR SEVERAL DIFFERENT EMPLOYERS

There are a few situations where a person's line of work, such as being a gardner or a domestic, may entail working for several different employers at once. First, probe to see if R works for an employment contractor. If not, probe to see if R is self-employed. (To be considered self-employed, R must have his own equipment for the work he does.) If neither of these situations applies, you are instructed to ask Q. 5A. If R then says that he generally works for only one employer during a usual month, the instructions in Q. 5A(1) tell you to list on the Employer Flap, in as many column headings as R had employers, jobs lasting 1 month or more.

However, if R generally works for more than one employer in a usual month, the instructions in Q. 5A(1) tell you to record "variety of employers" in the appropriate column heading on the Employer Flap.

Some examples of this type of worker are people who generally work on their own (not for a contractor) on a regular basis as domestic workers, babysitters who work in other people's homes, migrant farm workers who work for several farmers during the week, and entertainers for several different employers during a short period of time.

A trucker who owns his own truck but whose answer to Q. 5A indicates that he generally works for one company for one month or more should be considered as an employee of that company. However, if Q. 5A reveals that R generally works for more than one employer in one month, record "variety of employers" in Q. 1 on the Employer Flap.

Q. 6: The instructions ask if R has been enrolled at any time since Jan. 1, 1978. R need not be presently enrolled. If "No" is coded, skip to Q. 14 since Qs. 7-13 refer to jobs related to being in school.

Q. 7: The key words here are: "the school gives time off or credit for the job." This is important because there are many jobs, especially on the college level, which a student can get through his school which do not involve time off or credit; the student works on his own time.

If R answers "Yes" to Q. 7, identify all the employers for jobs that fit this description by coding "2" at Q. 2 on the Employer Flap for this employer. If R did not previously mention this employer, add this employer or employers to the Employer Flap. IF, AT ANY POINT, YOU RUN OUT OF COLUMN HEADINGS FOR EMPLOYER NAMES, TAKE OUT A NEW QUESTIONNAIRE AND EMPLOYER FLAP FOR THE ADDITIONAL NAMES. ENTER THE RESPONDENT'S CASE NO. ON THE NEW QUESTIONNAIRE AND LABEL ON THE FRONT, "CONTINUATION SECTION 10: JOB."

Q. 9: Although Qs. 7 and 9 are basically identical, respondents are skipped to either one or the other; no respondent will ever be asked both. (If this happens, you have made an error in following the skips.) The logic for these skip patterns is as follows:

All respondents who gave employer names in Q. 5 go to Q. 6. If they were in school, they are asked Q. 7.

All respondents 16 years and older who gave no employer names previously (no job last week, "No" to Q. 3 or "No" to Qs. 4 and 4a) get skipped past Qs. 6 and 7 straight to Q. 8.

All 14 and 15 year-olds who had no job last week ("No" to Q. 1A) get skipped straight to Q. 8.

Therefore, Qs. 6 and 7 are for respondents who have already given us at least 1 employer name. Qs. 8 and 9 are for respondents who have not as yet given us an employer name.

The second paragraph of Q. 9 begins with a phrase in parenthesis. Read this phrase only for 16-22 year-olds. This phrase in parenthesis should not be read for 14 and 15 year-old respondents.

Q. 10A:

Q. 10A would include college work-study programs in which the federal government helps to pay for part-time jobs for college students during the school year. These jobs are generally right on campus. If R worked for his college or university work-study program, code "1" here, with the following exceptions:

1. A teaching assistantship should be considered as a job and should be picked up in this section.
2. Jobs held with outside employers during summer vacations or other breaks during the school year during which the college student gains work experience. The colleges may help the students find the jobs. However, the student is paid by the employer for whom he works. These are generally short-term full-time jobs. Again, these should be considered as jobs and should be picked up in this section.

If "Yes" to Q. 10A, code all college work-study jobs as a "3" on the Employer Flap. Add any new employers as necessary.

Qs. 11, 12:

The instructions in Q. 11 simply ask if there are any jobs on the Employer Flap. If "Yes," you are to ask Q. 12, even if all the jobs already have a code circled on the flap. While this may seem redundant, it is not. For example, a job may be both a government-sponsored part-time job ("Yes" to Q. 12) and be part of R's school program ("Yes" to Q. 7).

Q. 13:

The alternate wording (other) in the opening sentence is read if R has been asked Q. 10A--that is, if he was ever enrolled in college. The phrase (just to make sure we don't miss any jobs) is only read for 16-22 year olds.

Q. 15:

Q. 15 is looking for government-sponsored summer jobs only.

Q. 16: Q. 16 is identical to Q. 15 but the same respondents are never asked both questions. The only respondents who are asked Q. 16 are those who have either 1) no employer on the flap or 2) all employers on the flap already have at least one code circled for them.

Again, only 16-22 year olds are to be read the phrase "(just to make sure . . .)."

Qs. 19, 20: Again, Qs. 19 and 20 ask for the same information but no one respondent is asked both questions. The alternate wordings follow the same patterns as before--only 16-22 year-olds are read the initial phrase in the second paragraph in parenthesis.

Qs. 22, 23: Qs. 22 and 23 make up the final pair of identical questions about government-sponsored jobs R might have had since Jan. 1, 1978. Since many jobs are part of no special school or government program, do not be surprised if you have jobs listed on the Employer Flap which are not coded at Qs. 2 and 7 of the Employer Flap.

Qs. 24, 25: These two questions look for R's involvement in government-sponsored jobs prior to Jan. 1, 1978. In Q. 25, be careful to get the exact name of the program before entering the stating and ending dates. Use the space between the numbered lines if necessary.

Q. 26: At this point all youths with no job experience skip directly to Section 11. Those respondents with employers listed on the Employer Flap will now start Section 10.

Section 10 JOBS

Employer
Flap:

At some point before you begin Section 10, staple or scotch tape the Employer Flap to the inside cover of the questionnaire: part 1 on the inside of the front cover and part 2 on the inside back cover. Qs. 1-6, that is, all of the questions on the Employer Flap, should show above the pages of the questionnaire.

You will ask about each job as a separate unit, beginning with Q. 1 of this section, following the appropriate steps, until all of the questions pertaining to this job are completed. Only at that point do you start back at Q. 1 with questions relating to a second job. You continue in this fashion until all the jobs listed on the Employer Flap have been discussed.

Q. 1:

The respondent may have had a break in the continuity of his employment for that employer. Therefore, it is very important to emphasize the word "first" so we are sure to get the date R began his initial period of employment there.

- Enter two digits each for month, day, and year. Do not write out the name of the month.
- If the respondent does not remember the exact day, probe for R's best guess of the week; record the date of the Friday of that week. For example, if the respondent estimates that she left the job during the last week of September 1978, you would enter the date 09/30/78 in Q. 1.
- On the Employer Flap we have listed all the jobs R held during 1978. A job held during 1978, however, could have started in 1977 or before, so do not be surprised at getting starting dates prior to 1978.

SPECIAL CASES FOR CODING STARTING DATES:

Domestic workers, migrant farm workers, etc.--If "variety of employers" in Q. 1 for this job because the respondent is a domestic worker, migrant farm worker, entertainer, etc., determine when he first began doing work for various employers.

Example: "When did you first start working for various persons?"

Seasonal jobs--Jobs which are seasonal (e.g., working in a cannery, being a lifeguard at a swimming pool, working at a resort hotel) should be treated as separate jobs whenever they occur. The beginning date for this job would be the beginning date of the current season's employment. Each preceding season of employment should be recorded in a separate column heading.

Example: The respondent has worked as a lifeguard every summer for the past 4 years. However, in Q. 1, you would record the date when he began last summer's employment there.

Note: It is very important to start with the job R held last week or his most recent job. However, there are times when jobs recorded in the other column headings will not be in exact sequence going back in time, for example, when you discover seasonal jobs once you've already started Section 10 or when a respondent (holds/held) 2 jobs during roughly the same period.

- * Qs. 2A & 2B: There is an error in Qs. 2A and 2B of the questionnaire. All references to the calendar in Qs. 2A and 2B should be to Row B of the calendar, not Row A.
- Q. 2A: Remember, jobs on the Employer Flap could have started prior to 1978. For the purposes of entering a starting date in Row A of the calendar, any job with a starting date prior to Jan. 1, 1978 will use Jan. 1, 1978 as the starting date. (The correct date remains in Q. 1.) Then enter on the calendar the starting date from Q. 1 and draw a line from the starting date to the interview date. Label the line with the employer name.
- Q. 2B: If R had a break in his employment with this employer, this should be the date R last stopped working for this employer.
- If R worked for a "variety of employers," see spex for Q. 1 for how to ask this question.
- After recording the date R stopped working for this employer on the questionnaire, enter on the calendar the ending date and the starting date from Q. 1. (Again, if the starting date in Q. 1 was prior to 1978, enter the starting date as Jan. 1, 1978.) Then draw a line from the starting date to the ending date and label the line with the employer name.
- Q. 2C: When coding the main reason, read over carefully the 13 possible reasons given, category 14, "Other," should only be used very sparingly. If you feel R's response comes close to one of the categories listed but you are uncertain, do not code your interpretation. Probe R for clarity. (Remember, do not read the codes to R.)
- Q. 3: Record the number of hours that the respondent usually worked at the job. If R usually worked overtime, be sure to include those hours even if R did not receive extra pay for the overtime hours.
- If you are in Column 1, skip to Q. 7. If you are in any of the other columns, you go directly to Q. 4. The reason for this is that only the job R had last week should be recorded in Column 1. (If R had no job last week, Column 1 should be left blank.) Since we always want to ask the questions in Section 10 about this job, interviewer instruction Qs. 4 and 6 need not be coded for Column 1.

Instructions
Above Q. 4:

There is an error in these instructions. They should read "IF COLUMN 1, SKIP TO Q. 7," not Q. 8. Qs. 46 are Qs. 4-6 are to determine whether or not to continue with Section 10 for all jobs other than the job had last week--that is, for all jobs recorded in columns 2-5.

Qs. 5, 6:

If "1" is coded, always go to the next employer, if one exists. Only when you have collected information on each employer listed on the Employer Flap do you skip to Section 11 (pg. 112). Q. 6B. The job may have started prior to Jan. 1, 1978. When determining whether or not the job lasted less than 9 weeks or 9 weeks or more, be sure to consider as weeks prior to Jan. 1, 1978 (you can use the "Recall Calendar Aid," that includes years prior worked 10 weeks in 1977 and 1 week in 1978 for a job, code "2" in Q. 6B for "9 weeks or more" and continue with Section 10. If you are unsure of whether or not a job lasted at least 9 weeks, code "2" in Q. 6B and continue with Section 10. Then, during hour edit, write us a note.

Q. 8B:

When calculating the total number of months not working, remember to consider paid vacations and paid sick leave as working time. Consider as time not working only those periods of one month or more during which R was not on paid vacation or paid sick leave.

Q. 9:

In Q. 9 we are interested in weeks R did not work for the employer since Jan. 1, 1978. That is why the date references in the question are to the calendar rather than to Qs. 1 and 2 in the questionnaire.

Code "Yes" when R was on layoff, unpaid vacation, etc. from his job with this employer even if R was working at another job during that time.

Q. 10A:

First enter the starting and ending dates of each period on Row A of the calendar (not in Row C of calendar, this is an error in your questionnaire), then copy those dates into the appropriate boxes in Q. 10A, starting with the most recent interruption. If more than 4 periods remember to indicate all periods on the calendar and then to enter the total number of these periods in the boxes provided in the questionnaire, not just the ones you were unable to record in the questionnaire. Of course, zero-fill if necessary. The second set of boxes labeled "Office Use" should remain blank.

Q. 10B(1):

Probe for the one main reason for the interruption. If reason # 5, go to Q. 10B(2) without recording any reason code in the "B" box in the column.

Q. 10B(2):

If R says an "other reason" for his answer in Q. 10B(2), record the reason code "14" in the "B" box in the column and specify his reason in the line at "C" in the column.

Q. 10D: After you have finished following the instructions in Q. 10D, examine the reason codes recorded for **each** period during which R did not work for the employer. For **each** reason code "03" or "04," be sure to erase the portion of the line on the calendar during which R was not working. This will be very important for Section 15.

For all other reason codes, be sure to draw over in yellow the portion of the line on the calendar during which R was not working. This will be very important for some data processing operations we will be doing in the office with the calendar.

Qs. 11-14: These questions are not asked for the job listed in Column 1 since these questions were already asked for this job in Section 8. If you are in Column 1, skip directly to Q. 15.

Qs. 11, 12:

In this section, we will be doing our standard type of occupation coding. This will require careful probing, but not nearly as much detailed information as the comparable questions in Section 8.

The answer in Q. 11 should tell clearly and specifically the kind of work or nature of duties performed by the person. The answer in Q. 12 should tell you the person's most important activities or duties. Often, the response to Q. 12 together with the response to Q. 11 will give you the information needed to make the person's occupation description complete, and thus, adequate.

If the combination of entries in both Qs 11 and 12 do not give you an adequate description of the person's occupation, ask additional probing questions for Q. 12 until the total combined information adequately describes the person's job.

Example of combined entries.

The following example is provided to help clarify the use of the combined information in Qs 11 and 12.

Inadequate

Q. 11:
Mechanic

WITH

Q. 12:
Repairs cars

Adequate

Q. 11:
Mechanic

WITH

Q. 12:
Fixes dents, re-
places fenders
and other repairs
to auto bodies

Adequate

Q. 11:
Mechanic,
auto body
repairman

WITH

Q. 12:
Repairs cars

In this case, it is important to distinguish between the person who works on auto bodies from the person who does automobile engine repair work. Either of the above adequate combined responses does that.

Occupations for which special care is necessary.

The following are examples of inadequate and adequate job entries. If the combined entries for Qs 15 and 16 provide the kind of information shown in the listing of adequate examples, accept them as being adequate.

Inadequate

Adequate

Accounting
Accounting work

Certified public accountant, accountant, accounting machine operator, tax auditor, accounts-payable clerk, etc.

Adjuster

Brake adjuster, machine adjuster, merchandise complaint adjuster, insurance adjuster

Agent

Freight agent, insurance agent, sales agent, advertising agent, purchasing agent

Analyst
Analyzer

Cement analyst, food analyst, budget analyst, computer-systems analyst, etc.

Caretaker or
custodian

Servant, janitor, guard, building superintendent, gardener, grounds-keeper, sexton, property clerk, locker attendant

Claim examiner
Claim investigator
Claims adjuster
Claims analyst
Claims authorizer

Unemployment benefits claims taker, insurance adjuster, right-of-way claims agent, merchandise complaint adjuster, etc.

Clerical work
Clerk
Clerical

Stock clerk, shipping clerk, sales clerk. A person who sells goods in a store is a salesman or sales clerk--do not report them merely as a clerk.

Data processing

Computer programmer, data typist, key punch operator, computer operator, coding clerk, card tape converter operator

Doctor

Physician, dentist, veterinarian, osteopath, chiropractor

Engineer	Civil engineer, locomotive engineer, mechanical engineer, stationary engineer, aeronautical engineer
Entertainer	Singer, dancer, acrobat, musician
Equipment operator	Road grader operator, bulldozer operator, trencher operator
Factory worker	Electric motor assembler, forge heater, turret lathe operator, weaver, loom fixer, knitter, stitcher, punch-press operator, spray painter, riveter
Fireman	Locomotive fireman, city fireman (city fire department), fire fighter, stationary fireman, fire boss
Foreman	Specify the craft or activity involved, as foreman carpenter, foreman truck driver
Graphic arts	Illustrator, commercial artist, poster artist, art lay-out man, etc.
Group leader	Group leader on assembly line, harvest crew boss, clerical group leader, labor gang leader, recreation group leader, etc.
Heavy equipment operator	Specify the type of equipment, such as: clam-shovel operator, derrick operator, monorail crane operator, dragline operator, Euclid operator, etc.
Helper	Baker's helper, carpenter's helper, janitor's helper, etc.
IBM Clerk IBM machine operator IBM operator	IBM card puncher, IBM tabulator, sorting machine operator, proof machine operator, etc.
Interior decorator	Be sure the entries in Q. 12 differentiate between the interior decorator who plans and designs interiors for homes, hotels, etc., and those who are painting, paper-hanging, etc.
Investigator	Insurance claim investigator, income tax investigator, financial examiner, detective, social welfare investigator, etc.

Laborer	Sweeper, charwoman, baggage porter, janitor, stevedore, window washer, car cleaner, section hand, hand trucker
Layout man	Pattern-maker, sheet-metal worker, compositor, commercial artist, structural steel worker, boilermaker, draftsman, coppersmith
Maintenance man	Groundskeeper, janitor, carpenter, electrician
Mechanic	Auto mechanic, dental mechanic, radio mechanic, airplane mechanic, office machine mechanic
Nun	Specify the type of work done, if possible, as grammar school teacher, housekeeper, art teacher, organist, cook, laundress, registered nurse
Nurse	Registered nurse, nursemaid, practical nurse, nurse's aide, student or professional nurse
Office clerk Office worker Office work	Typist, secretary, receptionist, comptometer operator, file clerk, bookkeeper, physician's attendant
Program analyst	Computing-systems analyst, procedure analyst, vocational director, manufacturing liaison planner, etc.
Program specialist	Program scheduler, data-processing-systems supervisor, metal-flow coordinator, etc.
Programmer	Computer programmer, electronics data programmer, radio or TV program director, senior computer programmer, production planner, etc.
Research Research and Development Research and Testing Research assistant Research associate Research specialist Research work	Specify field of research, as research physicist, research chemist, research mathematician, research biologist, etc. Also, if associate or assistant, research associate chemist, assistant research physicist, research associate geologist, etc.

Salesman Advertising salesman, insurance salesman, bond salesman, canvasser, driver-salesman (routeman), fruit peddler, newsboy

Scientist Specify field, for example, political scientist, physicist, sociologist, home economist, oceanographer, soil scientist, etc.

Specialist If the word specialist is reported as part of a job title, be sure to include a brief description of the actual duties in Q. 12. For example, for a "transportation specialist," the actual duties might be any one of the following: "Gives cost estimates of trips," "plans trips or tours," "conducts tours," "schedules trains," or "does economic analysis of transportation industry."

Shipping department What does the worker himself do? Shipping and receiving clerk, crater, order picker, typist, wraps parcels, etc.

Supervisor Typing supervisor, chief bookkeeper, steward, kitchen supervisor, buyer, cutting and sewing forelady, sales instructor, route foreman

Systems analyst Computing-systems analyst, contract

Systems specialist coordinator-mfg., production planner, etc.

Teacher Teachers should report the level of school they teach and the subject. Those below high school level who teach many subjects may just report level. College teachers should report title. Following are some illustrations:

Level	Subject
Preschool	--
Kindergarten	--
Elementary	--
Elementary	Music
Junior high	English
High school	Physical education
College	Mathematics
	(Professor)

Technician	Medical laboratory technician, dental laboratory technician, X-ray technician
Tester	Cement tester, instrument tester, engine tester, battery tester
Trucker	Truck driver, trucking contractor, electric trucker, hand trucker
Works in stock room, bakery, office, etc.	Names of departments or places of work are unsatisfactory. The entry must specify what the worker <u>himself</u> does; for example, "shipping clerk" or "truck loader," <u>not</u> "works in shipping depart- ment"; "cost accountant" or "filing clerk," <u>not</u> "works in cost control."

Occupation of the self-employed.

When a person is self-employed, ask the occupation question: "What kind of work was . . . doing?" Do not enter proprietor as the occupation unless the person actually spends most of his time in the management of the business. If the person spends most of his time in his trade or craft, return that as his occupation, i.e., shoe repairman, beautician, or carpenter, as the case may be.

Caution on occupations of young persons.

Professional, technical, and skilled occupations usually require lengthy periods of training or education which a young person normally cannot have. Upon further inquiry, you may find that the young person is really only a trainee, apprentice, or helper (for example, accountant trainee, electrician trainee, apprentice electrician, electrician's helper).

Unusual occupations.

You may encounter occupations which sound strange to you. Accept such entries if the respondent is sure the title is correct. For example, "sand hog" is the title for a certain worker engaged in the construction of underwater tunnels, and "printer's devil" is sometimes used for an apprentice printer. Where these and any other unusual occupational titles are entered, add a few words of description if the combined entries do not clarify the response.

1. Apprentice versus trainee.

An "apprentice" is under contract during his training period but a "trainee" is not. Include both the occupation and the word "apprentice" or "trainee," as the case may be, in the description--e.g., apprentice plumber, buyer trainee.

2. Baby sitter versus boarding children.

A baby sitter usually cares for children in the home of her employer. Where the children are cared for in the worker's home, the occupation is "boarding children."

3. Contractor versus skilled worker.

A "contractor" is engaged principally in obtaining building or other contracts and supervising the work. Classify a skilled worker who works with his own tools as a carpenter, plasterer, plumber, electrician, and the like, even though he hires others to work for him.

4. Housekeeper (paid) versus housemaid.

A "paid housekeeper" employed in a private home for wages has the full responsibility for the management of the household. A housemaid (general housework), house girl, or kitchen maid does not.

5. Interior decorator versus painter or paperhanger.

An "interior decorator" designs the decoration plans for the interior of homes, hotels, offices, etc., and supervises the placement of furniture and other decorations. A house painter or paperhanger only does painting or hangs paper.

6. Machinist versus mechanic or machine operator.

A "machinist" is a skilled craftsman who constructs metal parts, tools, and machines through the use of blue prints, machine and hand tools, and precise measuring instruments. A "mechanic" inspects, services, repairs, or overhauls machinery. A "machine operator" operates a factory machine (drill press operator, winder, etc.).

7. Secretary versus official secretary.

Use the title "secretary" for secretarial work in an office; report a secretary who is an elected or appointed officer of a business, lodge, or other organization as an "official" secretary.

8. Names of departments or places of work.

Occupation entries which give only the name of the department or a place of work are unsatisfactory. Examples of such unsatisfactory entries are "works in warehouse," "works in shipping department," "works in cost control." The occupation entry must tell what the worker himself does, not what his department does.

Importance of Q. 12.

The responses to the activity question, Q. 12, are very important for coding purposes. Although the question may seem redundant in some cases, the responses often permit more accurate coding of the occupation. We cannot provide you with a complete list showing when an activity response together with the job title is adequate or when additional probing is necessary. However, we would like to stress the importance of the activity question in providing more detail even though it may not appear to. Here are some examples showing the value of Q. 12:

Q. 11:
Telephone Co.
serviceman

Q. 11:
Telephone Co.
serviceman

Q. 12:
Installs phones
in homes

Q. 12:
Repairs telephone
transmission lines

Both of these examples are an adequate combination of responses. However, with the additional information obtained from Q. 12, the two responses identify different occupations even though the responses to Q. 11 are the same. These two telephone company servicemen will be assigned different occupation codes.

Q. 11:
Bookkeeper

Q. 11:
Bookkeeper

Q. 12:
Keeping and
balancing ledgers

Q. 12:
Operating a bookkeeping
machine

Again, adequate responses are obtained in both, but on the basis of the detail provided by Q. 12, these occupations will be coded in different categories. This is so because we classify people who operate bookkeeping machines separately from those who keep books by hand.

These two examples illustrate the importance of the activity question, Q. 12, in obtaining adequate responses even though the question seems repetitive.

Q. 11: See spex for Q. 15, Section 8.

Q. 12: See spex for Q. 16, Section 8.

Q. 13: See spex for Q. 14, Section 8.

Q. 14: See spex for Q. 17, Section 8.

Q. 14A: See spex for Q. 17A, Section 8.

Q. 14B: See spex for Q. 17B, Section 8.

Q. 15: Record the respondent's gross pay, that is, the amount he receives before deductions for Social Security, taxes, or anything else. However, if R can only tell you the amount of his take-home pay, record that amount and write "Net" beside it.

More than one rate of pay--If the respondent has had more than one pay rate while working at that job, ask for the average rate, overall, he has received since he had that job or since Jan. 1, 1978, which ever is later.

Tips, overtime pay, and bonuses--Include such pay only if the respondent usually receives tips, works overtime, or receives bonuses.

Piece rate--If the respondent is paid on a piece-rate scale (e.g., \$.50 per garment), obtain the amount he usually receives for an average working period such as per hour or per week.

Self-employed respondents--If the respondent is self-employed in an incorporated business or professional practice (Q. 14), record only his salary, as reported on the books for the business or practice. Do not include any profits or dividends from the corporation.

Q. 17: If the respondent does not know the meaning of "collective bargaining" explain that it is negotiations between an employer and union representatives (or representatives of an employee association) concerning wages, hours, working conditions, and fringe benefits.

Q. 17A: Be sure to obtain the full name of the union or association. You may need to probe. If R has a union card, encourage him to get it out. Do not record initials--probe for and record the full name of the union. Answers like "Local 145 of the IPF" will do us no good whatsoever. Do not accept as an answer "AFL-CIO" as this is the name of an umbrella organization of unions rather than a specific union name.

After you have written the full name, look carefully at the union names list. If "Other," copy the name written in Q. 17A onto the line provided below. If code "996," specify during your edit.

Q. 17D:

People can be members of some unions even if they are not presently employed in that field. For example, a person can remain a member of a carpenter's or musician's union even when not employed as a carpenter or musician. Therefore, you are to ask Q. 17D regarding current union membership even if R is no longer holding the job for which you obtained the union name.

Q. 24:

As you can see, the "Yes"/"No" codes have been accidentally omitted from Q. 24. Please write in either "Yes - 1" or "No - 2" in the blank space opposite Q. 24. If "Yes" is written, ask Q. 24A. If "No" is written, go to Q. 25.

Q. 24A:

As before, probe for as accurate a job title as possible. If R says, "mechanic" etc., probe for the kind of mechanic. We need to be able to provide a full occupation code for this question.

Q. 27:

Record one service per line; use margins if more space is needed.

Qs. 20-30:

Be sure to read categories slowly. If R gives a response which is not in terms of the given categories, ask R if his response means . . . and reread the categories.

Qs. 32-34:

Probe for clarity and completeness on Q. 32. Probe only for clarity on Qs. 33 and 34. Write in the margins if you need more space. Then code R's responses carefully. Remember not to read the categories to R.

Section 11 On Last Job Lasting Two Weeks or More

Qs. 1,2A,2B: If a "yes" is coded for any of these questions the respondent is skipped out of Section 11. The only respondents left will be those for whom we have never recorded a description of main activities or duties for a job.

Q. 3: Note. If R has never worked, the rest of section 11 and section 12 is skipped. The interview would then begin again at section 13.

For those Rs who did not have a job last week, you may have recoded an employer name previously in col. 2 of the employer flap. However, Qs. 4-6B of section 10 may have caused you to skip over the questions in section 10 in which you get a job description. In these cases, you may actually already have the date requested in Q. 3 here. However, go ahead and ask Q. 3 anyway. However, be sure to reconcile the answer you get with any information you have in section 10. For example, if in section 10, the R told you about a short term part-time job since January 1, 1978, but in Q. 3 of section 11 gives you a date prior to 1978, be sure to question him about it. Alternatively, if you have no employers recorded on the employer flap for jobs held since January 1, 1978, but R gives you a date since January 1, 1978 in Q. 3 of section 11, be sure to go back, enter the employer on the employer flap, and administer the appropriate questions in section 10 regarding this job.

Q. 6: See spex for Q. 13, section 8

Q. 7: See spex for Q. 14, section 8.

Q. 8: See spex for Q. 15, section 8.

Q. 9: See spex for Q. 16, section 8.

Q. 10: See spex for Q. 17, section 8.

Q. 10A: See spex for Q. 17A, section 8.

Q. 10B: See spex for Q. 17B, section 8.

Section 12 Work Experience Prior to January 1, 1978

- Q. 2: We are interested in the year during which R turned 18. This year is obtained by adding 18 to R's year of birth. This sum should be between 1975 and 1977.
- Q. 4A: The last year of interest is that year R turned 18 (sum in Q. 2). Make sure all prior years, if any are crossed out.
- Q. 4B: Ask Q. 4B for each year with an entry in Q. 4A greater than "00." "Working for pay" includes regular and odd jobs and working without pay in a family business or farm.
- Q. 5: At Q. 5 all respondents who have been in school at any time since January 1, 1978 (regardless of whether or not they are in school now) are skipped to section 13. The questions at the bottom of the calendar will give you this information.
- Q. 7: This will possibly never happen, but should you come across an R who has never been to school, ask about the, "first job at which you worked for at least two months after you turned 14 -- for whom did you work at this job."
- Record the employer's full name. See spex for Q. 13, section 8.
- Q. 7A: If R worked more than 20 hours a week for the employer recorded in Q. 7, copy the employer's name from Q. 7 to the line provided at Q. 7C on the next page.
- Q. 7B: If R worked less than 20 hours a week for the employer recorded in Q. 7, obtain in Q. 7B the name of the employer at which R worked at least two months and for at least 20 hours a week. Enter this employer's name at Q. 7C on the next page.
- Q. 8: See spex for Q. 1, section 10.
- Q. 9: See spex for Q. 1, section 10.
- If, however, R is still working for this employer, skip to section 13, as we already have asked all of the remaining Q's in section 12 about this job.
- Q. 10: If either date is after January 1, 1978 we have already discussed this job in section 10.
- Q. 11: See spex for Q. 14, section 8.
- Q. 12: See spex for Q. 15, section 8.
- Q. 13: See spex for Q. 3, section 10.
- Q. 15: See spex for Q. 15, section 10.
- Q. 16: See spex for Q. 2C, section 10.

Section 13 On Government Training

Q. 1: This section will collect information on government training provided for persons not in school. Thus, if R is presently enrolled in grades 1-12, skip to Section 14.

Q. 2: See glossary of government-sponsored programs located at the front of the spex for Section 9 for some general information about some of the types of programs covered in this section.

Note that we are only asking about participation in such programs since January 1, 1978. Prior experience is still coded "No."

Q. 2A: Probe for the exact name of the school or agency and enter the name at Q. 6 (pg. 120).

Q. 2B: Probe for the exact name of the government program and record the name at Q. 7 (pg. 120).

Q. 2C: Space is provided in Section 13 for discussing two government-sponsored training programs (beginning with Q. 6 on pg. 120). If R has participated in more than two programs since Jan. 1, 1978, take a clean questionnaire, write R's case no. on the front, and turn to Section 13, recording these additional programs, beginning with Q. 6 on pg. 120. On the front of the questionnaire, write: #2 Continuation of Section 13. Label the main questionnaire #1. Note, however, if in Section 9 you had to use a second questionnaire to record additional jobs, please continue Section 13 in that same second questionnaire.

When you are probing for additional government-sponsored training programs, remember to stress that we are talking about programs for people not attending regular school.

Qs. 3 and 4: Here is where we collect just a small amount of information about such programs in which respondents participated prior to 1978.

Q. 4: Probe for the exact name of the program using Card 0 as a referent if necessary.

* Q. 4A: The instructions above Q. 4A should read: "FOR EACH LISTED, ASK A-C:"

Probe as for a job title, be specific.

Q. 4C: Read "complete" if R completed the program. Read "leave" if R did not complete the program.

Qs. 6-34: Complete Qs. 6-34 for the program listed in Column 1 before going back to Q. 6 for any additional programs. If you have additional programs listed in a second questionnaire, do not forget to administer Q. 6-34 for those programs.

- * Q. 11: There is an error in Q. 11. The second sentence makes a reference to dates recorded on the calendar. Since no such dates were recorded, the first part of the second sentence should read like the first part of the first sentence of Q. 11A. That is, "Between (DATE IN Q. 8) and (now/DATE IN Q. 10)," then continue with Q. 11: "were there any periods of a full week or more . . ."
- Q. 15: Probe for clarity if necessary in order to code. If more than one reason given, probe for the main reason.
- Q. 17A: See spex for Q. 15, this section.
- Qs. 18-20: We want to know the services or training that R received or took advantage of. So, if R says, for example, in response to Q. 18A, that the program offered job counseling but he did not use it, "No" would still be coded. We do not want to know what the program offered in general, but what R received.
- Q. 20A: Again, probe for clarity. We need to be able to provide a full occupation code from your verbatim.
- Q. 22: Use the alternate wording "other" if "Yes" is coded in Q. 21A.
- Q. 22A: See spex for Q. 20A of this section.
- Q. 25: Read "presently received" if R is currently enrolled in this program and "have received" if R is no longer participating.
- Q. 25A: See spex for Q. 15, Section 10.
- Q. 29: If R is still enrolled in the program, you would always code "No." Otherwise, refer to Q. 10 for the date R left the program and the calendar, Row B, to see when R had a job. Any job R has had since the program ended would qualify, even if the job started during or prior to R's participation in the program.
- Q. 31: Code R's response as "Everything" or "Nothing" only if R specifically gives you one of these responses. That is, do not code one of these two responses by your own interpretation of what R's responses mean.
- Code 01 for "the training itself" if R mentions that he likes most the work or training activities.
- Code 03 for "the other students/co-workers" if R mentions he likes most the other trainees.
- Code 02 for "the staff/supervisors" if he mentions the trainers or supervisors as the thing he likes most about the program.
- Q. 32: See spex for Q. 31 above.

Section 14 Other Training

Q. 2: Read the first phrase, "Besides your regular schooling" if R has been enrolled in regular schooling at any time since Jan. 1, 1978.

Decide which combination of the three possible introductory phrases is appropriate for this R before starting to read any of them as the introduction for Q. 3A. Otherwise, there will be long pauses and it will sound awkward.

Q. 4a: Complete Qs. 4a-g for each program before going on to the next program.

Q. 4b: Reminder to code one only for each program.

If R attended a vocational or technical institute as part of an apprenticeship program, code for "apprenticeship program" as the source.

Q. 4d: If R is still enrolled, code "0001" and go to Q. 4f.

Q. 4f: If (03) is coded in Q. 4b, read "in all your apprenticeship activities."

If (07) is coded in Q. 4b, read "working on these materials."

Otherwise, read "in this training."

For spex on filling in hours, see spex for Q. __, Section __.

Q. 5: If "Yes" to Q. 5, see spex for Q. 4 for similar questions.

*Q. 7: Q. 7 is a final check to see if we missed any job or training R participated in during the summer of 1978. Probe for clarity if R's response appears similar to any of the categories provided. If code "04," go back to Section 10 (JOB), not Section 11 as written, and begin by rechecking the answers coded in Qs. 1 and 3. If the dates in Qs. 1 and 3 are between June 1, 1978 and August 31, 1978 for any of the jobs listed, correct your calendar. If not, probe R for the dates worked and add this job to the employer flap. Check to see if this job was part of any special program to see if any codes on the employer flap should be circled. Then ask all appropriate questions in Section 10 regarding this job.

If code "05" in Q. 7A, probe R whether this was a government-sponsored training program or some kind of "other training." If a government-sponsored training program, go back to Section 13. If "other training," go back to the beginning of Section 14. Add all necessary information.

Q. 8: Do not code "yes" if R has only a special military driver's license, as this is covered in Q. 9 of this section. However, code "yes" in Q. 8 for any other certificate, etc. that R may have received while serving in the military.

Q. 8A: If R gives any regular college degree, skip to Q. 8E. Otherwise, Qs. 8B-F must be asked.

Q. 8B: If in Q. 8A under "Other," R has already told you that what he received was a certificate, license, or journeyman's card, read your coding of Q. 8B aloud as a confirmation.

Q. 8D: If R has already told you for what profession this is, simply confirm with R and record answer.

*Q. 8F: The instructions for 8F contain an error. If you get a "Yes," the instructions should be "(GO TO A FOR THE NEXT DEGREE, CERTIFICATE, ETC.)."

Q. 9: If R has a special military driver's license, code "yes" here. If R should ask what we mean by a valid driver's liscence," tell him that we mean a driver's license that allows him to legally drive on the streets; that is, a driver's liscence that is neither suspended or revoked.

Section 15 Periods when R was not at work

Q. 1b. When we say to ignore the yellow lines we mean that those periods covered by a yellow line should be considered as time spent working.

Q. 2: If rows A and B show R worked or was in the military since January 1, 1978, reading Q.2 informs the respondent of why you are sitting there quietly adding new lines while you follow the instructions at Q.2A + B.

If R has not worked or been in the military, rows A and B will be blank. In this instance you would draw one line in Row C, beginning at January 1, 1978 and ending the date of the interview.

Example: To illustrate the procedure for this question let for Q.2: us consider the following example as illustrated on page 105 of the SPEX. From sections 7 and 10 we have filled in the worksheet calendar for our respondent.

To fill in row C on our calendar, start at the right-hand side and work back from Interview date, which is February 20, 1979 in our example. Looking at rows A and B, we see that the first periods of non-involvement or not working ended August 9th, 1978, and began June 21st, 1978. The second period, entered on row C, period #2, ended April 9, 1978 and began March 21st, 1978. Continue doing this until all periods of not working have been entered in row C.

Note, when you draw these periods of non-involvement, the 1st period, is the period closest to the interview date. You work backwards, then, until January 1, 1978 (see example of calendar on page 105 of the SPEX).

Now let us look at the most recent period of not working. We are interested in the number of weeks in this period. To enable you to calculate this, we have prenumbered the weeks on the 1978-1979 calendar on your calendar worksheet. The first period of not working ended August 9, 1978 which is on week number 32. Enter this number in the

box in that column on row 2A. The first period began June 21, 1978 which is in week number 25. Enter this number in the box in the first column in row 2B. To find the number of weeks the first period of not working lasted, subtract the number in 2B from the number in 2A.

2(A) Date Ended 3 2

Period of Not Working Week #

2(B) Date Began 2 5

Period of Not Working Week #

of Weeks Not Working 0 7

of Weeks

The completed illustration of Q.2, showing how to draw the lines on row C of the calendar, as well how this example would be coded in the questionnaire, is on pp. 106-7 of the SPEX.

(If there are more than 6 periods of not working, enter all periods not working on the calendar, using a second calendar if necessary. Then enter the 6 most recent on the questionnaire for section 15. Then in the box provided at Qs. 2A and B enter the total number of periods of not working.)

Having obtained the duration in weeks, of all periods of not working, go to Q. 3.

*Q. 3: There is a correction in the wording for Q.3, where it says (SHOW ROW B), it should say (SHOW ROW C).

Q. 3A: Being "on layoff from a job" means R had a commitment from his employer that he would get his job back at sometime in the future. This means R did not quit and he was not fired. Since R had this commitment from his employer it would probably mean R would not be looking for a new job but waiting out this period instead. Of course, R's employer may or may not have honored that commitment.

Qs. 3 & 4: Turn to p. 107 of the SPEX for an example of how to code Qs. 3 & 4. Read Q. 3 and ask Q. 3A as shown in the example. Note that the number of hours given in answer to Q. 3A need not necessarily be the same as that given in the corresponding box in Q. 2C. Possible reasons for this are: R. was (1) going to school, (2) loafing, (3) on vacation, (4) ill, (5) keeping house, (6) looking after the children.

If R answers "NONE," enter 00.

Q. 4A: If zero is coded in 4A, go back to next period. Only when there is no next period, go to next section. If number entered in Q. 4A is greater than zero, ask Q. 4B.

Q. 4B: Q. 4B asks for main reason, so code one only. Remember to transfer the number of the category you have coded into the boxes provided at Q. 4B.

Some of the codes for Q. 4B need additional explanation. If R says "I did not want to work, I wanted a vacation;" code "08" for "vacation" rather than "01" for "did not want to work."

At first glance, code 10 "Believed no work available" and code 11 "could not find work" look nearly identical. However, there is a difference.

--If R looked for work earlier and became discouraged, he may have ceased looking. He then may give as his reason in Q. 4B "could not find work" (code 11) as his reason for not looking for work during a given period.

--However, an R may have simply not looked because he had heard from others that no work was available, then code "10" for "believed no work available" would be the appropriate code. He may also have become discouraged from past experiences of long ago in looking for work, and may have concluded that it was not worth looking because no work was available. Again, code 10 would be appropriate.

CALENDAR

-105-

[illegible]

- INTERVIEWER: ANSWER QUESTIONS 1-3 IF INSTRUCTED TO DO SO IN THE QUESTIONNAIRE.
1. IS R CURRENTLY ENROLLED IN REGULAR SCHOOL? (q, 1, SECTION 4)
- YES (SPECIFY GRADE _____) 2
NO
2. ENTER DATE R WAS LAST ENROLLED IN REGULAR SCHOOL. (q, 4, SECTION 6)
- MONTH: 06 YEAR: 77
3. IF R ATTENDED FIRST YEAR OF COLLEGE OR HIGHER (Q, 21, CODE 2, SECTION 4), CHECK HERE.

JANUARY													WEEK
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31									
01	02	03	04	05	06	07	08	09	10	11	12	13	14
15	16	17	18	19	20	21	22	23	24	25	26	27	28
29	30	31											
FEBRUARY													WEEK
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30										
01	02	03	04	05	06	07	08	09	10	11	12	13	14
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1979

16-22 YEARS OLD2

Y.S. 1

2. Now I am going to

246.8 IN ON KM C LINES

C. # OF WEEKS NOT WORKING
IF MORE THAN 6 SUCH SETS OF DATES, ENTER THE 6 MOST RECENT AND ENTER THE TOTAL NUMBER IN BOX HERE: 1-1-1-1-1-1 # IN B)

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7 OF 10 WEEKS

125
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WEEK 12

WEEK 9

WEEK 1

111

11-11-11

32 WEEK

15 WEEK

WEEK

WEEK

WEEK 7

WEEK 1

10

OFFICE USE: 1
COMPLETE MOVES 2A-C FOR EACH
PERIOD NOT WORKING BEFORE
GOING ON TO Q. 3.

FOR EACH SPELL, NOT WORKING, ASK Qs 3 & 4 BEFORE GOING ON TO THE NEXT:

3. Our calendar (SHOW ROW #) shows that you were not working from (DATE) to (DATE). That would be about (NUMBER OF WEEKS FROM BOX 2C) weeks when you were not working.

A. During how many of these weeks were you looking for work or on layoff from a job? ENTER IN APPROPRIATE COLUMN.

IN answer to Q.3A R says "about 5." Enter 05 in the box provided

NUMBER OF WEEKS LOOKING FOR WORK OR ON LAYOFF	WEEKS	WEEKS	WEEKS	WEEKS	WEEKS	WEEKS	WEEKS	OFFICE USE:
05								

4. A. INTERVIEWER: SUBTRACT THE NUMBER OF WEEKS ON LAYOFF AND LOOKING FOR WORK (IN Q. 3A) FROM THE NUMBER OF WEEKS NOT WORKING (IN Q. 2C).

IF ZERO, ENTER "00" AND GO BACK TO Q. 3A FOR NEXT PERIOD OF NOT WORKING OR GO TO SECTION 16.

- Subtracting # in Q.2C(07) from R's response to Q.3A (05) means you would code "02" in the box provided.

- Now you would read Q.4B, inserting the "2" for number of weeks not working or looking for work

H. That leaves (NUMBER OF WEEKS IN Q. 4A) that you were not working, or looking for work. What would you say was the main reason that you were not looking for work during that period? RECORD VERBATIM AND ENTER CODE IN BOX.

DID NOT WANT TO WORK.....01
ILL, DISABLED, UNABLE TO WORK.....02
FOR SCHOOL EMPLOYEES: SCHOOL WAS NOT IN SESSION FOR THIS PERIOD.....03
ARMED FORCES.....04
PREGNANCY.....05
CHILD CARE PROBLEMS.....06
PERSONAL, FAMILY REASONS.....07
VACATION.....08
LABOR DISPUTE/STRIKE.....09
BELIEVED NO WORK AVAILABLE.....10
COULD NOT FIND WORK.....11
OTHER (SPECIFY).....12

After recording R's response verbatim in Q4B and coding the main reason below, you would go back to Q3 and ask about the second period of not working. Remember to transfer the category coded in Q.4B to the boxes provided.

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IF CODE 12, IF CODE 12, IF CODE 12, IF CODE 12, IF CODE 12, SPECIFY BELOW: SPECIFY BELOW: SPECIFY BELOW: SPECIFY BELOW: SPECIFY BELOW:

Section 16

HEALTH

Q. 1A:

This question is asked of persons who were not working at a job last week. The emphasis in this question should be on the word "now." Often a person who cannot do one job because of health, is able to do some other kind of work, as for example, the bricklayer who quit because of a bad back but could now function as the clerk in a retail liquor store. So, if R says, "yes, I can no longer use as a bricklayer." Probe: Do you feel your health keeps you from working at any type of job?

Q. 2A&B:

A respondent may ask you what is meant by being "limited". Having a limitation generally means that a person has or would have some degree of difficulty in performing some kinds or amounts of work. Remember, however, that we want any perception of a limitation to come from the respondent, not your evaluation of the respondent. People differ a great deal; one man with a broken leg may feel totally disabled and helpless while another may think of the broken leg as an inconvenience but not a limitation. Alternatively a respondent may think of a health problem you would consider as minor as a major limitation in work. Be sure to register only the respondent's perception of the situation.

Read the words "are you" in parentheses if R. had a job last week ("yes" to Q. 1 above).

Read the words "would you be" in parentheses if R. did not have a job last week, that is, if you coded "2" in Q. 1 above. Then read the word "could" in parentheses.

These questions differ from Q. 1A in that Q.1A asked if R's health prevents him from working at any job. Questions 2A and B ask those R's who work or could work if they are or would be limited in the kind or amount of work they (could) do.

Q. 2B:

An example of limitation in the "amount of work" (if the person were to work now) would be working part time as opposed to full time.

Q. 3:

If code 2, (no limitations) proceed to section 17.

Q. 4:

If R. says he has several limitations, probe for the month and year in which he was first limited in the kind or amount of work he could have done.

Q. 5:

Put one condition on each line. Do not use more than one line per condition. If you do not have enough room, use margins for recording additional information.

Q. 6: If more than one condition in Q. 5, Q. 6 asks for the condition that is the main course of R's limitation in work. Then Qs. 7-16 refer to this one main condition.

Q. 7: If the date of the first limitation (Q.4) refers to the same condition as discussed in Qs. 5 or 6, Q7 might seem redundant, but it is not. Q7 asks when R first had this condition, which is different from asking when the condition first presented limitations for R (Q4).

Box A: The purpose of Box A is to differentiate conditions which resulted from accidents or injuries (01) from general conditions of interest (Box B - Code 02). Further, if the conditions are "normal pregnancy," "normal delivery," etc., Box A sends you straight to the next section, that is, Section 17.

Even if you feel certain that R's condition represents an accident or injury, you must consult the conditions listed in Box B before coding your response.

Code "neither" if the condition is not "accident or injury", "in Box B," or one of the conditions assorted with codes 04-06.

Box A Code: 01) "Accident or Injury"

- a) Accidents may include poisonings, where the condition results from swallowing, drinking, breathing, or coming in contact with some poisonous substance or gas. Poisoning may also occur from an overdose of a substance that is nonpoisonous when taken in normal doses. Note that not all conditions with the work "poison" in them are the results of accidents or injuries; for example, poison oak, poison ivy and ptomaine poisoning are diseases.
- b) Injuries include: cuts, bruises, burns, sprains, fractures, insect stings, animal bites, sunburn, sun poisoning, heat or sunstrokes, blisters, frost-bite, etc.
- c) Caution Regarding Accidents and Injuries
 - (1) Do not code "Accident or Injury" for birth injuries to either the mother or the child during the act of delivery. For injuries occurring after birth, do code for "accident or injury."

- (2) A condition, such as "broken (perforated/ ruptured) eardrum" may be an accident or injury or may be due to some other cause, such as childhood disease. Circle code "01" only if you know that the cause was "accident or injury." If not sure, circle code "03" for "neither" and the cause will be asked in Q. 4.
 - (3) If necessary ask the R if the condition was caused by an accident or an injury. If the respondent does not know whether a condition was caused by an accident or injury, circle code for "neither", and go on to Q. 9.
 - d) Exposure to heavy lifting, loud noise, and other similar hazards are considered injuries only when they are one-time occurrences. For example, a punctured eardrum resulting from a loud explosion would be considered an injury, but continued exposure to loud noises at work resulting in partial deafness would not be considered an injury. For the latter case, code "neither." Follow the same procedure if the cause is continued heavy lifting, continued strain, etc.
 - e) If the respondent tells you that the condition is a present effect of a previous injury (no matter how long ago the injury occurred), code "accident or injury." For example, "back trouble" as the present effect of a car accident several years ago.
- 02) "In Box B" - If the condition is not an injury and was not obviously caused by an accident, refer to Box B to see if the condition is listed there; if so, code 02 for "In Box B" conditions.
- a) Specific names of illnesses listed in Box B are sufficient to permit medical coding without further probing. However, Box B is an exclusive list. Do not apply the Box B rule to conditions which are synonyms of, or related to, the listed conditions.
- For example, "hernia (all types)" is in Box B, while "rupture" is not; code "Neither" and ask Q. 9 for "rupture." "Stomach ulcer," "duodenal ulcer," "gastric ulcer," and "peptic ulcer" are in Box B. while "ulcer" is not. If you are in doubt, consider the condition not to be in Box B.

- b) If the respondent volunteers the information that a Box B condition was caused by an accident--for example bursitis caused by an accident--code "Accident or injury."

BOX B

Conditions reported for which questions 9 through 12 need not be asked:

Acne	Hernia (all types)
Appendicitis	Kidney stones
Arteriosclerosis	Laryngitis
Arthritis (any kind)	Migraine (any kind)
Athlete's foot	Mumps
Bronchitis	Phlebitis
Bunions	(Thrombophlebitis)
Bursitis	Pneumonia
Calluses	Sciatica
Chickenpox	Sinus (any kind)
Cold	Strep (Streptococcus)
Corns	throat
Croup	Tonsillitis
Diabetes (all types)	Ulcer (duodenal,
Epilepsy (all kind)	stomach, peptic
Gallstones	or gastric only)
Goiter	Warts
Hardening of the arteries	Whooping cough
Hay fever	
Hemorrhoids or piles	
(all kinds)	

Qs. 9-12: All illnesses and injuries reported in this survey must be translated into medical codes. Since the coding system provides for over 1,500 different conditions, the descriptions of the conditions should be as complete and detailed as possible. Questions 9 and 10 are designed to obtain this needed information.

01) The best description of a condition is its exact medical title. Sometimes, respondents do not give a complete description of the condition. When the respondent does not know the exact medical title of the illness, one or more of the four items listed below needs to be obtained in order to assign an exact medical code.

- a) The doctor's description of the condition.
- b) The respondent's statement of the cause.
- c) A specific description of the kind of trouble.
- d) The part of the body affected.

Q. 9: Enter what the respondent tells you the doctor said, using the respondent's words. Print clearly. If the medical name given by the respondent is one which is unfamiliar to you, ask him to spell it for you. If the exact spelling is not known, record it phonetically but also ask the respondent to describe how it affects him and record a description of the condition. The entry in Q. 9 should be as exact and as complete as possible. If the respondent does not know the medical name or if his answer is vague -- for example, "It's my liver," "I've got a bad heart," "Something I ate" -- you will have to probe: "What's wrong with your liver?", "In what way is your heart bad?", "How did this food affect you?" It is permissible to copy the "Name of Condition" from Q. 6 onto Q. 9 if that entry is clearer and more complete than the person's final answer to Q. 9, or if he says he does not know what the doctor said it was.

Dental Conditions - If teeth were pulled or dental surgery performed, record in Q. 9 the name of the disease or condition that necessitated the extraction or surgery.

Mental Illness - If mental illness is reported, try to get the medical name and record it in Q. 9. If the medical name is not known, enter a description of how it affects the person.

Operations - If the only description the respondent gives of an illness is the name of the operation, ask what condition necessitated the operation and record that condition in Q. 9. Also, record any present effects mentioned.

Q. 9A: After reading R's answer to Q. 9, go to Q. 9A. Examine the answer you got to Q. 9 and circle the appropriate code. Code for "cancer" only if the R. specifically said it was cancer. Code for "IN BOX B" as specified above. If the condition described in Q. 9 was neither cancer nor in box B, circle "03" for "Neither" and ask Q. 9B.

Q. 9B: If a cause is reported in answer to Q. 9, enter the cause in Q. 9B without asking the question. For example, record a reply to Q. 9 of "Overwork caused a strain on my heart," as "Strained heart" in 9, and "Overwork" in 9B.

If the response to Q. 9 or 9B indicates that the cause of the condition is an accident or injury, code "Accident or injury" in Q. 9B.

Record the person's answer verbatim on the line for Q. 9B or code "01" for "Accident or injury." Do not go back to the codes in Q. 9A even if the person gives you an answer that can be found in Card B.

Instructions

above

Q. 10: There are many synonyms for some of the words listed above Q. 10, but do not ask Q. 10 if a synonym is used in place of a word on the list. For example, "problem" may not be substituted for the word "trouble."

If the respondent's first answer indicates that he does not understand what information is desired, ask Q. 10 again emphasizing the word "kind." For example, "What kind of heart trouble," "What kind of nervous condition is it?"

The instructions above Q. 10 lists conditions for which medical coding requires more specific information, which should be obtained if the respondent knows it.

For example:

1. Heart trouble might be of several different kinds--angina, coronary, rheumatic, leakage, etc.
2. Kidney trouble could mean kidney stones, nephritis, bladder infections, etc.
3. Stomach trouble could refer to ulcers, appendicitis, intestinal flu, etc.

Instructions aboveQ. 10 (continued)

4. For "cyst," "tumor," or other "growths," we want to determine if they were cancerous (malignant) or noncancerous (benign). However, do not ask if it was cancerous or noncancerous. For example, for "ovarian cyst" ask: "What kind of ovarian cyst is it?" (or "was it" if the cyst has been removed). Also, ask "kind" for such entries as "skin growth," "flesh tumor" and "bone cyst" which describe only the site or part of the body.
5. Do not ask Q. 10 for the term "disease," if it is commonly used as part of the name of a specific disease -- for example, "Parkinson's disease."
6. Among the words in Q. 10 is "measles." The reason for this is to distinguish between rubeola (regular measles) and rubella (German measles). The following terms can be used to make this distinction:

Regular measles

Rubeola
 "8 day" measles
 "Old Fashioned"
 measles
 "Black" measles
 "Hard" measles
 "Bad" measles
 "Red" measles

German measles

Rubella
 "3 day" measles

If "measles" is given as the cause of a condition (for example: deafness due to measles), determine if the person himself/herself had the measles or the person's mother did during her pregnancy.

If the mother had the measles while pregnant, and this caused the baby to be born deaf, write "measles - mother." If the deafness is from measles that the respondent had write "measles - respondent."

- Q. 11:
- 1) If the effect of the "allergy" or "stroke" has already been given in Q's 9 or 10, enter the effect in Q. 11 without asking.
 - 2) Enter the manifestations:
 - a) For an allergy, the person may have been affected with swelling in some part of the body, breaking out or itching, sneezing, eye watering, nasal trouble, breathing difficulty, etc.
 - b) For a stroke, the manifestation might be "nervous tic on left side of face," "entire right leg and arm paralyzed," "speech difficulty," etc. For a stroke, the information needed is how the person is affected now, not necessarily how he was affected at the time of the stroke. An entry giving only the part of body affected -- for example, "left side" -- is inadequate since we need to know exactly how the person is affected.

Conditions list above Q. 12: One entry, "ulcer" is presented among the terms above Q. 10 and again in the list above Q. 12. Thus, If R tells you in Q. 10, it is a "stomach ulcer, you can record that information in Q. 12 without asking the R. **Then** probe to see if any other part of the body was affected.

- Q. 12:
- 1) Ask Q. 12 when an entry in Q's 9-11 indicates a part of the body affected, an impairment listed in Paragraph 2 below, or one of the conditions listed above the question. Phrase the question to obtain the needed information -- for example, "Does your deafness affect one or both ears?" or "What part of the back is affected?"
 - 2) Impairments for which Q. 12 must be asked are:
 - a) Deafness, trouble hearing, or any other ear condition.
 - b) Blindness, trouble seeing, or any other eye condition.
 - c) Missing hand or arm, all or part; foot or leg, all or part.
 - d) Trouble, stiffness, or any deformity of foot, leg fingers, arm or back. "Deformity" includes the terms contracture, curvature, atrophy, accessory or extra, short or shortness, crippled, shriveled, drawn up, twisted, withered, and scarred or scarring involving the leg, arm or back.

3. Probe for the following detail regarding impairments listed in Paragraph 2 just above and for conditions listed above Q. 12 on the questionnaire:

Head	skull, scalp, face
Back/spine/vertebrae	upper, middle, lower
Ear or eye	one or both
Arm	one or both; shoulder, upper, elbow, lower, wrist, hand
Leg	one or both; hip, upper, knee, lower, ankle, foot

For example: "What part of your arm?" If the entire arm or leg is affected, record "one entire arm."

If the part of the body affected is the eye or ear, or any part of the arm or leg, ask whether one or both are affected.

Q. 13:

We are interested in when the condition first began to give any trouble or show any symptoms. Probe as necessary, to fill in the date. For example: "Do you remember what month/time of the year it was?" If the answer has been given in response to a previous question, fill in the date without asking Q. 13.

- 1) For a condition that has continued for a long time, as might be the case with deafness, mental retardation, or stomach ulcer, the date might be many years ago. Some conditions, which a person has all of the time, manifest themselves in more serious ways from time to time. We are interested in the date the trouble was first noticed, not the date of the most recent attack or flare-up.
- 2) For conditions which usually last a short time but are recurring, such as cold, virus or flu, the date the person first noticed the most recent attack is needed.
- 3) If you are asking a respondent who is under age 17, we are interested in when the parent or guardian first noticed the child's condition.

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Qs. 14-16: If a condition being asked about is an old injury that flared up due to a later accident, Qs. 14-16 should be asked about the effects of the more recent accident.

Q. 14: If the accident or injury you are speaking about happened at birth and you already know this information, code "00" and do not ask Q. 14.

Qs. 15,16: If more than three parts of the body are affected in either or both of these questions, it will be necessary to use the margins.

- Q. 15:
- 1) Ask the first part of Q. 15 and record the "part(s) of body" the respondent mentions. Next ask, "What kind of injury was it?" and record the kind of injury for each part of the body. Then ask "Was any other part of the body hurt?" and record any other "part(s) of body" and "kind of injury" for any other injuries mentioned.
 - 2) General, vague answers, such as "hit," "blood clot," "bumped," "mashed," etc., are not acceptable entries for the kind of injury since they do not provide sufficient information on the nature of the injury. The specific part of the body that was injured should be described in detail. The following are some examples of adequate and inadequate entries for Q. 15:

Adequate

<u>Part(s) of Body</u>	<u>Kind of Injury</u>
One Knee	Fractured
Both Upper Legs	Bruised
One Eye	Bruised
**Head	Concussion
One Hand	Cut
Lower Back	Dislocated

**Part of head is not required for concussion

Inadequate

<u>Part(s) of Body</u>	<u>Kind of Injury</u>
Arm	Crushed
Leg	Mashed
Spine	Hit with ball
Head	Injured
Arm	Caught in Washing Machine
Back	Hurt

Q. 16:

We also need to know how the injury affects the person now. Record the part of the body with the same detail and in the same manner as for Q. 15. Record only the part of the body which presently manifests any ill-effects of the old injury.

- 1) If the present effects have been reported earlier in Q. 9, Q. 16 need not be asked again but the entries must be transcribed to Q. 16. For example, if the entry in Q. 9 is "missing hand" and "Accident or injury" is coded, the information must be transferred to Q. 16 as follows: "One hand" in the "part of body" space and "missing" in the space for present effects. These entries can be made without actually asking the first part of Q. 16. However, you must ask, "Is he affected in any other way?" And record the response in "B" for "present effects."
- 2) When the answer to Q. 16 is vague or expressed only in terms of some limitation, enter the limitation but also transcribe the entry from Q. 9, if that represents a more adequate description of the present effects. For example, in answer to Q. 16 the respondent says, "He can't bend his arm." However, in Q. 9, the respondent had said "stiff elbow." In this case, enter "can't bend arm" on the first line. Enter the Q. 9 entry, i.e., "stiff elbow" on the second line and bracket the two lines.
- 3) It is not necessary that the person be suffering from ill-effects at the time of the interview to report them in Q. 16. If the person is subject to periodic recurring attacks of a condition caused by an old accident or injury, record these effects.
- 4) If a person reports ill-effects of an old injury, record them even though they may not "bother" him within the literal meaning of the word. For example, a person may report a stiff elbow caused by an old football injury. He may say he had gotten used to it and it never bothers him. "Stiff elbow" would be considered the present ill-effects of the old injury.

Section 17

Significant Others

- Q. 1: As Q. 1 indicates, this section is only for R's 14 to 17 years old; all those 18+ skip to section 18.
- Q. 2: If R says, "What do you mean by 'influence,'" say, "to have an effect on."
- If R gives you a person's name, such as "Marianne," ask R to look at Card 6 again and tell you which of the categories listed there best describes "Marianne's" relationship to him.
- If R cannot think of a person who has influenced him the most, use the probe provided. After probing, give R a few minutes to think. If he still cannot name anyone, code "00" and skip to section 18.
- If R responds to Q. 2 with "another type of person" (code 14) ask Q 2A and record verbatim in the space provided.
- Qs. 3A-H: If R says that a particular category does not apply to him, ask him to imagine that it does apply to him. For example, the introduction in Q. 3 above provides an explanation to the R to imagine how the influential person would feel if he decided to become a carpenter. By the same token, if in response to B, the R says that he already started college, ask him to imagine that he had decided not to go to college.
- Do not code "Don't know" before probing at least once and showing us that you did so by recording verbatim R's initial "OK," and probe mark.

Section 18

RESIDENCES

- Q. 2: If you are unsure about which version was administered, the version type is written on the front cover of the household enumeration.
- Q. 2A: If R is no longer in college read "were." If R is still in college read "have been." Other reasons for living outside the home could include having a summer job in another state or living with relatives due to family problems.
- Q. 2B & C: If R was home on vacation for a continuous period of a month or more code "yes." If R spent several vacations at home, which if added together totaled a month or more, still code "no." It must be a continuous period of one month or more.
- If you are interviewing a respondent who is generally living away from home in college but is home on vacation, you will have still administered a Version B, Household Enumeration. If so, read Q. 2B even if you happen to be interviewing R in his parent's home.
- Q. 3: Note that in Q. 2A you ask if R. lived outside of the parents household for a period of one month or more. However, for Q. 3, you will be getting the dates that the respondent lived in the parental household. Probe for month, day and year. Get best estimate if necessary for day. Do not leave date blank. The following is an example of how you should probe for a date.
- Respondent says: "Sometime during the month of May."
- Interviewer: "Would that be closer to the beginning of the month or closer to the end of the month?"
- Respondent: "Closer to the end of the month."
- Interviewer: "Would that be closer to the 15th of the month or closer to the 30th of the month?"
- Respondent: "Closer to the 30th of the month."
- Interviewer: "What would be your best estimate of the date, then?"
- Respondent: "The 25th" (the interviewer records that date).

Section 19ROTTER SCALEPurpose of
this Section

This part of the questionnaire consists of a set of statements designed to measure the respondent's attitudes and opinions about life in general, what he thinks of the world around him, and how he views his own place in the world. If the respondent is interested in how this information will be used, explain that a persons' attitudes and outlook on life may affect the kind of work he does, how long he stays on a particular job, his goals in life, and so forth.

Q. 1
pairs 1-4:

Read the introductory paragraph slowly; then hand Flashcard Booklet #2 to the respondent.

Do not read the statements, unless the respondent is unable to read them himself. Ask the respondent to select the one statement of each pair that he agrees with the most. Record his answer; then ask "Is this statement much closer or slightly closer to your opinion?" Code as appropriate.

If the respondent cannot answer, do not attempt to explain any of the statements. Probe by asking him to select the one statement he agrees with the most. If he cannot decide or refuses to answer, record R's answer verbatim next to the pair of statements involved and go on to the next pair.

Section 20

Family Attitudes

Q. 1:

Read this introduction, as well as each of the categories slowly and carefully.

Allow the respondent plenty of time to consider his answer. If R. says something like "Well, it depends on the financial situation of the family," probe--"Well in general, then would you strongly agree . . . with this statement?" Do not accept a response from R which is not in terms of the categories listed on CARD 4 (Strongly Agree, Agree, etc.).

As always, probe carefully for an opinion before coding a response of "undecided." Show that you've probed by recording verbatim the original "undecided" response and your probe mark.

Q. 1F:

If R does not understand the word "achiever", define it for him as "breadwinner".

Section 21 ASSETS AND INCOME

In this section are questions about the assets and income of the respondent and his family.

If the respondent is unwilling to answer any of these questions, stress the confidentiality of the survey and explain that this information is necessary if we are to have accurate statistics.

If the respondent does not know or is unsure of the answer to a question, ask him for an estimate. Remember, an estimate is better than a "Don't Know" answer. Code DK only after your probing efforts have failed. Be sure to record verbatim the respondent's initial "DK" and your probe mark as well as coding "DK."

Q. 1A: Note that you may have to check back to Section 7 for this information rather than the calendar. This is because only active duty in the Armed Forces is recorded on the calendar. Duty in the Reserves, etc. is not on the calendar. However, we want to ask Q. 1B of all R's who served in any branch of the Armed Forces since January 1, 1978.

Q. 1B: Armed forces pay includes base pay plus cash housing or subsistence allowances (but not the value of rent-free quarters), incentive pay (such as flight pay), and uniform allotments.

Q. 1D: You will answer Q. 1D for all respondents except those who had all "no's" coded in Q. 1C. Those respondents are skipped to Q. 24.

Q's 2-4: In these questions, you will collect information about the income received by the respondent (and spouse if R is married) during 1978.

If the respondent was single at the start of 1978 and married, include the spouse's income for the entire 12 month period as if they had been married since 1/1/78.

The B parts of Qs 2-4 refer to R's spouse while the A parts refer to R only. Subsequently, people presently married will be asked both the A and B parts while non-married persons need only answer part A.

- You must make an entry in both columns if the R has a spouse in the household.

Note, if R is presently "living with someone" to whom R considers himself (or herself) "living as married," you will have already coded that R as "presently married" in Section 2. Continue to treat that R as "presently married" in this section.

If R is presently married read both the A and B parts of each question before going on to the next question.

Q. 2A & B: Record the total amount earned from all jobs, full time and part time, during 1978. Be sure this amount is the gross income, i.e., the amount before deductions for Social Security, taxes, life insurance, etc. Enter the total amount in whole dollars.

- Include all wages, salary, commission, tips and gratuities, and bonuses received during 1978. If the respondent and/or spouse are in college, ask about money received from assistantships.

Do not include so-called "salaries" which some owners of unincorporated businesses pay themselves. Also, do not include expense accounts or the value of any pay "in kind" (food, lodging, etc., given to an employee as payment for work performed).

If the respondent or spouse did not receive any wage or salary income during 1978, code the "None" box in the appropriate column(s).

You will be asking Q. 2A of some R's who you already know from previous sections did no "real work" in 1978. However, ask Q. 2A anyway. R may have done some "odd" jobs like babysitting, lawnmowing, etc. We want such income to be picked up here.

Q. 3B: Read the initial phrase in parenthesis if a "yes" was coded in either Q. 3A(1) or Q. 3A(2).

Q. 3
Part 1:

Net Income

To obtain the income after expenses, subtract the operating expenses from the total, or gross, income. If the respondent knows the income after expenses, it is not necessary to obtain the amount of gross income or operating expenses. For your information we have defined below gross income and expenses (at the bottom of the page).

Gross income

Gross income is all money received for goods sold or services rendered, plus the value of any net inventory increase. Do not include the proceeds from the sale of such capital items as land, buildings, or machinery as part of the gross income.

(For a farm, gross income would therefore include money received from the sale of farm products (livestock, crops, etc.), government subsidies on crops and for soil conservation, and income from the rental of equipment. Do not include the value of food, fuel, and other farm products used for family living. Also, do not include the proceeds from the sale of land, buildings, or machinery.)

Expenses

The expenses referred to in this question are "operating expenses." Operating expenses include the cost of utilities used in the business, annual depreciation of machinery and other business property, decrease in the value of inventory, wages and salaries paid to employees, cost of supplies and raw materials, business taxes, interest on debts, etc.

(For a farm, operating expenses would therefore include the cost of feed, tools, livestock purchases, wages to farm workers, interest on farm mortgages, taxes, cash rent paid for land or equipment, depreciation on equipment and buildings, etc. Do not include money spent for capital expenditures such as the purchase of land or machinery. Also, do not include personal expenses such as food, clothing, life insurance, etc.)

Do not include as operating expenses:

- a) Money spent for the purchase of buildings or machinery (such as calculators, stamping machinery, etc.) or for permanent improvements of existing buildings or machinery. Only the annual depreciation on such improvements or purchases is considered an operating expense.
- b) Personal expense items such as personal income taxes, life insurance, food, and shelter.
- c) The so-called "salary" that some employers of unincorporated businesses pay themselves.

Losses and breaking even

If the operating expenses of operating a business were greater than the gross income, circle the code "000000" for "none" that appears below the boxes.

If the operating expenses equaled the gross income, circle code "000000" that appears below the boxes.

In either of these situations, do not change your "Yes" code that you already circled in Q. 3A (1) and A(2) above or in 3B(1) or B(2) above.

Partnerships

If the respondent and spouse were partners and received income jointly, record the share of net income for each separately. In other words each spouse's share would be one-half (or however they divide it) of the total income.

If the respondent or spouse had a partnership with someone else, record only his/her share of the net income. For example, if the respondent owned an antique shop with her sister, you would record only the respondent's share of the income received during 1977 in the "Respondent" column.

Q. 4:

Include only money received from government unemployment insurance. (In most cases the payments are in the form of State treasury checks.) Do not include strike benefits received from union funds or Supplemental Unemployment Benefits (SUB) paid by an employer. (Supplemental Unemployment Benefits are benefits paid by some employers to supplement government benefits during periods of layoff.)

Q. 4A: If R said "Yes" to Q. 4A, and you have asked Parts 1-3, be certain to return to Q. 4B if R has a spouse or partner.

Paragraph at Q. 6: The purpose of this paragraph is to make it clear to respondents who may be sharing a household with parents, other relatives or unrelated persons that we are only interested in payments made directly to R and R's spouse or payments R or R's spouse received for their own children.

Q. 6A: Code "Yes" and ask Parts B and C if the respondent (or R's spouse who is living in the household) received any money from Aid to Families with Dependent Children (AFDC) during 1978. Also code "Yes" if AFDC payments were received for R's own children although not directly for the R.

However, code "No" if the respondent says his or her parents or guardians received AFDC payments to help pay expenses for R or other family members.

Q. 7: Code "Yes" and ask Parts A-C if the respondent or spouse (if the spouse is living in the household) bought or received food stamps during 1978.

If a person's income is below a certain level the food stamps will be given free, no purchase being required. Thus, that is why we say both bought or received.

Again, do not code "Yes" if R's parents or guardians rather than R or spouse actually bought or received the food stamps.

Q. 7B: In this item, we want to know the number of dollars the R or spouse actually paid for the food stamps. If no money was paid, circle code "000" for "receive free" below the boxes.

Q. 7C: We want to know the face value (i.e., how many dollars' worth of food the stamps will buy) of all the food stamps bought by the respondent and spouse in the most recent month in 1978 that they purchased food stamps.

Q. 8: Code "Yes" and ask Parts A-C if the respondent (or spouse if living in the household) received any money from Supplementary Security Income (SSI) or any other public assistance or welfare payments during 1978.

Include Supplemental Security Income payments, General Assistance, or General Relief.

Do not include Aid to Families with Dependent Children, food stamps, money received from private charities, or regular Social Security benefits.

Supplemental Security Income is a Federal program which began in January 1974, in order to provide assistance for aged, disabled, or blind persons whose income is below a certain level. This program is administered by the Social Security Administration and has replaced these state welfare programs-- Old Age Assistance, Aid to the Blind, and Aid to the Permanently and Totally Disabled. Some states supplement the Federal SSI payments. Federal SSI checks are gold (yellow, tan) and are labeled SUPPLEMENTAL SECURITY INCOME PAYMENT. These payments are not the same as regular Social Security benefits, i.e., retired worker, survivor, or dependent's benefits. (Social Security benefit checks are green.)

Again, code "Yes" only if the R or spouse received such income. If the R or spouse did not receive such income but the parent did, code "No" here.

Q. 8A: If R received more than one "other" source of such income, probe for the all other sum sources, specify one source on the line for "Specify" and record the others below the line for "specify" or in the margin.

Probe for as specific a name as possible. If necessary, specify the color of the checks received (see Spex for Q. 8 above).

Q. 8. B & C: If you received more than two sources of such income in Q. 8A, make certain that Parts A & B reflect all the sources, including any you recorded in the margins.

Q. 9B: Educational loans are not included here. Read the phrase "other kinds of" in parentheses if R said "Yes" to Q. 9A.

Q. 10: If the R has no spouse, it would, of course, be inappropriate for you to ask Q. 10. Therefore, if R is not presently married, code Q. 10 without asking. However, if R says "Yes" to Q. 9A and or 9B, you will have to read Q. 10A to the respondent.

Q. 12: Be careful to include the appropriate phrases in your introduction to Q. 12. If R received neither alimony or child support nor a scholarship, fellowship or grant, begin Q. 12 with "During 1978 . . ." and read the phrase that describes R's living selection.

Q. 13:

The various types of other regular and periodic sources of income are reviewed below. (Remember, we are only interested in such income received by the R and R's spouse. We are not asking the R to report on the income of other family members, i.e., R's parents.)

a) Interest on Savings

Include interest accrued to a savings account, regardless of whether the person actually withdrew the interest.

b) Interest for U.S. Savings Bonds

Do not include the accrued interest on "uncashed" U.S. Savings Bonds. If the U.S. Savings Bonds have been cashed, include as interest only the difference between the amount received and the original cost.

c) Payments from Social Security

Include any payments made to disabled workers under the Social Security disability insurance program (OASDI). Also include Black Lung payments to coal miners and disability payments made under the Railroad Retirement Act.

Do not include payments from Supplemental Security Income (SSI), as that was covered in Q. 8 above.

d) Payments from Workmen's Compensation

This consists of periodic payments to employees injured in connection with their jobs. The payments may come from private insurance carriers, state funds, and self-insured employers under Federal and state worker's compensation laws. If the payments come from an insurance company, the insurance must have been paid for by the employer, not the employee.

e) Payments from Veteran's Compensation or Pension

Include money received as periodic benefits paid to disabled former members of the armed forces by the Veterans Administration for service-connected or nonservice-connected disability.

f) Payments from Pensions or Annuities

Includes: 1) Pensions and retirement benefits paid to the survivor(s) of an employee covered by a pension plan; 2) Annuities (these are payments received periodically as return on an investment in which a person has purchased the right to receive a monthly, annual, or other periodic income for a fixed number of years of his/her lifetime).

g) Net Rental Income

Includes any income, after subtracting operating expenses, from the rental of rooms, an apartment, houses, or any other real estate during 1977.

h) Money from Royalties

Includes money from royalties which are based on a percentage of the gross sales from books, music, etc., created by the writer or composer.

i) Money from Estates

Includes regular or periodic payments from estates or trusts. However, do not include money received in one lump sum from insurance policies, estates, trusts, inheritances, or gifts.

j) Any Other Regular or Periodic Sources of Income

Include any other regular or periodic sources of income not reported in earlier questions in this section. Two examples are:

--Money payments from private welfare or relief agencies such as the Salvation Army, churches, the Red Cross, etc.

--Strike benefits paid by a union.

Q. 15:

This question serves as a "filter question for Question 16, which is to be asked only for R's who live in their own DU--that is, those R's for which you used Version C of the Household Enumeration but who lives with relatives other than their own spouse and children.

Remember that "relatives" refers to household members who are related to the respondent by blood or marriage, or law which includes both adults and children.

If the R lives alone, with an unrelated "roommate(s)," or with a spouse only, you will be coding "No" here, and going on to Q. 15A.

Q. 15A: Only code "yes" if R shares the household with one other adult of the opposite sex. They can just be "roommates" or "living together." Their relationship is of no importance for the question. If there are more than two adults, you always code "no," even if R considers himself as the potential spouse of one of these adults.

Q. 16A: If there is only one such relative, read the introduction "Did this person receive . . ."

See Spex earlier in this section for explanations of items 1-7. Notice that you are not asking items 1-7 regarding income received by R or by R's spouse--you already did that in earlier questions in this section.

An example of when you might be coding "Yes" for Q. 15 is if the R and her sister live in their own apartment. You would then be asking Q. 16A, items 1-7, and Q. 16C regarding the sister's income only.

Q. 16C: You may need to help R calculate this total amount. The R may check with the other person or persons to get this information. However, if the R does not volunteer to do so or if the other person or persons are not home at the time of the interview, obtain R's best estimate.

Q. 17A-C: Are similar to Q. 16A-C, except that Q. 17A-C is for R's who live with one person of the opposite sex, while Q. 16A-C is for R's who live in their own households but share it with relatives.

Q. 18: "Did anyone" can mean persons either living in the household or outside the household. It would include R's parents. Most R's who live with their parents should say "yes" to Q. 18, unless they are paying their parents for "room and board."

Q. 18B: Read the Phrase "Here in this household" if you did a version A or C household interview with R; that is, if R lives with his parents or in his own DU. However, read the phrase "in your home at (CITY OF PERMANENT RESIDENCE)" if you did a version B interview with R; that is, if he lives in group quarters such as a college dorm, fraternity, sorority, or jail. The "CITY OF PERMANENT RESIDENCE" is the place where R's parents live.

- Q. 19: This could include R's children as well as other persons.
- Q. 20D: The phrase in parenthesis is only read for those respondents for which "yes" is coded in Q. 20C.
- Q. 21: Savings for Christmas Club and vacation accounts should also be included here.
- Q. 22: Do not include any vehicles which R's parents own and that are just loaned to the R to drive. However, include any vehicles that R owns but is still making payments on.
- Q. 24-26: These three questions are only asked of those respondents who answered "no" to all the items on Q. 1C. Up until this point, we have not asked these respondents any income questions.
- Q. 27A: If the R lives with his (parents/guardian) and the family lives in public housing, etc., code "Yes" here.
- Q. 27B: While living in public housing means the government subsidizes part of your rent, the rent subsidy or lower rent asked about in Q. 27B is a different matter, special from public housing.

Section 22

Aspirations and Expectations

Qs. 1, 1A, 2

Always probe a DK carefully and record your probing before coding a "DK."

Q. 1:

After recording verbatim, choose the one category that best describes the R's answer. If more than one category applies, code the smallest number that is applicable. For example, if R tells you that she would like to be working as a lawyer and be married and raising a family, code "3" only and fill in "lawyer" in the space provided for specifying for code "3."

Code "1" for "Same as present job" if R volunteers that s/he expects to be working in the same occupation in which s/he is presently working OR if R gives you the same occupation as the one in which s/he is presently working, you then need not record anything on the line for "occupation."

If you don't feel that it will be crystal clear to us exactly what the present occupation is, record the occupation in the line provided for occupation and code 2 only.

If the R gives a kind of work that is different from what s/he is doing now, record as detailed a description as possible of the occupation.

If the R just mentions "working," try to obtain the occupation or specific kind of work that the respondent would like to be doing when s/he is 35 years old.

Whenever you record an occupation for Qs. 1A or 3, get as specific a description of the occupation as possible. Do not limit yourself to the space provided on the line; use the margins.

If the R does not mention work but does say that s/he plans to be married, raising a family, or keeping house at age 35, circle code "4."

Q. 1A:

Only ask Q. 1A if "Other" was coded above. Code 4 only if R answers Q. 1A as "do not plan to work."

Q. 2A: Use the appropriate alternate wording based on your recall of R's particular response to Q. 1 that caused you to code 3 in Q. 1.

Q. 4: If R is not married the introduction reads:

"Suppose at age 35 that you and your (husband/wife), if you are married, could not earn . . ."

If R is presently married omit the phrase "If you are married."

Since there is no card to hand R emphasize the "would you probably do that or probably not do that" after each category until R knows how to answer.

As before, probe a DK carefully and record your probing before coding a "DK."

Q. 4B: If R asks you what you mean by "on welfare" say "welfare is money from a state or local government office or agency that provides income for needy persons or Aid to Dependent Children (AFDC)".

Q. 5: In this instance only read the phrase in parentheses if R is presently married.

Q. 8: Read the probe if R is not able to give you an immediate answer. Read the phrase in parentheses "(less than 20)" only if R is presently less than 20.

Qs. 9, 10: Emphasize to R we are only asking what he thinks is likely to happen. We realize plans can change.

RECORD TIME
ENDED This is very important; always record the time you completed the actual questionnaire. This will not include time spent on the locating supplement.

*INTERRUPTION
BOXES There is an error in the questionnaire. The length of any interruptions that took place during the entire questionnaire (not just this section) should be recorded here.

Interviewer Remarks

- Q. 1: Record the length of the interview, that is, how long it took to administer the main questionnaire only. Do not subtract from the length of the interview any interruptions recorded in the "Interruption Boxes" at the end of Section 22.
- Q. 2: If the interview was conducted in two separate sessions, record the date the interview was completed.
- Q. 7: It is very important to record this accurately. When review time comes, we cannot give you credit for doing the case if we do not know who you are. Coding personnel do not have time to look up ID numbers for you.

Locating Supplement

If R is in the military, be sure R gives you the name and address of his parents in Q. 1B.

If R moved to the U.S. mainland from Puerto Rico, Mexico, or other Hispanic country within the last 2 years, probe for and record in Q. 1B the name and address of R's closest relative who still lives in Puerto Rico, Mexico, etc. who is 1) not likely to move and 2) would know R's address a year from now, whether that would be in the U.S. mainland or not.

4270
January 1979

National Opinion Research Center
University of Chicago
and
Center for Human Resource Research
Ohio State University

NATIONAL LONGITUDINAL SURVEY OF LABOR FORCE BEHAVIOR

ADMINISTRATIVE SPECIFICATIONS
for the
YOUTH COHORT, 1979

INTERVIEWER'S MANUAL

THIS MANUAL SHOULD BE KEPT IN A
LOOSE-LEAF BINDER WITH Q X Q
SPECIFICATIONS

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APPENDIX . NLS Letters

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

A. General Description of 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 Resources 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 youth and adults, 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 employment needs. 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 -- that is, 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. Organizations Conducting the NLS

Two organizations have responsibility for the National Longitudinal Studies of Labor Force Behavior.

Center for Human Resource Research: The Center for Human Resources Research (CHRR) is a research organization affiliated with Ohio State University in Columbus, Ohio. Working under contract of 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 carry out the field work.

C. Description of the NLS Respondents

The National Longitudinal Surveys will be conducted with young people, aged 14-22. In all, we will complete about 13,000 interviews throughout the United States, in Europe, and in the Far East. Researchers are interested in studying a cross section of youth, and, in addition, several special groups. The 13,000 interviewees will include:

7,000 youth chosen to represent a cross section of the

U.S. population of youth. These youth will be selected from households in the regular NORC national sample. (PSU's numbered in the 100's and 200's).

5,000 youth who come from particular groups - Black households;

Hispanic households; and non-Black, non-Hispanic poor households.

These youth will be selected from new PSU's (numbered in the 500's).

1,100 youth representing a cross section of youth in the military services.

In addition to interviews with young people, we will conduct brief interviews with a parent or guardian of youth who live in their parents' household.

D. How Respondents Were Selected

NORC maintains Primary Sampling Units (PSU's) that represent a national sample of households. The cross section youth were selected from those PSU's. In order to create a national sample of Black, Hispanic, and non-Black, non-Hispanic poor households, additional PSU's were selected. In the spring, interviewers and supervisors listed households in these new PSU's. In the fall, interviewers screened 77,000 households in the regular and new PSU's to identify families who had youth in the populations we are studying.

These households were selected at random from nearly 400,000 addresses NORC has 'listed' in all its PSU's. Each youth represents many other youth like himself, and when all youth in these samples are studied together, they represent the youth of the nation. Thus, researchers can learn a great deal about all youth by studying a small sample.

The military services provide employment and training for many youth. The Department of Defense and the Department of Labor have agreed to include a special sample of youth in military service in the NLS. Of course, some youth in the sample we have selected by screening households will be in the military. In order to have a larger group, so that more extensive research can be undertaken to benefit youth who have military experience, we have selected a sample from military records. Most of these youth will be interviewed on bases in the U.S.; but some will be in Europe and the Far East.

II. INTRODUCTION TO THE QUESTIONNAIRES AND FORMS - FOR NLS

NLS interviewers will administer two interviews -- the Household Interview and the Youth Interview. There are three main forms -- the Youth Permission Form, and the Respondent Payment Receipt Form, and the Release Form.

A. The Household Interview is a brief interview, conducted prior to the Youth Interview.

The household interview has four alternate forms, to be used as follows:

- Version A. To be administered when the youth respondent lives in his parents' household.
- Version B1. To be administered when the youth lives in a dormitory, or is in a Job Corps Center, a hospital, in jail, in a juvenile detention center, or other similar institution.
- Version B2. To be administered when the youth is in military service. (See manual for military sample).
- Version C. To be administered when the youth lives in his own quarters -- usually a household, but also if he is in an orphanage, in a monastery or similar institution that is his permanent residence.

You will have to decide which version of the household interview to administer. The choice will usually be obvious. Examine the Face Sheet for the case. The correct version, based on the household screener, appears on the right hand of the assignment label. Household information from the screening interview is printed in the grid. You will know which living arrangements the respondent had when he was selected for the sample (in the Fall).

When you begin to work on a case, your first clue that the respondent may have a different arrangement will be that he moved. You may contact a parent and discover that a son/daughter has gone to college, moved into an apartment with a friend, entered military service; any variety of events may have occurred. Of course, changes will be more common among older respondents.

If you find yourself in a situation where you believe a change has occurred, ask a few questions to try to determine which version to administer:

1. "Do you live with your parents?" (a few respondents may have moved from one parent to another).
2. "I have some different forms here. To help me decide which one to use, tell me, informally, about the people you live with. How are they related to you?"
3. "Tell me about this place." (if it is an institution).

If you select the wrong form, it will be apparent to you after a few questions. Not to worry. Just take out the right form, and begin again (this will probably happen rarely). To be safe, be sure you have a copy of each version with you at all times.

The Respondent for the Household Interview.

.... If the youth is living in the household of his parents/guardian, you will usually conduct the household interview with a parent.

.... If the youth is living away from the parental household, you will conduct the household interview with the youth.

If a youth respondent lives in his parent's household, the parent is the preferred respondent for the household interview, regardless of the age of the youth. Experience during the pretest indicates that parents generally are very cooperative in completing this brief interview. The reason we prefer the parent as respondent is because some of the information (family income, particularly) is better known to the parent than to the youth.

If the youth is under 18, you must speak to the parent prior to the youth interview, in any case, to obtain permission to complete the interview. At that time, you should ask the parent to complete Version A of the household interview. Since it usually requires less than five minutes, it can be quickly completed at the same time.

If the youth is 18 or older, you do not need to have the permission form signed. The household interview provides an easy way for you to introduce yourself to the parent, enlist his/her cooperation for the survey (remember, we'll be returning for additional interviews for several years), and, in general, set a good tone in the household.

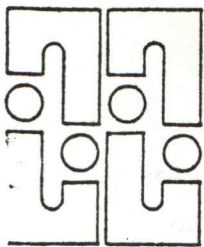
In a few cases you may need to administer the household interview to the youth, if parents are unavailable. In an average assignment of 50 cases, however, we expect this may happen once. (UNDER NO CIRCUMSTANCE CAN YOU INTERVIEW A YOUTH UNDER 18 LIVING IN HIS PARENTS' HOUSEHOLD PRIOR TO THE PARENT SIGNING THE PERMISSION FORM).

If a youth lives away from his parent's household, the youth is the respondent for the household interview. You should conduct it prior to the youth interview.

B. The Youth Interview is conducted with the sample youth. It consists of:

1. Main Interview Booklet to be administered to youth respondents.
2. Locating Information Booklet to be asked of each youth respondent. Complete this form at the end of the interview. It is essential to help us keep track of respondents from year to year.
3. Calendar Interview Aid to be used to record information in a graphic form. It will be used to help respondents recall dates and events during the interview.

C. Adolescent Permission Form. If a respondent is under 18, and living in his parent/guardian's household, you must obtain the written permission of the parent to conduct the interview, by getting his/her signature on the Adolescent Permission Form. The procedure you will usually follow is to ask for this signature at the end of the Household Interview. YOU MAY NOT INTERVIEW A YOUTH UNDER 18 LIVING WITH HIS PARENTS UNTIL YOU HAVE OBTAINED THE PARENT'S SIGNATURE ON THIS FORM. A copy of the form appears on the next page. Don't forget to attach a mini label to the completed form.



ADOLESCENT PERMISSION FORM
STUDY OF LABOR FORCE BEHAVIOR

PERMISSION FOR CHILD TO GRANT INTERVIEW

An interviewer from the National Opinion Research Center wishes to interview my child _____ as part of a nationwide survey being funded by the U.S. Department of Labor.

I understand that my child's identity and any information that could identify him/her or my family, will be kept completely confidential and will be used solely by persons conducting this study. Information will not be disclosed or released to other persons for any other purpose, except as required by law.

The purpose of the research is to find better ways to help young people make good decisions about their futures. It includes questions about education; job training; the kinds of jobs young people have had; jobs they would like to have; and the problems young people have in finding and keeping good jobs.

My signature below gives consent to my child's being interviewed.

Date: _____

Signature

Case # _____

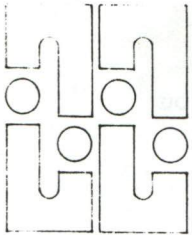
D. Respondent Payment Receipt Form. NORC will send you an advance of \$100.00. Cash the check into \$5.00 bills. Give each youth respondent who completes the interview \$5 in cash as an expression of our appreciation for his/her cooperation.

Each day you interview, carry only enough \$5 payments to cover the cases you plan to contact that day. Put each \$5 into an NORC envelope along with a set of receipts. The envelope should be securely clipped inside your briefcase or carry-all. When the interview is ended, you can easily pull the envelope out of your briefcase, get the youth to sign the triplicate receipt form set, and pay the respondent. This procedure avoids your having to go into your pocketbook or wallet in order to pay the respondent. You do not wish to give the impression that you are carrying a large amount of money.

Be sure to keep all three copies of the receipt. When you are editing, attach a mini-label to the top copy, and then trace the numbers, so that the case number will appear on all three copies. Keep the third copy for your records; send in the first two copies with the case.

The Chicago office will keep an account of the advance money. If you need more money to pay respondents, please let us know ten days in advance, in writing. Send your request in a business envelope with 4270 stamped on it. Refund any amount of the advance unspent at the end of the field period by check or money order. Send it to the office. Please make the check or money order out to NORC.

Below is an illustration of the receipt:



NORC

NATIONAL OPINION RESEARCH CENTER

UNIVERSITY OF CHICAGO

• 6030 SOUTH ELLIS • CHICAGO, IL 60637 • 312/753-1300

RECEIPT

Case # _____

I have received \$5.00 in cash for taking part in a survey about my background and training, work experience, and related matters.

I understand that the information I have given is strictly confidential and will be reported only in statistical form. My name will not be used in any report.

Date _____

Interviewer

Signature

4270
2/79

E. Release Form. Later in the year, NORC will be asking high schools for information about respondents' school records. In addition, many young people have taken the standard test for military service. The data we gather in personal interviews will be enriched by this additional information. We are asking respondents to give us permission to collect these data. You may reassure any respondent that this additional information will be protected in the same way that the survey data are protected, and will be reported only in statistical form.

If a respondent is not sure of his social security number, ask him to check it. Some respondents will not have social security numbers; ask for their signatures only. Be sure to get the co-signature of a parent if the respondent is under 18. A copy of the form appears on the next page.

III. GENERAL ADMINISTRATIVE INFORMATION ABOUT THE NLS - FIELD PERIOD

A. Survey Number - The NORC survey number for the NLS is 4270. This number will be printed on all materials prepared for the survey. It is the number you will use to identify the survey when filling out your Time and Expense Reports.

B. Reporting - You will report to your Regional Field Manager. Each interviewer will be assigned to the manager responsible for the work of the interviewers in her area of the country. You will have a regular weekly phone call with her 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.

C. Field Dates - Interviewing will begin February 1 and end on April 1, 1979.

D. Assignments and Work Expectations - On the average, we expect that it will take 45 minutes to administer the Youth questionnaire to younger respondents and perhaps as long as 1 hour and 10 minutes for older respondents. The brief Household Interview is about 5 minutes long. At the beginning of the field period, each interviewer will receive an assignment of 25-50 cases. During the first week of the

NATIONAL LONGITUDINAL SURVEY

School and Record Information

Release Form

I hereby authorize release to the National Longitudinal Survey information from my school records. The information to be released includes standard test scores, grade point averages, attendance records and social adjustment information.

DATE: _____
mo/ day/ yr

_____-_____-_____
Social Security Number

In accordance with the Privacy Act of 1974 (Public Law 93-579), please note:

- (1) Disclosure of your Social Security account number is voluntary;
- (2) We are asking for your Social Security number in order that we may verify test data from military and other government records.
- (3) This study is being conducted under the provisions of Public law 93-203, Section 311, which is part of the Comprehensive Employment and Training Act, Title 29, United States Code, Section 881C, Ammendment of 1978. Research goals are the reason for this voluntary disclosure of your social security number.

Signature: _____

PRINTED NAME

SIGNED ABOVE: _____

Address: _____

City/State/Zip: _____

Co-Signature of Parent or Guardian, if
person above is under 18 yrs. of age.

Case # _____

field period, you will be expected to complete only two questionnaires. Send the first one immediately to your supervisor for review. Send the second interview to NORC Chicago. When your supervisor has reviewed your first case, she will contact you to review any difficulties or, if necessary, arrange for additional training. Once you receive permission to go ahead, we will expect an average of 6 interviews per week.

IV. FIELD PROCEDURES

The following pages provide instructions on how to complete the tasks associated with interviewing. These instructions are to help you to perform some basic tasks:

- . preparing for the field
- . locating assigned addresses
- . contacting eligible respondents
- . explaining the study
- . administering the questionnaire
- . using forms in the field to record relevant information
- . reviewing completed cases, mailing, administration and reporting

A. Preparing For The Field

1. Receipt of Assignments

Prior to the beginning of the field period you will receive an assignment of 30-50 cases. Along with each assignment, you will also receive a form: Interviewer's Record of Disposition of Assigned Cases, 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 record and will help you resolve any problems with your assignment.

2. Mailing Advance Letters. Before you contact a respondent's household, you will mail advance letters to the household. If the respondent was living in his parents' household at screening (check the Face Sheet), you should send the parent letter and an NLS brochure. If the respondent is living in his own DU, send a letter and an NLS brochure to the youth only. Do not send the NORC brochure in this mailing. Copies of these letters in Appendix B at the end of this manual.

-- Mail advance letters at least 3-4 days before you attempt a follow-up. Charge for postage on your T&E.

Your first follow-up procedure after the advance letter has been sent is a visit to the household.

-- When you have contacted the household, proceed in the usual manner to conduct the short Household Interview, interview the youth or set up an appointment to do so.

There are two exceptions to this mailing procedure:

- 1) The address on the face sheet comes from listing records, and it is not always the correct mailing address. In some rural areas, it will instead describe the dwelling unit or its relation to other buildings in the area. Sometimes it is easy to get a mailing address (phone book). If so, mail the letters.
- 2) Some letters may be returned as "undeliverable." If you cannot make a successful mailing, you may deliver the letter on your first visit to the household.

3. Planning Your Work Schedule

In general, you should plan your work schedule in large blocks of time. Go into the field when you can spend at least 4 hours, unless cases are right around the corner from your house. It is inefficient, for instance, to spend a half hour travelling to the segment, an hour in the segment, and $\frac{1}{2}$ hour going home. You've spent as

much time in travel as in working. There are exceptions, of course. One might be that you have an appointment for an interview, and no cases left in the area. Otherwise, treat interviewing like any other job, and plan to spend several hours at work each time you go out. If you have difficulty planning this way, consult your supervisor. You are responsible to work with her to plan your work efficiently.

In planning your schedule, there are four things to consider:

- a. Ways to contact respondents. 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 interview 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 several attempts you have been unable to contact the respondent, but have obtained the respondent's phone number, you may call to try to arrange an appointment.
- 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, it is usually good to 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, your supervisor will help you.
- c. Time of Day and Day of Week: In making your initial visit, you should take into account the time of day respondents are most likely to be available for an interview. First, note the day and time the screener was completed -- it's on the Face Sheet. It is likely to be a good time to reach this household. Second, 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 AT HOME ARE LATE AFTERNOON AND EARLY EVENING.

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

- weekday evenings(after 6:00 p.m.)
- Saturdays and Sundays
- weekday afternoons (before 6:00 p.m.)
- weekday mornings (try weekday mornings only after trying the other possibilities)

If, during your first calls, you obtain information as to 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.

Plan to make your contacts with 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 interviewing task has been tightly budgeted and costs will be closely monitored. If you can avoid one or two trips by careful planning and efficient use of time in the field, you will help us complete the field work within the limits of the budget.

4. What to Take to the Field

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

When you prepare to leave home, be sure to carry the following:

- (1) The Household Interview documents for the cases you plan to work on that day
- (2) Youth questionnaire booklets: English language version, and, if appropriate, Spanish language version
- (3) Maps and segment listing for the day's cases
- (4) Release Forms
- (5) Locating Information Forms
- (6) Parent Permission Forms
- (7) Several NLS brochures - English and Spanish versions
- (8) Letters of Authorization from the Department of Labor
- (9) A set of flash cards
- (10) Calendar Interview Aids
- (11) Interviewer's Manual
- (12) Pad of paper
- (13) Pencils
- (14) Appointment Calendar
- (15) Receipts
- (16) Respondent fees (\$5) in envelope for day's possible interviews
- (17) Copy of letters for parent/youth respondents
- (18) Copy of Letters to Community Authorities

You will need to keep additional supplies and materials in your car. When a case is completed, lock it in your car, out of sight until you return home.

Because it is necessary to record the beginning and ending times of the interview, always carry a watch.

B. Field Activities

1. Contacting and Locating

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

-- No one at home-- If you 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, to check that the family you are seeking does live there, and to find out when they are likely to be at home. When you do so, always identify yourself and your purpose clearly and record the information 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 Household Interview/Youth Interview at home (a child or babysitter is home, but the respondent is not), explain your visit to the person who answers the door, leave a copy of the NLS 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 Household Interview will take only 5 minutes to administer. Unless a parent respondent is particularly busy or particularly insistent that you come back at some later time, try to complete the Household Interview the first time you meet the parent. If, after you have explained that the Household Interview will take only a short time, the respondent repeats that he or she cannot take time now, arrange an appointment for a return visit. You should be as flexible as possible in arranging to return at a time convenient to the respondent. You should arrange a time when parents and youth will be home, if possible.

Whenever you arrange an appointment with a respondent, note it both on the Record of Calls for the case 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 at home, look around for someone who might be able to give you some help (janitor, mailman, neighbors). Has the lawn been moved? The mail picked up? Are the shades always down? Describe the efforts to your supervisor during your regular conferences -- she may be able to spot something you have missed.

d. Movers. Between the time we screened households, and you returned to interview youth respondents, some families will move. In the best of circumstances, someone new will live at the same address, and will have the new address of the family you are seeking; or an apartment superintendent, realtor on the premises, or a neighbor will know the new address. The new address may be around the corner -- or several states away. What should you do when you discover a family has moved? Here are the rules to follow:

1. Try to get a new address from someone nearby. Landlords, neighbors, and corner store keepers (in small cities and towns) are possible leads.

2. Call telephone information. The family may have a new number, and you may be able to get the address.

3. Check the local post office for a forwarding address. If you see the postman, ask him to help.

Keep in mind that lots of people move, but that most of them move very short distances.

Do not explore locating sources other than those in the neighborhood, and do not contact schools, in hopes of locating the youth.

If you can't get a new address, report the case to your supervisor during your weekly call. She will instruct you as to the next action for the case.

If you do find a new address, and it is in the same neighborhood, go to the respondent's new home and complete the interview.

If you find a new address, but it is outside the area where you are working, report it to your supervisor. And, of course, if it is in another city or state, report it to your supervisor. She will tell you what to do with the case.

- e. The Record of calls. The first page of the household interview has a record of calls. The Record of Calls is 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 show the type of contact--personal or telephone
 - an "outcome"code" showing the result 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.
 - a code to indicate whether the call was in connection with the Household Interview or Youth Interview.
 - your initials

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. You must use it whenever you first contact a respondent. ALWAYS SHOW YOUR ID CARD WHEN GIVING THE INTRODUCTION.

Have copies of the respondent letter, the NLS brochure, and the "About NORC" brochure, and the Department of Labor letter, ready to give to the respondent, as appropriate.

- b. Answering respondent's 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." Do not volunteer extraneous information that will create unnecessary concerns or questions in the respondent's mind.

If the respondent or his/her parents 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 can 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 questionnaire.

- c. Questions about NLS - and the Answers

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. A few months ago members of our staff visited this area and conducted a short interview with residents in the homes here. From that list, a computer randomly selected young people at certain addresses to take part in the study. Your name happened to be one of those chosen.

HOW LONG WILL THIS TAKE?

The short interview about the household will take only about 5 minutes. Once we get started, it will go pretty quickly. Then there is a longer interview of an hour or so with the young person. However, we will pay \$5.00 to express our appreciation for the time spent on the longer interview.

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?

It's about the kinds of work people do--the jobs young people have had, the kinds of jobs they would like to have and the problems young people have in finding jobs. (Show the NLS brochure).

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/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.

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 we will pay you \$5 for the interview.

- d. 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
 - Respondents letters
 - Letter of authorization from Department of Labor
- e. Refusals--A few respondent will not want to be interviewed. Your success in securing the cooperation of as many of these respondents as possible will determine the overall success of the field 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.

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 an interview.

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 no longer in the respondent's presence, complete the NIR, noting the respondent's reasons for refusing. Discuss the case with your supervisor during your weekly conference. She will help you decide how to proceed. Do not send an NIR to Chicago unless

your supervisor instructs you to do so.

The supervisor will determine whether further attempts will be made to "convert" initial refusals, but will have only the information you provide as a basis for deciding how to proceed with the case, so be precise and tell her all you know.

- f. Language problems-- If you find that the respondent or his parents cannot speak English well enough to complete the interview (and you cannot speak the respondent's language):
 - i) If the respondent speaks Spanish, hand the respondent the Spanish language versions of the NLS brochure, and explain, if you can, that another interviewer will call to conduct the interview 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, simply excuse yourself as gracefully as possible and leave. On the Record of Calls, code the case as "Other" and explain the difficulty on the NIR.

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

- g. Other problems -- Deafness, illness, mental retardation, 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 an interview, tactfully discontinue the interview.

If it is a Household Interview with a parent, you may get as much of the information as possible from the youth respondent. Note on the Household Interview which items were answered by the youth.

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 in-

interview, (parent or youth) be sure to thank the respondent for his time and help, and note the reason for the termination at the break-off point in the questionnaire, on the Record of Calls, and on the NIR.

NOTE: Remember that many households will have more than one parent who can be a respondent. If you find that one possible respondent is a problem because of language difficulties, illness, etc., always check to see if the other parent can complete the household interview.

3. Conducting the Interview

- a. More than one youth respondents in a household. If two or more youths within the same household have been selected to take part in the study, attempt to conduct all interviews during the same visit. Request that only one respondent at a time be present during the interview. Explain that it is important to have each individual's own opinion, not influenced by someone else's ideas.
- b. 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 in dealing 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 interview. 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 supervisor and Chicago office to determine further action on the case. Discuss the case with your supervisor during your next call.

- c. 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 questionnaire, and go on to the next question. Refusal to answer one or two items, does not constitute a breakoff, and does not require an NIR.

- d. Paying the respondent. When the interview is over, tell the respondent that to express our appreciation for his help. You have \$5.00 to give him. However, you require a signed receipt for your records to show that he received the money.

4. Recording interviews

During the field period we are asking some of you to record interviews, using a portable tape recorder. If you are asked to tape an interview, please follow these instructions:

- a. Recording machines. If you own a tape recorder that will produce a good quality recording, please use it. If you do not have a recorder, NORC will provide one for you. If you use an NORC recorder, you must return it when you finish taping. NORC Chicago will make specific arrangements for interviewers to return their machines.
- b. Preparing to Tape an interview. Test the tape recorder. Try it in a variety of positions, and at different distances from people speaking. You may need to use the machine in a variety of locations, so it is important to know its limitations. Does it record clearly at 3 feet? Six feet? Does it sound better when it is on a soft surface (a towel, for example) than on a hard surface? Is the cord long enough, or should you carry an extension cord? Are the batteries new and strong? Carry plenty of clean tapes each time you tape an interview. Some interviews (usually with older respondents) can run as long as four hours. Be prepared.
- c. Taping the interview. Ask the respondent's permission to tape the interview. Explain that we are interested in collecting very accurate information. The tape will allow us to hear his answers, and to think

about whether there might be better ways to ask the question. Tell him that some information in this questionnaire is going to be asked next year, and that we might discover better ways to collect information using tapes from his interview and those of many other young people.

Do NOT dwell on the reasons for taping. Experience in many surveys has taught us that only a few respondents will object to the tape. Most will ask few, if any, questions about it.

Most respondents will forget the tape. You must be careful not to forget it. Be sure you listen enough to note the end of a tape, and replace it immediately. After the interview, label each cassette with the case number, mail the tapes to Chicago with the interview.

5. At the End of the Interview

Respondents to this survey will be interviewed each year for the next 4 years or 5 years. As you leave, you should tell the respondent that we will return next year at about this time to ask about his/her life during the coming year. You may want to assure the respondent that

1. the questionnaire will be shorter next year, because it will cover only one year.
2. the respondent will be paid for the interview.
3. the results of the study will be strictly confidential and reported only in summary form.
4. we will be sending responding a report, mid year, describing the results of the study.

Remember that each respondent is irreplaceable -- be sure you leave the best possible feeling about the study. If you think we may have difficulties completing the interview next year, please attach a note to the Record of Calls describing the problem.

C. After the Interview

1. Editing Completed Cases

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

- (1) To catch and explain any errors you made recording information during the interview.
- (2) To clarify handwriting and to write out abbreviations used in recording.
- (3) To add notes to the office to help explain a response, or describe a problem encountered during the interview.
- (4) To learn from the mistakes you detect 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. 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 those 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, but do not fill in the information on the interview. 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 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 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 circle your comments so we will know these are your words--not the respondent's.
- h. Be sure all comments or problems you may have had with a question are recorded.

2. Mailing Materials

- a. All mailings will be to the Chicago office. For these mailings, use the postage paid return envelopes, marked 4270, D.P., provided with your bulk supplies. BEFORE SEALING AN ENVELOPE FOR MAILING, CHECK TO BE SURE THAT ALL REQUIRED MATERIALS ARE ENCLOSED. Mail 2 or 3 times a week. Do not make special trips to the post office to mail. Instead, post packages on your way to the field, shopping or to the grocer.

b. 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.

c. Final Mailing to Chicago

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

--Final T&E

--Interviews, with NIRs completed for all cases neither completed nor previously given a final status

--Maps (if you have them)

--Segment printouts (if you have them)

3. Reporting

- a. Reporting to Your Supervisor. Each week you will make a telephone report to your Supervisor. You will be given a scheduled time and day to call. If for any reason you are unable to call at the appointed time, contact your supervisor as far in advance as possible to reschedule your reporting time.

Have ready your "Interviewer's Record of Disposition of Assigned Cases." Before the phone call, it should be updated with the final disposition of cases on which you will do no further work, either because the interviews are completed or a final NIR has been approved by your supervisor. (See illustration on the next page). The cases that remain should be before you in case number order for discussion with your supervisor. The latest notation on the Record of Calls is the status you will review at this time. This is your opportunity to discuss problems and difficulties you may have encountered and to obtain approval as required for final NIR statuses.

Also, have your T&E and Expense Report copies before you in case your supervisor wishes to discuss any of your charges.

- b. Reporting Time and Expense. You must fill out a separate Time and Expenses 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 Sunday or Monday.

[illegible]

If, at any time you have a question about your T&E's 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 dates involved. Detailed instructions for completing the T&E are provided below.

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.

Interviewer number. Example:

E	2	9	0	1
---	---	---	---	---

Payroll week ending (Saturday). Record the month, day, and year of the payroll period (which will always be a Saturday); fill in zeros (0) in any blank spaces.

Example:

0	9	0	2	7	8
---	---	---	---	---	---

Project number. A four-digit number; for this project the number is 4270.

Print name.

Signature.

City, State. Your home city, not necessarily the city and state you are working in.

If you worked on more than one project during the payroll week: (i) remember to fill out a T&E for each projects: and (ii) enter the project numbers of the other projects you worked on during that period.

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.

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.

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 included 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.

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."

Interviewing: Enter time spent in interviewing on either Household or youth questionnaire, whether or not the case was completed. A completed case consists of both main interviews and the supplements.

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

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.

Use a Expense Report form to report mileage in excess of 80 miles per week. (See Illustration)

Use a Expense Report form to report on idems in excess of \$2.00 each.

All other expenses are reported on the T&E.

SEE THE NEXT TWO PAGES FOR EXAMPLES OF THESE FORMS.

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BLACK PRINT. TO BE COMPLETED
BY INTERVIEWERS

RED PRINT: FOR NORC'S OFFICE USE ONLY

Stamp below if T & E belongs to previous payroll week

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

ENTER MONTH & DATE*	HOURS WORKED														MC	TOTAL HOURS		O.T. HOURS		ADJ. AMOUNT	EXPENSES (DO NOT IDENTIFY WITH ACTIVITY)		RATE	PROJECT NUMBER	ACTIVITY NUMBER	T & E NO.	TOTAL NO. OF COMP. LIST/ SCR CASES
	8/27		8/28		8/29		8/30		8/31		9/1		9/2			HR.	MIN.	HR.	MIN.								
	HR.	MIN.	HR.	MIN.	HR.	MIN.	HR.	MIN.	HR.	MIN.	HR.	MIN.	HR.	MIN.													
ACTIVITY																											
GENERAL TRAINING																											
BRIEFING STUDY																											
TRAVEL ①			30	100		35	210		15	10																	
CONTACTING, LOCATING									20	20																	
LISTING ②																											
SCREENING ③																											
INTERVIEWING ④			230	400		300	315		145																		
EDITING			30	100			45		15																		
VALIDATION																											
REPORTING, CONFERENCE, OTHER			30	45		45	30		115	100																	
O. T. HOURS																											
TOTAL HOURS			400	645		420	640		350	130																	
① MILEAGE (No. of Miles)			20						15	7																	
② NO. OF COMP. LISTINGS																											
③ NO. OF COMP. SCREENERS																											
④ NO. OF COMP. CASES			1	1		2	2		1	—																	
CASE NUMBERS OF COMPLETED LISTINGS / SCREENERS / CASES																											
EXPLANATION OF ANY UNUSUAL CIRCUMSTANCE																											
APPROVED BY _____ T & E NO. _____																											
201473																											

ORIGINAL COPY - STAT TAB

204473

T & E NO.

EXPENSE REPORT

NAME Jane Doe

EMPLOYEE NO. E 2901

ADDRESS 5932 Dorchester Ave

CITY Chicago STATE Illinois ZIP CODE 60637

DATE EXPENSE WAS INCURRED _____

PURPOSE OF EXPENSE (For travel expense, include destination)

EXPENSES PAID BY EMPLOYEE (PLEASE ATTACH RECEIPTS)

Date	LIVING			TRANSPORTATION				Other (Specify in last column)	EXPENSE AMOUNT		EXPLANATION
	Per Diem Only	Hotel	Meals Not Per Diem	No. of Miles	Plane, Train, Bus	Local Train, Cab, Bus	Tolls and Park				
8/29/78				60					10	20	← BALANCE FORWARD
8/30/78				25					4	25	
8/31/78				90					15	30	
TOTAL									29	75	

TRAVEL ADVANCE RECEIVED: \$ _____ DUE TO NORC: \$ _____ DUE FROM NORC: \$ _____

PROJECT NO.	ACTIVITY NO.	AREA NO.	ACCOUNT NO.	AMOUNT
4070	4323			29 75
TOTAL EXPENSES PAID BY EMPLOYEE				29 75

EXPENSES PAID BY **NORC** CREDIT CARDS/**NORC** ACCOUNT (Please attach receipts)

CREDIT CARD/ACCOUNT	CHARGE SLIP/ TICKET NO.	TYPE OF EXPENSE	AMOUNT
American Express ^a			
American Airlines ^b			
Hertz (Credit Card)			
Hertz (OTTO)			
TOTAL EXPENSES PAID BY NORC CREDIT CARDS/NORC ACCOUNT . . .			

TOTAL EXPENSES (PAID BY EMPLOYEE AND BY NORC)		
---	--	--

^aIf airline ticket was purchased by American Express credit card, enter A.E. charge slip number, not airline ticket number.

^b Enter ticket number for airline ticket issued by NORC.

SUBMITTED BY _____
DATE _____

AREA OR
PROJECT MGR _____
DATE _____

FOR TOTAL EXPENSES OF
\$500.00 AND MORE
APPROVED BY _____
ASSOC. DIRECTOR

DATE _____
ACCOUNTING _____
CHECK BY _____
DATE _____

STAFF/INTERVIEWER: retain pink copy, forward
white and yellow copies to Area/Project Mgr.
AREA/PROJECT MGR: retain yellow copy,
forward white copy to NORC Accounting.

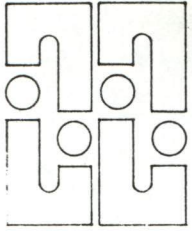
4. Telephone Charges. To keep telephone charges to a minimum, we ask you to use direct dialing from your home phone. NORC will reimburse you for the survey-related calls charged on your phone bill. To receive reimbursement, fill out an Expense Report, attach a copy of your phone bill with the NORC calls marked on it.

Long distance calls which have to be made from a public phone while you're in the field should appear on the Expense Report with an explanation of the reason why they do not appear on the phone bill (e.g. "call from public phone").

Local calls made from the field can be put on your T&E.

GOOD LUCK!

APPENDIX B



NORC

NATIONAL OPINION RESEARCH CENTER

UNIVERSITY OF CHICAGO

• 6030 SOUTH ELLIS • CHICAGO, IL 60637 • 312/753-1300

January, 1979

TO: Chief of Police, Sheriff, and Other Interested Persons in

From February through May, 1979, the National Opinion Research Center (NORC) of the University of Chicago will be conducting interviews in randomly selected households in your locality and in other areas across the United States. These interviews are part of the National Longitudinal Survey of Labor Force Behavior (NLS), a major research project funded by the U.S. Department of Labor to obtain information that will aid in the solution of the nation's manpower problems.

The National Opinion Research Center is a not-for-profit organization which was founded in 1941. It is the oldest national survey research institution of its kind in the United States. Various government agencies, colleges and universities, foundations, and professional associations have been sponsors of research conducted by NORC in the public interest.

Every year NORC interviewers contact thousands of Americans to obtain information and opinions on many different topics. Past NORC surveys have dealt with the medical and dental expenses of American families, political attitudes and participation, housing costs and the effectiveness of educational programs.

NORC employs a national interviewing staff of more than 1,500 individuals. Each of our interviewers carries an identification card bearing my signature, which is assurance that he or she is our authorized representative. All information collected by our interviewers is treated in strict confidence. The results of our studies are made public only in statistical or summary forms, so that individuals who take part in the interviews cannot be identified.

We shall greatly appreciate your help in reassuring any persons who make inquiries as to both the importance and the legitimacy of our survey. A brochure giving more information about the nature and purpose of NORC is enclosed. If you have any questions about our organization or about our current interviewing activities, please call me collect.

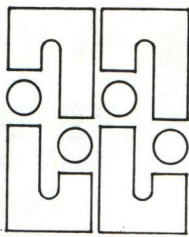
Sincerely,

Kenneth Prewitt
Director

KP:ss
Encl.

EASTERN OFFICE: 817 BROADWAY • NEW YORK, N. Y. 10003 • 212/677-4740

DIRECTOR: Kenneth Prewitt • TRUSTEES: Norman M. Bradburn, Pres. • Robert McC. Adams • William B. Cannon • D. Gale Johnson • Nathan Keyfitz • Evelyn M. Kitagawa • William H. Kruskal • Albert Madansky • Harold Nisselson • Kenneth Prewitt • Lee Nelken Robins • William H. Sewell • George H. Watkins • Arnold Zellner



NORC

-36-

UNIVERSITY OF CHICAGO

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

February, 1979

Dear Parent:

Young people today are faced with many decisions, such as how far to go in school, how to get a job when they have left school or during the summer, and what kind of job training really helps to get a good job. These decisions are especially difficult because it is hard to find answers to such questions as: Does it really help to get vocational training in high school? Does college really prepare one for getting a better job? What is the best way for young people to find good jobs?

In order to help answer these questions, the United States Department of Labor is sponsoring interviews with young people all around the country. As part of this research, the National Opinion Research Center conducted a short interview at your household last fall. Now a sample of young people has been randomly selected to participate in longer interviews about their experiences and plans for the future. In your household,

is among the young men and women who have been asked to participate in this important research.

One of our interviewers will be contacting you soon to arrange an appointment for an interview at a time which is convenient for you. In order to show young people our appreciation for their participation, we will be paying \$5.00 for their time. In addition to the young person's interview, we will be asking you a few general questions about your household.

While participation is, of course, strictly voluntary, we hope that you and your child will contribute your time and experiences to this survey. All information which would permit identification of respondents or their households will be completely confidential, will be used only for the purpose of the study, and will not be released without prior consent, except as required by law. Information which your household provides will not be connected with your names, but will be presented in tables, graphs, and other statistics.

NORC interviewers are professionally trained. All are hired from the areas in which they will be interviewing and they carry identification cards.

Most young people have found the interview interesting. We look forward to meeting you and the young person in your household.

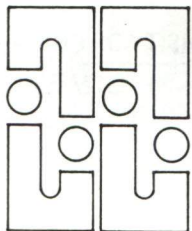
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Kenneth Prewitt
Director

KS:tt

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U.S. DEPARTMENT OF LABOR
Office of the Assistant Secretary for Employment and Training
WASHINGTON, D.C. 20210



To: Youth Participants in the National Longitudinal Surveys

Recent legislation for youth has directed the Secretary of Labor to establish a program of research that will aid in solving the employment and unemployment problems of youth. As part of the effort to carry out this directive, the National Opinion Research Center has been designated to collect information about the education and work experience of young men and women.

These youth surveys, which will be conducted over the next 5 years, are designed to gather information that will improve our understanding of the economic, social, and other factors that influence the decisions young persons make about their work and how the many and rapid changes taking place in our society affect working Americans. With this understanding, policymakers will be in a better position to evaluate and improve job training programs and other government programs designed to increase employment opportunities for youth.

Your participation in the study is voluntary; no one can be compelled to participate. The information provided by those who do take part will be protected under the Privacy Act of 1974. Information that would permit identification of individuals will be treated as strictly confidential, will be used only for the purposes of the study, and will not be released without prior consent, except as provided by law. The results of the study will be made public only in the form of statistics and comparisons between groups of people, so that the individuals who participate cannot be identified.

I hope that you will agree to participate in this interesting and important information project on young American workers. I wish to take this opportunity to thank you in advance for your contribution to the success of these surveys.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ernest G. Green". The signature is fluid and cursive, with a long horizontal stroke at the end.

ERNEST G. GREEN
Assistant Secretary for
Employment and Training

TO THE SECRETARY OF AGRICULTURE

FROM THE ASSISTANT SECRETARY FOR AFFAIRS

SUBJECT: [Illegible]

1. [Illegible]

2. [Illegible]

3. [Illegible]

Q BY Q SPECIFICATIONS

FOR THE

HOUSEHOLD ENUMERATION

The National Longitudinal Survey

of

Labor Force Behavior

Youth Cohort, 1979

NATIONAL OPINION RESEARCH CENTER

University of Chicago

CENTER FOR HUMAN RESOURCE RESEARCH

Ohio State University

Q BY Q SPECIFICATIONS

FOR THE

HOUSEHOLD ENUMERATION

The National Longitudinal Survey

of

Labor Force Behavior

Youth Cohort, 1979

NATIONAL OPINION RESEARCH CENTER

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CENTER FOR HUMAN RESOURCE RESEARCH

Ohio State University

UNITED STATES

DEPT. OF JUSTICE

WASHINGTON, D.C.

1

INVESTIGATION

REPORT

NO. 1

RECEIVED

DEPT. OF JUSTICE

WASHINGTON, D.C.

NOV 19 1964

The household enumeration is the first part of the interview. It is conducted with the parent (head of FU to which the (YOUTH RESPONDENT) belongs) or the YOUTH himself depending on the living arrangements of the YOUTH. There are four versions:

Version A: This is for a (YOUTH RESPONDENT) who is living with his parent(s)/parent substitute(s). The household interview is conducted with the parent and we enumerate the household in which (YOUTH RESPONDENT) lives.

Version B1: This is for a (YOUTH RESPONDENT) who is living in a college dormitory, fraternity or sorority house, in a hospital, job corps residence, jail or a juvenile detention center. The household interview is conducted with the (YOUTH RESPONDENT) and we enumerate his "household of origin," i.e., his household of permanent residence.

Version B2: This is for a (YOUTH RESPONDENT) in the military sample. See Military Manual. (Omitted, done as a separate sample.)

Version C: This is for a YOUTH RESPONDENT living in his own dwelling unit or for a YOUTH who is head of his own family unit (FU). Examples of the latter are:

- 1) YOUTH living in an apartment with two other people to whom he is not related.
- 2) YOUTH living in an orphanage.
- 3) YOUTH living in a nunnery or other similar type of religious institution.

In (1) we enumerate the people with whom YOUTH lives but in (2) and (3) we enumerate the YOUTH RESPONDENT only. For example, we do not enumerate all other persons living in the orphanage with YOUTH.

If R. lives in an institute such as an orphanage or convent, ask R. if she has any brothers or sisters living THERE with her. If YES: enumerate R. and her brothers and sisters on the household grid.

Versions A, B1 and C

The household enumeration comes in two parts.

Part 1:

The face sheet contains the YOUTH RESPONDENT assignment label with his characteristics such as race, marital status, and the household enumeration grid. This HH grid contains the names of the people living in YOUTH RESPONDENT'S household when he was screened. The grid also indicates who the householder is, the relationship of each member to the householder

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and the sex of each member. You fill in the remainder of the grid (age, relationship to YOUTH RESPONDENT, highest grade or year of school ever completed by each member and whether (he/she) worked or not in 1978) during the household interview. The two address boxes (Box A and Box B) will also be filled in (or in Version B1, you verify and correct, if necessary) during the household interview.

The household enumeration is designed to obtain a complete list of the members of the household in which YOUTH RESPONDENT lives at the time of the youth interview. As already mentioned, the HH grid on the face sheet gives a list of the members of the household of YOUTH RESPONDENT when he was screened. At the time of the youth interview, there are two possibilities which could arise:

- a) The YOUTH RESPONDENT is living in the same arrangement as when he was screened. In this case the list of names you have needs to be updated for any new members added to the household and for any members who have left the household since screening, and you use the version as indicated on the face sheet.
- b) The YOUTH RESPONDENT HAS CHANGED HOUSEHOLDS since he was screened. Examples of this are:
 - (1) YOUTH was screened in his parent's house and he has since moved into his own dwelling unit.
 - (2) YOUTH was screened at foster parent's house but is now living in a home for children.
 - (3) YOUTH was screened as living in a college dorm but has since moved into an apartment with two other college students (own FU).

There are many permutations of possible changes; the important things to remember are: If YOUTH RESPONDENT has changed addresses since he was screened, he may have a change in household composition as in examples (b) above.

If YOUTH RESPONDENT has changed his household, then cross out the names on the household grid including the YOUTH RESPONDENT and start enumerating the new household members on the next available lines.

In case (b) the question arises: Which version do you use? This depends on the current living arrangement of YOUTH RESPONDENT. For example:

If YOUTH RESPONDENT has moved from the parent's address where he was screened and is now living with a different parent, use Version A.

If YOUTH RESPONDENT was living with his parents when he was screened and is now living in his own dwelling unit, you conduct the household interview with Version C.

4270 Y
SURVEY FACE SHEET

case number of youth respondent.

sample type. / see next page.

version of household interview (A, B1, B2 ovc)
to use for this case.

CASE NO: 000010 0 SAMPLE ID: A

FSU: 999 New York, New York

BOX AT PARENTS ADDRESS

SEG: 999 PT: 9 LINE: 999 BLOCK: 999xx

LOCALITY: New York

RESPONDENT: Rockefeller Winthrop LNE#1

AGE: 17 BIRTH DATE: 05-61 MAR. ST: Nev Marr

ADDRESS: CO. CHASE MANHATTAN BANK

NEW YORK

PHONE: 212-234-6666 R's HOME

LANGUAGE SCREENING WAS CONDUCTED IN: ENGLISH

SCREENER COMPLETED: DATE: 08-78 TIME: 12.00 pm

HOUSEHOLD ENUMERATION

Family Unit- Number	June	Names of youth's household Number, on the screener are printed within	Relationship to head of family unit I printed I from I
	I fu.	I below.	

↓ June. Names of youths' household
[Numbered on the screener are printed
within.]

IFu. \downarrow below

AV#	I#	I GR.	FU#	I LINE#	I NAME
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10
11	11	11	11	11	11
12	12	12	12	12	12
13	13	13	13	13	13
14	14	14	14	14	14
15	15	15	15	15	15
16	16	16	16	16	16
17	17	17	17	17	17
18	18	18	18	18	18
19	19	19	19	19	19
20	20	20	20	20	20
21	21	21	21	21	21
22	22	22	22	22	22
23	23	23	23	23	23
24	24	24	24	24	24
25	25	25	25	25	25
26	26	26	26	26	26
27	27	27	27	27	27
28	28	28	28	28	28
29	29	29	29	29	29
30	30	30	30	30	30
31	31	31	31	31	31
32	32	32	32	32	32
33	33	33	33	33	33
34	34	34	34	34	34
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37	37	37	37	37	37
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46	46	46	46	46	46
47	47	47	47	47	47
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49	49	49	49	49	49
50	50	50	50	50	50
51	51	51	51	51	51
52	52	52	52	52	52
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58	58	58	58	58	58
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65	65	65	65	65	65
66	66	66	66	66	66
67	67	67	67	67	67
68	68	68	68	68	68
69	69	69	69	69	69
70	70	70	70	70	70
71	71	71	71	71	71
72	72	72	72	72	72
73	73	73	73	73	73
74	74	74	74	74	74
75					

ROCKEFELLER JOHN

1 I. 02 I ROCKEFELLER ANNE

***01 I 03 I BOCKEELIER WINTHROP**

2 01 JONES POLLY

Blanks for additional ¹ xxxx
members of household ¹ xxxx

members of household. I xxxx

I I
 X X X X X X X X X X

[illegible]

I

XXXXXX
I I

[illegible]

T

Not asked for members added to list.

Address boxes
to be completed
during household
interview.

Q.6 Sex of members printed on list. Code (or ask if not obvious) for members added to household.

Q.7 Relationship to youth is asked about everyone on list (including additions).

Q.8 Age is asked about everyone.

Q.9 for members of household age 5 or older, ask what is the highest grade or year of regular school (not the) has completed

Q.10 For members of household age 14 or older, ask if (he/she) has done any work for pay in 1978 and code "yes" or "no".

SAMPLE CLASSIFICATION

<u>Code</u> <u>Description</u>	<u>Code</u> <u>Description</u>	<u>Code</u> <u>Description</u>
Cross-Section Male	Supplement Male	Military Male
A Non-Black Non-Hispanic		Q Non-Black Non-Hispanic
B Non-Black Non-Hispanic Poor	J Non-Black Non-Hispanic Poor	
C Black	K Black	S Black
D Hispanic	L Hispanic	T Hispanic
Cross-Section Female	Supplement Female	Military Female
E Non-Black Non-Hispanic		U Non-Black Non-Hispanic
F Non-Black Non-Hispanic Poor	N Non-Black Non-Hispanic Poor	
G Black	O Black	W Black
H Hispanic	P Hispanic	X Hispanic

Code Description

Cross-Section Male

A White
B Poor-White
C Black
D Hispanic

Cross-Section Female

E White
F Poor-White
G Black
H Hispanic

Code Description

Supplement Male

I White
J Poor-White
K Black
L Hispanic

Supplement Female

M White
N Poor-White
O Black
P Hispanic

Code Description

Military Male

Q White
R Poor-White
S Black
T Hispanic

Military Female

U White
V Poor-White
W Black
X Hispanic

If YOUTH RESPONDENT was living with his parents when he was screened and is now living in a college dormitory, use Version B1 when conducting the household interview.

When you go to the household of the YOUTH, it may not be quite clear what type of arrangement the YOUTH is living in, e.g., married YOUTH living with his wife and wife's parents. It is possible that the YOUTH is the householder or his wife's parents may be the householders. See Administrative Spex.

If version type changes, correct the version type on the face sheet.

Part 2:

The second part of the HH enumeration is a four page document, the contents of which depend on the version you are using.

Version A: For Version A, you conduct the household interview with YOUTH RESPONDENT'S parent/parent substitute, that is, with the head of the family unit (or head's spouse) to which YOUTH RESPONDENT belongs. In most, but not all cases, there will be one family unit in a household. A family unit within a household contains all members of that household who are related by blood, marriage, or law. To find who is head of YOUTH'S family unit, look in column 1 for YOUTH's family unit number on HH grid, then locate person who has the same family unit number and who has line number 01 in column 2 of the HH grid.

Page 1:

The upper left side of Page 1 contains the version type of the document with a short explanation of YOUTH RESPONDENT's living arrangement. To the right of the version type are boxes in which you record your identification number and your supervisor's identification number. Beneath these boxes code the language the household interview was conducted in. Enter the family unit number (FU#) (from column 1 of the household grid on the face sheet) and the line number (from column 2 of the household grid on the face sheet) of the respondent for the household interview. In the case of Version A, this will not be the YOUTH RESPONDENT.

The bottom part of Page 1 contains the Record of Calls.

Disposition codes on bottom of Record of Calls:

When coding the disposition of a case, use the largest number appropriate: For example, if you have contacted the household of Mary Smyth but you have not completed either the household interview or the YOUTH interview, then use codes in the second column under PENDING STATUS - PRIOR TO HH INTERVIEW.

Page 2:

This page contains the introduction and address collection of YOUTH RESPONDENT's (parent/parent substitute) and, if YOUTH has moved away from the household, the present address if

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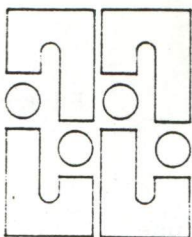
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Page 2:

This page contains the introduction and address collection of YOUTH RESPONDENT'S (parent/parent substitute) and, if YOUTH has moved from the household permanently or temporarily, the present address of



NORC

-7-

UNIVERSITY OF CHICAGO

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

NORC-4270

NATIONAL LONGITUDINAL SURVEY OF LABOR FORCE BEHAVIOR

OMB #: 44R-1671

Version
type.

HOUSEHOLD INTERVIEW VERSION A

CONDUCT HOUSEHOLD INTERVIEW WITH:

PARENT OF YOUTH RESPONDENT

To
be
completed
after
HH
interview

Intv. ID #:

--	--	--	--	--

Supv. ID #:

--	--	--	--	--

HH Enumeration Conducted in:

English 1

Spanish 2

Other (SPECIFY) 3

R for HH Enumeration:

--

FU #

--	--

LINE #

RECORD OF CALLS

TRY #	DAY	MONTH	DATE	TIME	TYPE	OUT- COME	COMMENTS	INTV INTL
	M ... 1 F ... 5 Tu ... 2 Sa ... 6 W ... 3 Su ... 7 Th ... 4			Pre 3 ... 1 3-6 ... 2 Post 6 ... 3				
01								
02								
03								
04								
05								
06								
07								
08								
09								
10								
11								
12								

Disposition Codes:

OUTCOME CODES

See next Page.

FINAL CC
Completed 51
Completed, converted parent refusal 52
Completed, converted youth refusal 53
Completed, converted parent and youth refusal 54
FINAL NIR
Parent refusal/breakoff 60
Youth refusal/breakoff 61
Parent and youth refusal/breakoff 62
Unable to locate family unit and youth 63
Unable to locate youth 64
Other (Illness, language,
out of country, etc.) 65

PENDING STATUS - PRIOR TO HH INTERVIEW
Family unit and youth moved 20
Family unit at address, youth moved 21
Unable to locate parent and youth 22
Unable to locate youth 23
No one at home 24
Household contacted, respondent not at home ... 25
Parent refused 26
Youth refused 27
Parent and youth refused 28
Completed youth interview, HH interview pending 29
No action on this case 30
Other 31

PENDING STATUS - HH INTERVIEW COMPLETE
Youth interview appointment
Youth not at home
Youth refused
Youth temporarily unavailable 43
Youth moved 44
Unable to locate youth 45
Other 46

the YOUTH. The address of the parent is entered in Box A on the face sheet and the address of the YOUTH (if he has moved) is entered in Box B on the face sheet. If YOUTH has moved away permanently, then he has changed the household of which he is a member. Thus, you do not do the household interview with the parent. If the move is temporary, continue the household interview with the parent.

Page 3:

This page contains the questions which enable you to enumerate the household of which YOUTH is a member. As mentioned on Page 3, we are either (a) checking and updating the list on the HH grid, or (b) enumerating the new household to which YOUTH belongs.

Left-hand column: The questions in this column are asked for a YOUTH RESPONDENT who is currently living in the same parental home as he was when screened (case (a) on page 3).

You ask questions 1-5 on the left hand side of Page 3.

Qs. 1-4: First, you say, "I have listed as living in your household," and then read the names from the household grid. Check the list for additions or omissions such as babies or small children, lodgers, boarders, etc. If there are any members of the household not already on the grid, enter their names on the next available lines.

Q. 5: Question 5 then checks to see if any of the members on the list (including any you have added from Qs. 1-4) have a usual residence somewhere else. If there are any, ask: "Who?" and cross out the name(s) in the household grid.

Right-hand column: Questions 1-5 on this side are asked if the YOUTH RESPONDENT has changed his household since the screener by moving in with (other) (parent(s)/parent substitute(s)) (as in case (b) on page 3). In this case, cross out the names printed on the HH grid, including R's name, and start enumerating the new household members on the next available lines.

Q. 1: With this question, you begin the enumeration of the members of the household in which YOUTH RESPONDENT now lives. At Q. 1, record on the first available line of the HH grid the full name of the householder, if he currently lives or stays in the house. If the person who rents or owns the home does not live there, enter the name of the respondent for the household interview (that is, the name of the head of the family unit) as "the householder" and use (him/her) as the reference person for questions 2-5.

If you find that YOUTH RESPONDENT is the householder, you should change from a Version A to a Version C.

Q. 2: You ask (and record in HH grid when appropriate) the names of the householder's (husband/wife), children and any other person(s) related to (him/her) who live in the household.

Q. 3: In this question, you obtain the name(s) (if any) of any person(s) who stay in the household but are not related to householder. Record names on HH grid.

Qs. 4A,

4B: These two questions remind the respondent of person(s) (he/she) may have omitted. Record name(s) on HH grid.

Q. 5: Here you read the list you have enumerated and check to see if any of those you have listed have a usual residence somewhere else. If yes, cross out the appropriate names on the HH grid.

Now you have a current list of the members of the household in which the YOUTH RESPONDENT lives, whether the YOUTH RESPONDENT is living in the same household as when he was screened, or if he has moved to a new household since then.

Page 4:

Qs. 6-10 ask some questions about the members of the household. Ask Qs. 6-10 for each member before going on to the next and record answers on the HH grid.

Q. 6: This question needs to be answered for those members who have been added to the list of names during the household interview. If the YOUTH is still living in the household in which he was screened, answer Q. 6 only for additions to the household. If the YOUTH has moved into a different household from when he was screened, answer this question for all members of the household. If the person's sex is obvious, you simply enter "M" or "F" in column for Q. 6 on HH grid without asking. Do not assume a person's sex on the basis of the person's name alone.

Q. 7: In this question, you ask for and record in column for Q. 7 in HH grid the relationship of all persons in the household to YOUTH RESPONDENT (except, of course, the YOUTH RESPONDENT himself). Enter R in line corresponding to YOUTH RESPONDENT. For persons who are not related to the YOUTH RESPONDENT, but who are related to each other, enter both relationships.

For example:

- a lodger and his family would be listed as:
 - . lodger
 - . lodger's wife
 - . lodger's son

Q. 8: In this question you ask for and record in the column for Q. 8 in HH grid the age of all persons in the household. If the respondent is uncertain of someone's exact age, probe for and record (his/her) best estimate of the age. Record one number; do not record a range. For example, if the respondent says that "Johnny is in his sixties," do not record "60-69" - probe for a single number, e.g., "66," that represents the respondent's best or closest estimate

For babies under 1 year old, enter '0' for age.

Q. 9: We ask this question for each member of the household who is age 5 or older, including the YOUTH RESPONDENT, and record in Col. 9 of the HH grid. If the HH interview respondent does not know the highest grade for a member of the household, ask for (his/her) best or closest estimate.

Use codes for grade or year of school as shown in Q.2, Section 4, of the main questionnaire.

Q. 10: We ask this question about each member of the household who is age 14 or older and record "yes" or "no" in Col. 10 of the HH grid.

The purpose of this question is to find out who worked in 1978 so that we can remind the respondent to include the income of these people in the total family income for 1978.

Q. 11: We are interested in the income during 1978 of the family unit to which the YOUTH RESPONDENT belongs. This question consists of a series of probes for all sources of family unit income other than wages and salaries.

To administer the question, you first read the introduction, then hand the respondent the appropriate show card; then read the stem of the question.

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

Q. 8: In this question you ask for and record in the column for Q. 8 in HH grid the age of all persons in the household. If the respondent is uncertain of someone's exact age, probe for and record (his/her) best estimate of the age. Record one number; do not record a range. For example, if the respondent says that "Johnny is in his sixties," do not record "60-69" - probe for a single number, e.g., "66," that represents the respondent's best or closest estimate

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

Q. 11

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 farm or professional practice -- includes only business and/or farm and/or professional practice profits made by members of this family unit. Note that the item asks for net income, not total or gross income.

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. This may be an important source of income for young persons who have recently left home. Another type of income that may 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 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 HH 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 is 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 HH enumeration (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.

Q. 12: With this question you ask the respondent for the total income for the family unit in 1978. 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 coded "yes" in column 10 (those who had income from a job) and then by reading all of the items in Q. 11 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 knows that we want the figure for his income before any deductions were taken out.

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. 12 on the enumeration. Remember to right justify and zero fill.

It is possible for a respondent to report that the family unit had no income during 1978. 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 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 in 1978 would be \$000,000 -- remember to zero-fill all the boxes at Q. 12.

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."

Version B1

You conduct the household interview with the YOUTH RESPONDENT.

Page 1:

The format is the same as in Version A.

In the upper left side, circle the code which describes the living arrangement of the YOUTH RESPONDENT.

- 1) College dormitory, fraternity or sorority house.
For YOUTH at college or for a YOUTH who is a student nurse living in a dormitory connected to a hospital, etc.
- 2) Jail or juvenile detention center for YOUTH who is in jail, etc. and who will not be going home within the next month.
- 3) Hospital
For YOUTH who is a PATIENT in a hospital and who will not be going home within the next month.
- 4) Other
Code "other" and specify for other type of arrangement where YOUTH has a permanent residence somewhere else. For example: YOUTH who is living in a Job Corps residence.

Page 2:

This contains the introduction and address verification. Box A and Box B contain the parent's and YOUTH RESPONDENT's address. You verify the address in Box B with the YOUTH. There may be two addresses associated with the YOUTH RESPONDENT: (1) his mailing address, and (2) the address of where he lives. If there are two, verify both addresses with the YOUTH RESPONDENT.

Do not read the introduction on the cover of the main questionnaire to YOUTH if you have read the introduction on the HH enumeration to this YOUTH.

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Page 3:

This page contains the questions with which you enumerate the YOUTH's household in (CITY OF PERMANENT RESIDENCE). Read city name from Box A on face sheet.

Left-hand column: For a YOUTH RESPONDENT who is living in a college dormitory, etc. and has the same household of permanent residence as when he was screened. This may include a YOUTH RESPONDENT who was living with his parents in Chicago, say, when he was screened but has now moved into a college dormitory. If his household of permanent residence is his parents' home in Chicago, then you ask the questions in this column.

Qs. 1-5: Using these questions, you check the list of names on the HH grid for any new members of the household and for any persons who may have left the household of permanent residence.

Right-hand column: For a YOUTH RESPONDENT who is living in a college dormitory, etc. and who has a different household of permanent residence from when he was screened.

You obtain the name of the householder of permanent residence. If householder lives there, then enter his full name on the HH grid. If YOUTH RESPONDENT is the householder, enter his full name on the HH grid. If householder is someone other than YOUTH who does not live there, then ask if householder's spouse lives there. If yes, then enter the spouse's name as "householder," and use (him/her) as reference person for Qs. 2-5. If no, then enter YOUTH RESPONDENT'S full name as "householder" and use (him/her) as reference person for Qs. 2-5.

Qs. 2-5: See spex for Version A.

Q. 4B: IF YOUTH RESPONDENT is not already listed on HH grid, read "don't forget to include yourself" and enter YOUTH's full name on grid.

It is necessary that YOUTH be listed on the grid as we want his income from work in 1978 to be included in the total family income.

Page 4:

Qs. 6-12: See spex for Version A. NOTE in Qs. 11 and 12, we are collecting the income of YOUTH RESPONDENT and his family unit (i.e., YOUTH and all persons in home of permanent residence who are related to YOUTH).

Version C:

You conduct the household interview with the YOUTH RESPONDENT.

Page 1: The format is the same as for Version A. Code the living arrangement of YOUTH RESPONDENT.

1. Own dwelling unit

Code this if YOUTH (or spouse) rents or owns the dwelling unit or if YOUTH is the head (or spouse of head) of his family unit.

An example of the latter is: YOUTH RESPONDENT is living with her boyfriend in her boyfriend's parents' home. The composition of the household is then: FU #1 contains boyfriend's family--i.e., all who are related to the boyfriend.

FU #2 - YOUTH RESPONDENT who is head of her own FU.

2. Orphanage

For a YOUTH who is living in orphanage or home for children.

3. Nursery/convent or other religious institution

For a YOUTH who is living in one of these arrangements.

4. Other

Code "Other" and specify living arrangement of YOUTH.

Page 2: Introduction and address collection. Record address in Box B on face sheet.

Do not read the introduction on the cover of the main questionnaire to YOUTH if you have read the introduction on the HH enumeration to this YOUTH.

Page 3: This page contains the enumeration questions.

Left-hand column: For a YOUTH RESPONDENT who is currently living in his own DU (or is currently head of his own FU) and who was living in his own DU (was head of his own FU) when he was screened.

Qs. 1-5: See spex for Version A.

Right hand column: For a YOUTH RESPONDENT who is currently living in his own DU and who was not living in his own DU when he was screened, or for a YOUTH who is currently head of his own FU and who was not head of his own FU when he was screened.

Q. 1: You obtain the full name of the householder. If householder lives in the house, you enter his full name on the HH grid. If householder does not live in the house, ask if the householder's spouse lives there. If yes, enter spouse's name on HH grid as "Householder" and use (him/her) as reference person for Qs. 2-5. If no: enter YOUTH RESPONDENT's full name on HH grid as "Householder" and use (him/her) as reference person for Qs. 2-5.

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Qs. 1-5: See spex for Version A.

Right hand column: For a YOUTH RESPONDENT who is currently living in his own DU and who was not living in his own DU when he was screened, or for a YOUTH who is currently head of his own FU and who was not head of his own FU when he was screened.

Q. 1: You obtain the full name of the householder. If householder lives in the house, you enter his full name on the HH grid. If householder does not live in the house, ask if the householder's spouse lives there. If yes, enter spouse's name on HH grid as "Householder" and use (him/her) as reference person for Qs. 2-5. If no: enter YOUTH RESPONDENT's full name on HH grid as "Householder" and use (him/her) as reference person for Qs. 2-5.

Qs. 2-10: See spex for Version A.

There are no income questions for Version C as we collect the income information in the Main Questionnaire in Section 21, Assets and Income.

If there are two or more YOUTH RESPONDENTS in the same family unit you will have a face sheet and HH enumeration for each respondent. When you have completed the face sheet and HH enumeration for the first respondent copy all the information, except the relationship to YOUTH RESPONDENT, onto the second (third, etc.) respondent's face sheet and HH enumeration.

That is, copy:

- 1) List of additional members
- 2) Sex of additional members
- 3) Age
- 4) Highest grade or year of regular school ever completed
- 5) Whether worked or not in 1978
- 6) Income

You will have to fill in relationship to second, etc., YOUTH RESPONDENT during the household interview.